# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at [https://www.cde.ca.gov/re/lc/documents/lrngrntntyatndncpln-instructions.docx](https://www.cde.ca.gov/re/lc/documents/lrngrntntyatndncpln-instructions.docx).

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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<tbody>
<tr>
<td>Roseville Joint Union High School District</td>
<td>Jess Borjon  Interim Superintendent</td>
<td><a href="mailto:jborjon@rjuhsd.us">jborjon@rjuhsd.us</a> 916-786-2051</td>
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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 crisis has generated a host of challenges, many related to learning loss, technology access, equity, and access for learning. The RJUHSD had implemented a one-to-one digital device initiative in the Fall of 2018. All students were given individual digital devices (Chromebooks) to access learning in a blended learning environment that included 80% on campus instruction and 20% independent learning. This was all done in a traditional classroom setting with a block schedule format. The COVID-19 crisis immediately shifted the learning delivery model to 100% off campus digital based instruction. In the spring of 2020 this format took on both a synchronous and asynchronous learning approach, with most of the classes being asynchronous. With feedback from the community and more time for teacher preparation the Fall of 2020 began with an online learning model that is predominantly synchronous. A daily schedule requires students to log in to classes at prescribed times throughout the day. In this setting we have found challenges with technology, equity and support services. Technology challenges came in the form of platform capacity and training, internet access and device support. We’ve worked through those issues in the fall term but had to struggle in a live and learn mode in the spring term. We can confidently say at this time that all our platform challenges have been resolved - teachers have received training, bandwidth and features expanded and the learning curve is not as steep as before. The access to the internet has been resolved through providing hot spots, facilitating local internet service hook ups and in extreme cases providing safe temporary spaces at the school site. The district's transition to one-to-one device distribution in the 2018-19 school year helped a great deal as all students had their own device at the transition to distance learning. However, the abrupt transition in the spring term had some students with unresolved device issues and needed some form of replacement or repair service. That process took sometime to get up and running but those issues are now few and far between. The equity challenges that remain are more case by case and are resolved through school site specific approaches. School administrators, counselors, support staff and teachers collaborate to address issues as they are identified. The support services from counselors, wellness staff, mental health and special education experienced similar transition issues as they relate to level of contact and a school schedule that facilitated direct online (or in person as allowed) communication. In the spring term support services had to adjust on the fly so it created some inconsistencies across campuses. The predominant approach for class time was asynchronous therefore the unpredictability of student availability was problematic for all support services. The adjustment at the time was to push out as much as possible with students who had initiated services prior to the shut down. As the new school year began with the new schedule with a designated support services time, “Hub time”, there became a dependable time for students (and parents) to access services that did not conflict with class time. This approach has worked very well and we’re finding many more connections with support services happening now. As we move forward we will continue to adjust to the evolving nature of the COVID-19 guidelines and restrictions.
Stakeholder Engagement

[As described in the text, efforts were made to solicit stakeholder feedback.]

RJUHSD began soliciting stakeholders' feedback in April/May 2020 and has continued throughout our reopening process. The district's planning toward the reopening of schools identified health, safety, research, survey, and data collection as fundamental aspects of our process. Engagement and responses from our stakeholders have provided us with valuable insights and input to inform the district's planning in academics, attendance, engagement, culture, and climate, nutrition services, and public health.

At the end of our 2019-2020 academic school year, RJUHSD administered a survey to families to solicit feedback on distance learning. The survey was made available in English, Spanish, and Russian and administered via Google Forms. A total of 5626 respondents replied, including 3376 parents/guardians. Responses were submitted and analyzed. The responses showed that 63% of parents/guardians surveyed reported that with a 3 or a 4 (on a 4 point scale, with 4 being “very satisfied”) about their satisfaction with their overall experience with distance learning in Spring 2020. 65% of the 1815 student respondents reported a 3 or a 4 about their satisfaction with their experience with distance learning, and 63% of the 435 staff respondents gave a score of 3 or 4 about their satisfaction. Overall, the consistency of these results is remarkable, and it's noteworthy that almost ⅔ of respondents were satisfied or very satisfied. Teachers were asked about the quality and topics available for training, including which additional training they would need, which helped shape our four professional development days we offered in August 2020. Parents and students were also asked which online tools were used, and which were most effective in Spring 2020. Finally, parents and students were asked which topics they wanted additional training or support.

Furthermore, RJUHSD staff sought input from specific EL parents of students who did not engage in distance learning during the Spring of 2020. Porch visits were conducted to engage parents and ask about their needs and how RJUHSD can support them. RJUHSD staff plans to continue to engage parents with porch visits, phone conferences, and Google Meet meetings as we move forward with Dynamic Online Learning (distance learning) in the Fall of 2020.

In doing so, a DELAC meeting was held in August to solicit parent/guardian input on Dynamic Online Learning. In addition, in order to deepen our understanding of English learner students’ and families’ perspectives and experiences, school personnel will conduct Empathy interviews by phone and teleconferencing via Google Meet meetings. Gathered information/input will serve as data to refine and adjust school site plans.

Counselors, Learning Support Specialists, Wellness, Assistant Principals, teachers, Program Specialists and other support staff at each site have been engaging in porch visits, 1:1 video visits, in person and phone conferences to assist parents and students with Dynamic Online Learning needs. Through these techniques staff has been able to engage families in their education and solicit feedback.

Numerous stakeholder meetings which have been ongoing since last April to the present to solicit feedback on a variety of topics include monthly district counselor and assistant principal meetings, and leadership and COVID task force meetings which include district office, site administration, teachers, counselors, wellness, classified and certificated union representatives. There have been subsequent sub-committees formed to further address the needs of EL, Foster Youth, and low income families which include the Family and Community Engagement and Learning Support Specialist meetings to help address the barriers for the mentioned families which meet monthly. The Special Education COVID Task Force as well as the Nurse COVID Taskforce have focused their efforts and expertise on mitigating challenges for our students and families as needs arise. The Dynamic Online Learning team meets weekly to troubleshoot issues related
To ensure equity of voice for all communities including English Learners, foster youth, homeless youth, and students with disabilities, RJUHSD will provide necessary access to all parents/guardians to public meetings and hearings via different platforms. Recordings will be made available, after the meetings, and families are welcome to give input. The public hearing was held over Zoom and there were numerous attendees who were able to give public comment or ask a question about the Learning Continuity Plan. The comment received was about access to students at our continuation school and how being in person is a needed option than learning from home. At school they would have increased accessibility to school and community resources and internet connectivity.

In order to obtain English Learner stakeholder input RJUHSD will hold multiple teleconferences via Google Meet. In addition, to meet the needs of our families, translation and interpretation will be provided in the families primary language. The meetings will be composed of DELAC and ELAC meetings and other "Listening/Input" meetings throughout the school year.

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Feedback from DELAC English Learner parents included: Offer students different options of internet/WiFi connectivity, offer training for parents in different areas where they can support their students with Dynamic Online Learning and offer training to teachers and school employees in cultural awareness/competencies.

Feedback from the Program Specialists who have held IEP meetings with parents and students from March to present day have repeatedly heard feedback in regards to severe to moderately disabled students having a challenging time with distance learning as they are unable to use the technology on their own and follow all of the platforms being utilized. The students in the SMD program need an in person learning experience.

The input given to the district by parents, students and teachers, in June was taken into account in preparation for Dynamic Online Learning for fall 2020. As a district, we have chosen to implement online learning as synchronous. Parents and students indicated that asynchronous learning did not give the students enough structure in the “school day” to be able to be successful. Having a bell schedule Monday-Friday in
fall 2020 has also helped to give increased structure to a student’s day and it has given students the daily interaction with teachers which they indicated as a need in the survey. This interaction helps students to be able to ask questions and helps them with their time management skills which the students stated they needed help with.

Additionally, we have added “HUB” time, 4 days/week, which gives teachers and students as well as support staff the opportunity to meet in a more smaller setting after the school day is completed to either remediate academic needs, address college and career readiness, or meet with a counselor or wellness staff to for mental health and social emotional needs. Mental health and social emotional needs are being met by counselors and wellness staff by facilitating 1:1 telehealth meetings, by appointment on ground meetings, groups in chorts/pods and porch visits.

Parents and students asked for more resources pertaining to social and emotional learning and mental health for the student and family to access. The district has created a universal Wellness Helpline, a universal wellness email, added more resources to the wellness website and is in the process of creating a list of parent engagement sessions on a variety of topics for parents to attend, learn about, and ask questions. Wellness centers at the school sites will begin having 1:1 and group sessions at the school site in addition to the teletherapy which is already taking place. Counselors will continue to support students with their social and emotional needs through teletherapy and in person appointments. With the addition of opening up access to the Wellness Centers, students and parents will be able to contact the wellness center directly to receive services.

A topic which parents and teachers brought up as needing change was the grading policy from spring 2020. With the quick pivot to online learning last spring, the District followed the guidance set forth by the California Department of Education and to “hold harmless” the student if they were not able to complete the work due to the many challenges which were presented at the time. The grading scale for that time did just that; it gave the student the benefit of all that was happening to students, their families, and instruction. Now with more time to prepare and having curriculum in place the grading policy is back to its pre-COVID status.

Teachers asked for further training on specific digital learning resources and tools. In preparation for fall 2020, the District was able to work with the RSEA union to move 2 of the District professional development days from September and January to August to allow time for more training with the teachers to ensure there was ample time for training and preparation needs could be met for this challenging time to ensure positive classroom outcomes for the fall. Feedback from counselors, Learning Support Specialists and Family Engagement was the need for internet connectivity in homes and learning how to authenticate as a school user to access Zoom for classes was a major concern. The District is also working with cell phone providers and other local internet providers to help families gain access to better or more internet connectivity in their homes. Additionally, the District is working to procure more hot spots and have made internet access available to students on campus as well. There is also a dedicated space on campus for students to use the school’s internet to Zoom into their classes. The District Technology Helpline is available for students and parents to call in any issues they may have and have a technician assist them with their tech problem. Each of the comprehensive school sites has a Digital Media Technician that assists with Chromebook hardware issues and is available to give the student a loaner Chromebook while theirs is being fixed. Plans are in the works for additional Parent Engagement and Education Nights so that they can help their students at home on Google Classroom, Homelink, Zoom, Blackboard and other pertinent technology tools to help enhance learning.

All of the sites had a concern about students who fail to show up. In preparation for this, schools have Student Engagement Teams which meet multiple times a week to discuss student progress and attendance. This team is a multidisciplinary team of counselors, Learning Support Specialists, Wellness, administrators, psychologists, youth service officers and anyone else who would or could be a resource to
engage a particular student who is not engaging in school or struggling with school. The teams’ primary concern is to get the student engaged in school and to mitigate the barriers that arise.

In preparation for hybrid learning and the return of students to campus, details are being worked on to have students return on an A/B rotating schedule to have students on campus for an in person learning experience.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

RJUHSD is committed to returning students to campus just as soon as we can ensure both quality of instruction and the safety of students and staff. Placer County is in transition as we move through the 14 day “clearance” period from California’s COVID-19 monitoring list. As outlined below, we plan to move through a phased approach when returning to on-campus instruction when we are able to adhere to state and county health guidelines. A distance learning model will remain an option for those students wishing to continue the year learning exclusively online:

**Phase 1:** Distance learning for all students. This is our current phase, as of 9/8/2020.

**Phase 2:** Limited student access with smaller groups (likely less than 12 students). Each school site will identify key groups of students that are legally required to be served, such as English Learners and Special Education. These families will be notified by August 28 and students could potentially begin on-campus September 2, 2020. In addition, we will continue to add students as we are able to with all safety precautions in place. We anticipate Phase 2 will extend to October 9, 2020 as we work to transition to a Hybrid Model Schedule. In order for the district to move beyond Phase 2, we must:

- Implement the COVID-19 Industry Guidance: Schools and School-based Programs
- Secure appropriate teaching staff for each site
- Meet the needs of all students in the district, including those families who wish to continue in a dynamic online learning model

**Phase 3:** Hybrid model schedule. Beginning as soon as the second quarter, we could have students on campus with escalated safety precautions in place. Phase 3 could remain in place until the end of fall semester. We believe this approach will be the safest and least disruptive to the learning plan of each student. This approach allows us to retain the high quality programs we have in International Baccalaureate, Advanced Placement, Career Technical Education, Performing and Visual Arts.

**Phase 4:** Full, on-campus model. We plan to have all students (except RSVL Academy students) on campus with escalated safety precautions in place. This traditional model would have very few restrictions. The California Department of Public Health guidelines may prevent us from offering this model due to our inability to accommodate all students while maintaining physical distancing, depending on circumstances in effect at that time. We remain committed to providing a safe and engaging learning experience throughout these ever-changing challenges.
This recent correspondence outlines the District’s current health and safety protocols, based on the updated recommendations from the California Department of Public Health. It includes plans and protocols to ensure the safety of staff consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles: **RJUHSD’s Health and Safety Protocols**

RJUHSD’s priority is serving ALL students, and in both the DOL model and in our transition back to in-person instruction, our teachers, counselors, administrators, and other school staff have reached out to disengaged or struggling students to provide support, guidance, and resources. And although RJUHSD has a system of support for all students, there is a focused lens on any student who may need additional support. Therefore, as we plan to gradually bring students back to campus, our initial cohorts will consist of any at risk student; this could include: students with IEPs, English Learners, Foster Youth, Homeless or anyone else needing urgent support. At each stage and in each model, teachers are consistently monitoring student progress via formative assessments and summative assessments (some common throughout the District). As we eventually move into more of an in-person format, these authentic assessments will continue, and teachers will use them to inform their next steps of instruction for students, including providing the appropriate form of intervention and support. Some examples of this are: support during Intervention/Hub time, UDL for lesson design, break out rooms that promote student structured collaborative discussions, “stations”, and more.

Whether it is on-ground instruction or online, RJUHSD educators are committed to ensuring that student learning loss is addressed immediately so that students are able to achieve proficiency in each course’s Essential Learning Outcomes and are ready to transition to the next level of learning.

This presentation to our Board, on August 25th, shares what the District’s tentative plans are for reopening, based on what we know as of right now. This plan could change at any time, depending on our county’s status, as well as guidelines from the CDE and county health department: **RJUHSD Update Fall 2020 Reopening**

At the September 8th Board meeting, under Board committee reports, the Reopening Schools Committee gave an update on plans to reopen RJUHSD schools beginning October 12th under the Hybrid Learning model and welcoming students back 2 days a week in an A/B grouping model. Half of the student population would be group A which would attend on Monday/Thursday and group B would attend Tuesday/Friday on campus. Wednesday would be a synchronous online day for all students and a deep cleaning day for the school to help disinfect and sanitize mid-week. This schedule to attend on campus would be voluntary and students could choose to continue with all Dynamic Online Learning through the end of the semester. Plans are still currently being worked on to finalize details.

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<th>Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>In-Person reopening planning, protocol, materials, resources (include all cleaning supplies, protective gear, additional modifications for furniture and outdoor spaces for learning.)</td>
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<tr>
<td>Effective first instruction: teachers continue to develop academic, language, and social emotional skills,</td>
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<tr>
<td>Stakeholder group established to help create a transition to school schedule</td>
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<tr>
<td>Special Education &amp; English Learner leads work to create a safe and secure testing environment in person.</td>
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<td>Special Education work to amend IEPs per regulations</td>
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Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

In order for our students to be fully prepared for their next level of learning, RJUHSD will provide an instructional progression that ensures ALL students have access to a sound learning program. Our District has created a synchronized (real time) Dynamic Online Learning (DOL) environment, DOL information reference, that illustrates our plan for curriculum and instructional resources that will ensure continuity and access to a full curriculum for our students. In response to SB 98, and as a result of input from our communities, RJUHSD opted for a synchronous model that allows for 240 minutes of live daily interaction. In addition, teachers make Social Emotional Learning (SEL) connections a regular part of their class meetings and utilize a myriad of tools to provide Universal Design Learning (UDL) support and additional learning opportunities for students, including: closed captioning, student voice and choice, varying ways to demonstrate proficiency, breakout rooms for peer collaboration, and recorded lessons for students to view again as needed. Synchronous classes don’t necessarily mean there’s an expectation for our students to be “live” every moment of every class. We are guiding our teachers to practice a “gradual release of responsibility” model (be it Explicit Direct Instruction, a Discovery Model, etc), with consideration for student engagement, physical breaks, relationship building, and student-centered learning. During independent work time, teachers can reach out to individual students to provide 1:1 guidance as needed. In addition to lessons and learning based on the California Standards and District Essential Learning Outcomes (ELOs), teachers utilize a variety of technology tools to enhance student learning. These tools, which can be used in a DOL format or for in person learning, include: Google Suite, Flipgrid, EdPuzzle, Hyperdocs, Padlet, Pear Deck. Kami, Squid, Screencastify, and most of the Zoom student engagement features.

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<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
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<td>9:15-10:15</td>
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As part of our Multi-Tiered System of Support (MTSS) students have access to “Hub Support” four days a week. This is a time where teachers and students can work together to reteach and relearn any missed academic concepts (including additional language development), make interpersonal connections, and/or seek out assistance from our Wellness Centers. This intervention time is a critical piece for many students but especially vital to our at risk populations, and we are committed to maintaining essential student services. One day a week also allows for content specific Professional Learning Teams (PLTs). Subject matter experts utilize this time to collaborate with one another, analyze and compare student results, share best practices, troubleshoot issues that arise, and develop and implement interventions to insure student success.

To further ensure continuity, teachers utilize one of two learning platforms to create the framework for their courses: either Google Classroom or Blackboard. These two systems were selected as they are familiar to both students and teachers, and will allow for a smooth transition once students return to campus in either a hybrid or full in person model of learning. Administrators also have access to these courses so they can “visit” to support the students and provide feedback to the teacher as needed. Regardless of the learning platform used, all synchronous courses utilize Zoom as the initial daily connection/class time for their students.

We’re excited to engage our students in a dynamic approach to learning, with a mindset that is flexible, encouraging, and engaging. Our vision is to provide a rigorous and welcoming online learning environment so that all students feel supported in their academic success, social-emotional wellness, and post-secondary planning.

Access to Devices and Connectivity

In order to ensure that all students have access to devices, RJUHSD assigns a chromebook to every student upon enrollment. In addition, RJUHSD is dedicated to ensure that all students have connectivity. In order to ensure that students have access to connectivity RJUHSD has implemented the following plan.

RJUHSD implemented a phone Hotline where families who need assistance with internet connectivity or Chromebook issues can call for assistance. RJUHSD staff then assess the needs of the student and are assigned one of the following options: a hotspot, access to on campus WiFi, or connectivity through Comcast Essentials program or the Verizon WiFi hotspot program. Parent engagement liaisons respond to Hotline calls daily, and are available in multiple languages to assist students and families.

RJUHSD is also monitoring if a student is engaged or not engaged in their classes by monitoring daily attendance. If a student is disengaged then RJUHSD staff reach out to the student and parent/guardian to ensure that the student has connectivity access. Outreach to families can be conducted in various ways such as phone, email, or porch visits. Please refer to this document for information related to our district’s compliance of Senate Bill 98: Attendance Taking Protocol for DOL.
In addition, in order to continue and to maintain connectivity to Dynamic Online Learning, students can have their chromebooks repaired for issues that may affect their connectivity to online learning. At the time that a student drops off their chromebook for repairs they will be assigned a loaner chromebook.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Since teachers are online or in-person with students, teachers will utilize either Google Classroom or Blackboard as their method of keeping track of their assignments, grade book, and communicating with students on classwork and participation. Attendance will be taken daily on Aeries by the teacher and the grade book will be available to parents and students via Homelink on Aeries. Teachers will continue to evaluate student work on a regular basis, with formative and summative assessments. Formative assessments will be formal and informal and be presented in a variety of ways. These formative assessments will be used to assist both students and teachers to identify knowledge and skills learned and those that may need additional support. Types of summative assessments will vary as well; teachers are encouraged to think “out of the box” when creating and using assessments and to consider a variety of authentic means to assess (not just “tests”).

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The RJUHSD opened its August Pre-Service Days through the lens of Universal Design for Learning and Equity for all. We were extremely fortunate to have keynote speakers from both our National Equity Project (NEP) partner, Mark Salinas, and Dr. Mirko Chardin, Strategic Partner from Novak Educational Consulting. Our Educational Technology administrators, as well as teacher leaders, led several days of incredible learning and engagement, with specific training provided on best practices and platforms for Dynamic Online Learning. All teachers were grouped by subject area and provided required training on four topics for DOL. Additionally, teachers were allowed to choose sessions from 16 other topics relevant to DOL tools and best practices. All sessions required hyperdocs with numerous materials, tools, and references so that teachers can refer back to them throughout the year. A fourth day of training allowed all teachers to work in professional learning teams (PLTs) to develop and finalize preparations for the launch of DOL on August 11th. As a result, our teachers and administrators felt better prepared, and have the tools they need, to begin our DOL in a way that best supports student learning. Our district Educational Technology Coordinator, along with other members of the Educational Services team, have provided at least 15-20 “Tech Cafes”. These training sessions have been extremely valuable and allow teachers to drop in at any time, to ask tech related questions, to trouble shoot, and/or provide 1:1 support as needed.

-District Kick Off Day #1
-Dynamic Online Learning August Kick Off Agenda 2020
-Detailed Descriptions of Workshops for Aug PD Days

As the school year progresses, teachers will continue to be supported with their technology training needs.
To continue the work on reimagining and redesigning our system for equity. The district will continue their partnership with the National Equity Project in 2020-21. This collaboration and training will allow the district to train more staff to make informed decisions and take effective actions to create a more nurturing, resilient, and liberating environment for students.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

In order to meet the needs of Dynamic Online Learning, modifications to staff roles and responsibilities changed as a result of COVID-19 include the following:

- All Teachers are now delivering curriculum and instruction through an online learning platform. This is a new delivery system for most; the District has provided additional training and support using best practices for online learning.
- All other certificated employees have also had to use online tools to support students, including Counselors, Administrators, Wellness Staff, Psychologists, Speech Language Pathologists, etc.
- Special Education and English Language Learner staff are currently developing methods to properly assess and provide support to students as required.
- The District is sending out a daily health screening form, which creates additional responsibilities to Human Resources as well as the School Nurses for tracking possible COVID 19 symptoms and cases, and responding accordingly to employees.
- Custodial - increased deep cleaning of office and classroom spaces that are currently in use, as well as for all high traffic locations and high touch surfaces.
- Food Services - staff have adjusted hours and increased the number of shifts in order to provide daily ‘grab and go’ meals to students and families in the district. The staff worked during summer break to provide meals throughout the summer.
- Transportation - Bus Drivers are no longer transporting students, but are delivering meals to families as well as picking up students to bring them to campus in order to access the internet/internet connectivity. Routine maintenance and repair on school buses continue as normal. Increased training to staff on COVID 19 related topics.
- Technology - purchased and configured devices for all students and staff to learn and work remotely. Technology staff continue to provide ongoing support for login and connectivity issues. Staff provide support for instructional technology tools such as Zoom, Google Classroom, Blackboard, etc.
- Paraeducators have shifted to providing support to students with special needs using online instructional technology.
- Substitute Teachers - the District is training a small group of Guest Teachers to provide substitute services in a distance learning environment.
- Co-curricular and activities-based teachers have had to significantly adjust how they engage students in programs such as band, performing arts, physical education, etc.
- Athletic coaches have been asked to limit conditioning to small groups of student athletes throughout the summer and during the fall semester. All seasons of sports have been postponed to spring 2021.
- All District meetings, such as Board meetings, leadership meetings, and faculty meetings, have been moved to an online platform.
- Many classified and certificated staff are working remotely for a variety of reasons, including having a health condition that makes them high risk, as well as their child’s place of care is closed due to COVID 19.
Supports for Pupils with Unique Needs

Supports for Pupils with Unique Needs include:

- **English learners**: Students who are learning English as a second language will have access to resources tailored to their language needs, including extra language support during distance learning.

- **Students with exceptional needs**: Pupils with exceptional needs, including those with disabilities, will receive additional support to ensure they can access grade-level content. This includes adjustments to instruction and materials to meet their unique learning needs.

- **Pupils in foster care**: To support students living in foster care, RJUHSD offers connectivity solutions like hotspots and school site WiFi. Additionally, the district provides extra support for food insecurity, transportation, housing, educational needs, and more.

- **Pupils who are experiencing homelessness**: The district offers support for students living in homeless situations, ensuring they have access to connectivity and other needs assessments to identify and address any immediate or ongoing issues.

RJUHSD acknowledges and values the diversity of our students. While school closures impacted all students, some students, such as English learners, students with disabilities, economically disadvantaged students, foster youth, and homeless youth, were disproportionately affected by our school closures. RJUHSD is committed to ensuring that all students have equitable access to grade-level content and instructional rigor. Therefore, in the Fall of 2020 RJUHSD went into contract with Novak Educational Consulting. Consulting and professional development in Universal Design for Learning (UDL) continues into the 2020-2021 school year. With UDL we are able to give grade-level access to our students through the use of UDL principles. UDL principles are based on the understanding that students differ in the ways they learn, and that students with language, cultural differences, sensory and learning disabilities all require a different way of approaching content.

**Support for Homeless Youth** will include:

In order to support our students living in homeless situations during Dynamic Online Learning, RJUHSD has offered the following additional support. We are ensuring that all our students living in McKinney-Vento situations have connectivity either via hot spots, Comcast Essentials, or access to school site WiFi. For students who need to be on campus for connectivity and who need transportation, transportation is offered to them. RJUHSD will ensure that students who identify as McKinney-Vento will be engaged in a needs assessment to assess food insecurity, (all students will be enrolled in FRLP and meals are available throughout Dynamic Online Learning), clothing, transportation, housing, educational needs, school supplies, college and career readiness, mental health and physical needs, social/emotional needs and family needs. The RJUHSD McKinney-Vento liaison is in frequent communication with the Placer County Office of Education Liaison to ensure all county level supports are available to students. Training for school staff will be provided to ensure awareness of definitions of homelessness and how to identify and refer students who might qualify to the district liaison. For students and families who enter campus, updated McKinney-Vento posters, provided by the COE have been placed in plain sight and front office staff are trained to support students or parents to be immediately enrolled in school and referred to the district liaison for further needs assessment. To ensure students qualifying for McKinney-Vento who enroll throughout the year a query will be run mid-year and all students meeting criteria will be re-engaged in a needs assessment and case management supports will be provided to students and families with ongoing identified needs.

**Support for Foster Youth** will include:

In order to support our students living in foster care during Dynamic Online Learning, RJUHSD has offered the following additional supports. We are ensuring that all our students in foster care have connectivity either via hot spots, Comcast Essentials, or access to school site WiFi. For students who need to be on campus for connectivity and who need transportation, transportation is offered to them. RJUHSD will ensure that students who identify as living in foster care will be engaged in a needs assessment to assess food insecurity, (all students will be enrolled in FRLP and meals are available throughout Dynamic Online Learning), clothing, transportation, housing, educational needs, school supplies, college and career readiness, mental health and physical needs, social/emotional needs and family needs. The RJUHSD foster youth liaison is in consistent communication with the Placer County Office of Education Liaison to ensure all county level supports are available to students. Training for school staff will be provided to ensure awareness of definitions of foster care and implications for students in care and how to identify and refer foster youth to the district liaison. For students and families who enter campus to enroll in school, front office staff have been trained to support students and caregivers to be immediately enrolled in school and referred to the district liaison for further needs assessment. To ensure students identified as foster youth who enroll throughout the year a query will be run mid-year and all students meeting criteria will be re-engaged in a needs assessment and case management supports will be
provided to students and families with ongoing identified need. Mechanisms for open and consistent communication with the Placer County Children’s System of Care are in place to ensure smooth transitions for youth in care and collaborate supports are in place.

Support and instruction for English learners will include:

In order to support our English Learners during Dynamic Online Learning, RJUHSD has offered the following additional support. We are ensuring that all our English Learners have connectivity either via hot spots, Comcast Essentials, or access to school site WiFi. For students who need to be on campus for connectivity and who need transportation, transportation is offered to them.

English Learner students will also be receiving both designated and integrated English language development instruction, including assessments to monitor progress towards language proficiency. In addition, porch visits are also being conducted in order to deliver necessary curriculum such as workbooks and printed handouts. These items are supplementing the online instruction. Furthermore, computer programs are also used to supplement online instruction. Programs such as Newsela, Readtheory and IXL are being used to build both ELA and Math skills.

Many of our teachers have been through varying degrees of training with Universal Design for Learning (UDL). This educational framework aims at reducing learning barriers for students and promotes student voice, choice, and self-advocacy. As a nationally recognized UDL expert, Katie Novak helped us start our professional development days this year, and is planning to return shortly to work with different cohorts of teachers. Thanks to Katie Novak, and some grass roots momentum, this flexible approach, which benefits not only ELs but so many students, is gaining traction among our teachers.

Supports and instruction for Students with Disabilities will include:

In addition to the supports cited above for all students, supports related to students with IEPs (SWDs) include the provision of individualized in-person support services, consultation and collaboration with parents, training teachers and support staff on how to effectively manage student behavior and engagement in a Distance Learning environment. Collaboration with curriculum publishers to identify and implement effective instructional methods for providing specialized instructional services through Distance Learning. Expansion of co-teaching support at all school sites to provide enhanced support of SWDs in core general education classes. Additional training for co-teachers, site administrators, and program specialists on best practices in co-teaching methods. Additional training for Special Education service providers on how to utilize intervention curriculum tools in Distance Learning. Specialized collaboration teams for Special Education teachers to develop and refine supports for SWDs. Implementation of elaborate service logs for daily monitoring of the provision of related services to individual students who require those services as part of their IEP. That service tracking information is shared among service providers and case managers so they can identify any situation in which a student is not receiving their services during Distance Learning. SWDs have been and continue to have their individual needs elaborately assessed by specialists who then help the team revise the student’s educational program to address new and/or continuing areas of learning loss/deficit. Struggling students are referred for extra individualized or small group instructional support during the intervention periods (a.k.a., Hub time) in addition to the instruction they receive in the classes. Instructionally, a variety of online instructional tools and resources are being utilized in an effort to provide effective evidenced-based instructional in a Distance Learning format. Those tools include News-2-you, Unique Learning System, i-Ready, Read 180, Reading Plus, Read&Write, Khan Academy, Step-up-to-Writing, as well as various specialized student communication software applications.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]
<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>School supplies, transportation, internet connectivity needed for dynamic</td>
<td>$15,000</td>
<td>Y</td>
</tr>
<tr>
<td>online learning for foster and homeless youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software purchases to improve and enhance Dynamic Online Learning for</td>
<td>$84,064</td>
<td>Y</td>
</tr>
<tr>
<td>students and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources for internet connectivity: Purchase of Chromebooks, hot spots,</td>
<td>$765,000</td>
<td>Y</td>
</tr>
<tr>
<td>Comcast, WiFi &amp; Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online educational tools to support learning for ELs: Newsela, Readtheory,</td>
<td>$15,036</td>
<td>Y</td>
</tr>
<tr>
<td>Listenwise and IXL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental instructional materials for ELD 1 and 2 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Porch Visits to support students with connectivity, community resources,</td>
<td>$10,000</td>
<td>Y</td>
</tr>
<tr>
<td>wellness visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upcoming Fall/Spring Cohort PD (by subject area, e.g., English/ELD teachers)</td>
<td>$30,000</td>
<td>Y</td>
</tr>
<tr>
<td>with K Novak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to the actions cited above for all students, actions related to</td>
<td>$90,000</td>
<td>Y</td>
</tr>
<tr>
<td>students with IEPs (SWDs) include the use of elaborate service logs for</td>
<td></td>
<td></td>
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<tr>
<td>individual students and utilized on a daily basis to monitor and evaluate</td>
<td></td>
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<tr>
<td>the provision of related services to individual students who require those</td>
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<tr>
<td>services as part of their IEP. That service tracking information is shared</td>
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<tr>
<td>among service providers and case managers so they can identify any situation</td>
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<tr>
<td>in which a student is not receiving their services during Distance Learning.</td>
<td></td>
<td></td>
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<tr>
<td>SWDs have been and continue to have their individual needs elaborately</td>
<td></td>
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<tr>
<td>assessed by specialists who then help the team revise the student’s</td>
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<tr>
<td>educational program to address new and/or continuing areas of learning loss/</td>
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<tr>
<td>deficit. Struggling students are referred for extra individualized or small</td>
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<tr>
<td>group instructional support during the intervention periods (a.k.a., Hub</td>
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<tr>
<td>time) in addition to the instruction they receive in the classes.</td>
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<tr>
<td>Instructinally, a variety of online instructional tools and resources are</td>
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<tr>
<td>being utilized in an effort to provide effective evidenced-based</td>
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<tr>
<td>instructional in a Distance Learning format. Those tools include news-2-you,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unique Learning System, i-Ready, Read 180, Reading Plus, Read&amp;Write, Khan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academy, Step-up-to-writing, as well as various specialized student</td>
<td></td>
<td></td>
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<tr>
<td>communication software applications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Equity Project Training</td>
<td>$60,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers and PLTs implement regular assessments to ensure student learning progression is on track. As noted previously, regardless of being in person, online, or some type of hybrid, teachers assess both formatively and summatively. Formative assessments guide students and teachers to recognize knowledge and skills achieved as well as identify gaps that may need additional support. Teacher and learner partner to ensure any gaps are filled. Authentic summative assessment types vary and are often common across site departments, and some are common across the entire district as well. Finally, as part of the CAASPP system, juniors take the Smarter Balanced Summative Assessments in science, English Language Arts (ELA) and mathematics, which are aligned with the Common Core State Standards (CCSS) and measure progress toward College and Career Readiness. Please see below for additional ways RJUHSD assesses students' learning status, including, assessment tools, frequency, and instructional delivery model for English, ELD, and math.
English: English teachers are proactively assessing students’ literacy (including reading, writing, and oral language) on a regular basis. As mentioned previously, these assessments take various formats, with a heavy emphasis on formative learning, so that neither teacher or student waits until it’s too late to reteach/relearn a skill that wasn’t mastered. Because of this practice, any gaps in learning can be addressed immediately, either during class time (e.g. individual work time or in a breakout room) or during the Hub intervention period. Teachers work diligently to assist students at other times as well (at lunch, after school, etc). Assessments, supplemental materials, and delivery may vary site to site, but the outcomes of each English course are standard across the district, and there is a common summative District Writing Assessment in all English classes as well.

ELD: English learner progress towards language fluency is a top priority for RJUHSD. To assess students' learning status, students are required to submit an “exit ticket” at the end of each of their class sessions. In addition, both formative and summative assessments are administered to students via Zoom. Teachers will also use GoGuardian to ensure security and academic integrity on the work that the students are submitting. Assessments may take various forms from the traditional "tests" to other types of authentic assessments such as: interviews, projects, presentations, and more. Teachers will have time to evaluate their students grades/data during “Teacher PLT” time on Monday afternoons. ELD teachers will also have access to the IXL platform, where students can continue growing their ELA and Math skills. Students are assessed with IXL program approximately bi-monthly which allows teachers to analyze progress towards growth. The program is computer adapted and geared towards each student’s proficiency level and will only allow students to move on, after they have demonstrated mastery. ELD teachers also give quarterly district-wide benchmark assessments to monitor student progress and adjust individual instruction based on student results.

Math: All classes begin and end with teachers verifying student engagement through Zoom, and teachers regularly give formative assessments online through tools like Google forms, Desmos activities, Peardeck, Edpuzzle or other more traditional means. Teachers also do regular check-ins with students in both synchronous and asynchronous methods. Many check-ins assess students’ socio-emotional status, as well as their math mastery. Teachers were trained in how to use breakout rooms in Zoom, and offer individual or small group teaching via these rooms. Teachers also use Zoom polls and chat questions to check for student understanding. Many teachers have “flipped” their classroom, so that students can address questions and other supports during actual class time after they have first learned the material from digital resources posted in advance. After delivering first instruction, teachers reach out to students who were not engaged, and direct them to recorded lessons or to online office hours. For students who still struggle to master the material, teachers ask them to attend extra tutoring sessions, including during designated intervention and support time (“Hub” time), or after synchronous school hours. Students are provided tutoring resources, are allowed extensions on assignments, and are allowed to retake some quizzes and exams after getting reteaching or other forms of extra help.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Per previously mentioned throughout this plan, RJUHSD will continue to implement actions and strategies to address learning loss and accelerate learning progress for any at-risk student (including ELs, Socially Economically Disadvantaged, Foster Youth, students with exceptional needs, and/or students experiencing homelessness).
Firstly, our synchronized instruction with an emphasis on effective first instruction, based on each course’s Essential Learning Outcomes (ELOs) is designed to provide immediate support for any struggling students via regular progress monitoring. As teachers move through on-ground or online learning and discover gaps, depending on the severity, they could possibly differentiate the learning and remediate right away, or arrange to meet with the student (or groups of students) at a later intervention time. Furthermore, regular social-emotional checks-ins can also be a proactive means of supporting students before they struggle in that regard as well.

A second tier of support is our embedded intervention period where teachers and/or Wellness Coordinators can provide secondary support for any student who needs or requests it.

Tier 2 and Tier 3 COVID Recovery was offered throughout the summer as was traditional Credit Recovery. In addition, Credit Recovery sessions will be offered throughout the school year using our Blackboard LMS with plans to expand course offerings based on student need.

Part of the success of all of this support is professional development for our teachers that will continue throughout the year and includes: technology support, SEL, UDL, equity, and content specific learning within each PLT.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports made available to address student learning loss will be measured by individual examination of student progress. This includes all formative and summative assessments in any of the core areas that the student had previously struggled.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Formative &amp; summative assessments in English classes, effective first instruction with “real time” intervention in class, HUB intervention.</td>
<td>0</td>
<td>Y</td>
</tr>
<tr>
<td>English Learners: IXL</td>
<td>$4,650</td>
<td>Y</td>
</tr>
<tr>
<td>Math: Formative assessments done multiple times daily via online tools (Google forms, Zoom polls, Desmos, EdPuzzle, Peardeck) with summative assessments given through Illuminate or Edulastic. Reteaching happens during online office hours, daily Hub period, or through recorded videos of solved problems and/or solutions keys. Small group instruction (re-teaching) happens through Zoom breakout rooms, and many teachers are adopting flipped classrooms where first instruction is pre-recorded and formative assessment and intervention are happening during synchronous class time.</td>
<td>0</td>
<td>Y</td>
</tr>
<tr>
<td>SWDs: In addition to the actions already cited for all students, when appropriate SWDs have been and continue to have their individual needs assessed by specialists who then help the team revise the student’s educational program to address identified areas of learning loss/deficit. Struggling students are referred for extra individualized or small group instructional support during the intervention periods (a.k.a., Hub time) in addition to the instruction they receive in the classes. Student progress on every IEP goal is assessed at least quarterly, and those results are promptly reported to parents and used as a guide for adjusting instruction when necessary.</td>
<td>0</td>
<td>Y</td>
</tr>
</tbody>
</table>
Instructionally, a variety of online instructional tools and resources are being utilized in an effort to provide effective evidenced-based instructional in a Distance Learning format. Those tools include News-2-you, Unique Learning System, i-Ready, Read 180, Reading Plus, Read&Write, Step-up-to-writing, as well as various specialized student communication software applications. Special Education case managers collaborate with SWD’s regular teachers and provide detailed written information about the individual needs of each SWD.

**ALL:** Tier 2 & Tier 3 COVID Summer Recovery $71,684 Y

**ALL:** Credit Recovery $220,000 Y

Key Cohort (student groups above) will have priority in the transition back to in-person learning 0 Y

**ALL:** Teacher Professional Development $882,142 Y

### Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Throughout the COVID-19 pandemic it is more apparent than ever for the need to support student and staff mental wellness. The RJUHSD has well established [Wellness Centers](#) on all school sites. Wellness Center services focus on five areas that impact a student ability to benefit from their education; Attendance/Engagement Support, Substance Use and Prevention, Assessment and Referral, Community Resources and Mental Health. The Wellness program has a well established multidisciplinary team including, special education, school counselors, administrators, nurses, community providers, County Children's Mental Health and students who provide oversight and support to continued program development and improvement. To best support students and families a referral for service and drop-in process have been developed for ease of access to services. Students are able to self-refer, parents are able to refer and school counselors and administrators are able to make direct referrals for Wellness supports. During Dynamic Online Learning and through AERIES Communication all students, parents/guardians and staff have been made aware of continued Wellness supports (porch visits and telehealth) and how to refer to Wellness. As well, Licensed wellness staff presented to all school staff on the impacts of trauma, Adverse Childhood Experiences and how it can manifest at school and in classrooms, how teachers/staff can appropriately respond and access school based supports for identified students. Staff were also trained to better understand vicarious, complex, intergenerational and systemic trauma and the impacts not only on students but also on themselves. School staff were provided training in emotion, mind, body, spiritual, relationship and work self-care, as COVID-19 impacts everyone and self care is needed now more than ever. Wellness staff also push into classrooms and present lessons to students on anxiety, depression, substance use, impacts of social media on the teen brain, along with coping strategies and skills that include mindfulness, meditation and the importance of physical activity.

All schools sites have a multidisciplinary Intervention Response Teams (IRT) that meet weekly to review students with challenges both academically and socially, emotionally and with their mental health. These teams assign interventions and support and monitor student progress. The information being reviewed includes attendance, grades, behavior data and staff recommendations during the IRT meetings to better support students and their needs. To monitor and support student referrals for services through Wellness we use a global tracker to manage referrals, services and staffing to ensure a comprehensive approach and effective case management. For students receiving
individual and/or group therapy, Wellness uses Clinitrak, a web based charting platform that allows for secure and structured documentation of assessment, diagnosis, treatment plans, progress monitoring and outcome data.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Tiered outreach and communication plans will be developed for consistent communication via multimodal delivery options, available in home languages as needed. Parent-student-teacher-counselor plans will outline the detailed communication and student engagement plan developed for each family. For English learner students, learning goals will be established for language development as well as content. Student-led conferences will occur frequently to highlight student progress and continue to develop family and student agency.

For students who are not attending their online classes and this includes students who are chronically absent or not engaging with work completion or participation and students who are not meeting compulsory education requirements, the intervention process in place includes the teacher contacting the parent after the second absence via a phone call and email and if they are not successful in attaining contact then the Student Engagement Team (SET) consisting of a multidisciplinary team of counselor, administrator, wellness, learning support specialist, paraeducator, a classified staff member such as attendance clerk or other trusted adult meet to begin the second phase of intervention which includes a porch visits, continued calls to the parent and student. If the student cannot be located by school personnel then the school will begin to involve the school resource officer and the mobile crisis unit to begin another level of wellness checks. When the student is located the Student Engagement Team (SET) will begin to assess and triage the situation of the student and depending upon what challenges and barriers arise from the interview, the SET will incorporate further internal resources such as the school nurse, school psychologist, transportation, etc. and work with outside community agencies to ensure the families needs are being met as a system of intervention to further mitigate learning loss experienced by the student.

In regards to English learner students, RJUHSD will communicate clearly and regularly in the home language. In doing so, translation and interpretation will be available for parents during DELAC, ELAC and “Listening/input” sessions. In addition, RJUHSD will use multiple means of communication through social media in the various languages to reach families. RJUHSD is dedicated to supporting families as partners in supporting student learning. Therefore, RJUHSD will offer technical support, videos, and workshops for families on the use of technology in their home language. RJUHSD will also provide resources for student learning at home. Additionally, RJUHSD will create opportunities for families to participate in workshops (in their language) where they can learn new strategies to support their students’ learning.

For Students with IEPs (SWDs), Special Education service providers and case managers are implementing the attendance and engagement process established for regular education students. Additionally, service logs have been established at each school site and utilized on a daily basis to monitor the provision of related services to individual students who require those services as part of their IEP. That service tracking information is shared among service providers and case managers so they can identify any situation in which a student is not receiving their services during Distance Learning. When SWDs do not regularly attend and engage in their SpEd services various methods are being utilized including calls and emails to parents seeking to identify the cause, and then to support improved engagement in the services. Other interventions include porch visits by school staff, porch visits by school resources officers, and IEP meetings for the purpose of having the team identify strategies for improving support to the student. Other forms of more generalized outreach have included detailed
written communications sent to parents twice during the spring closure and again in August. Those communications provided SWD’s parents with updated and detailed information about how their child’s services are being provided during Distance Learning, rationale for the current educational provisions, future plans, and contacts for obtaining more specific information or discussing concerns, as well as detailed descriptions of the procedural safeguards afforded to them. Specialized/individualized technology devices and software solutions, in addition to the standard chromebooks provided to all students, have been provided to SWDs who need them to be able to access their education and services in a Distance Learning format. Special Education service providers periodically collaborate with parents in an effort to help parents more effectively support their children's success with Distance Learning.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Since school closures on March 16th RJUHSD has been able to serve all students in need of food. We are serving all meals which are pre packaged from the kitchen by 3 staff members in accordance with social distancing guidelines set by the state for food preparation. Food handlers wear masks and gloves and take a daily health and wellness check to ensure no one is with symptoms or illness. Food handlers follow the prescribed prevention strategies set forth by the state health department of washing hands for 20 secs and frequently disinfecting and cleaning any high touch areas. Each meal prepared includes that day’s lunch and the breakfast for the following day. We serve our meals Monday through Friday from 11:00 am to 1:00 pm. All meals are all distributed through curbside pick up at each of our 6 comprehensive high school sites. All food handlers wear masks and gloves during pickup. The campus monitor is present to ensure crowd control and that social distancing guidelines are adhered to during pick up. Only 1 person from the car is allowed to pick up their meals at a given time. If a family is food insecure and is not able to pick up the meals, then our transportation department delivers meals to porches. We will continue serving food during the Dynamic Online Learning schedule. We will continue to serve all students regardless of free and reduced price meals status through December 31, 2020 per the USDA Federal Waiver for Summer Meals Program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Services</td>
<td>THE RJUHSD Food Services Dept has three options for students who are in need of meals. There is a food delivery service program where a week’s worth of meals are delivered to the home. There are bagged lunches and breakfasts which are available daily M-Fri on campus in a drive thru format. There will be food pick up available for weekend and holidays on Fridays beginning September 11, 2020.</td>
<td>0</td>
<td>Y</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>Porch Visits, translation services, parent engagement and education series to be provided on topics of interest</td>
<td>$20,000</td>
<td>Y</td>
</tr>
<tr>
<td>Mental Health and Well Being</td>
<td>Students and families are able to directly access wellness centers at the sites for help. Wellness helpline and email was created to</td>
<td>$31,700</td>
<td>Y</td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.53%</td>
<td>$5,441,348</td>
</tr>
</tbody>
</table>

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

As indicated in the narrative above, foster youth, English learners and low income students are being monitored English Learners and Special Education students are being considered first for 1:1 testing as this is now allowable per Placer and Sacramento county guidelines. The next phase of reopening the campus to allow for more students to access in person services with Wellness, Counseling and teachers will include English learners, Special Education, Foster Youth, homeless and students who are in danger of failing their courses. Transportation will bring the students to campus during lunch break and students will be able to access lunch and other services as needed. The district will continue to offer increased services to foster, homeless, English learners and low income students with frequent check ins through the Learning Support Specialist, counselors, wellness, administration and interns. Community resources will be brought in as needed to assist the families and students of our underserved community to help them bridge the gap to stability or need. The district will continue to work closely with county agencies to help ensure that needed services are implemented in a timely manner.

In preparation for bringing students back to campus in a phased manner, the actions below will be used to effectively meet the needs of the unduplicated students.

- In-person reopening, planning, protocol, materials and resources were purchased in preparation for bringing students with disabilities, English learners, homeless, foster youth and students not engaging with online learning back to in-person, on-campus learning first through HUB then as a member of Cohort D which students attend 4 days a week rather than Cohort A and B which is 2 days a week.

- Effective first instruction: teachers continue to develop academic, language, and social emotional skills was planned and implemented with the unduplicate student population in mind by the Ed Services team based on the survey and feedback from students, parents and staff last spring. Where there were gaps, the Ed Services team worked with Principals to create a robust offering of mandatory professional development topics which included Universal Design for Learning strategies which helps the most academically at risk to be able to access...
grade level materials in their general education classes. Additionally, the 2 professional development days which were in September and January were moved to August to ensure teachers received extra time and days of training in preparation for a smooth launch of the 2020-21 school year. The content areas continue to meet and collaborate as a site and districtwide team to problem solve ways to continue engaging students who may be struggling.

-Stakeholder group established to help create a transition to on campus school schedules. This group comprises all levels of staff from administration to teachers to counselors to support staff. This group has been meeting regularly since last spring when the district was placed all online learning. This group continues to meet and problem solve the next phase of re-entry to the eventual goal of having students back on campus 5 days a week. The group considers unduplicated student needs at the forefront as we plan for each phase.

-Special education and English learner leads work to create a safe and secure testing environment in person. Special education works to amend IEPs per regulations. As schools were given guidance by the CA Department of Public Health on when and how to allow students to begin testing, the district created a taskforce to create a protocol to allow students to safely return to school to do this testing. Both special education and English learners have been able to continue their testing for the ELPAC or IEP for the past month. Additionally, special education has been working to amend IEPs as changes occur in the hybrid schedule

-School supplies, transportation, internet connectivity needed for dynamic online learning for foster and homeless youth. As the need arose for foster and homeless youth, school supplies, internet connectivity via hotspots and transportation were prioritized for this student group.

-Software purchases to improve and enhance dynamic online learning for students and teachers. This action was a benefit to students as it allowed them access to their education through Zoom as well as the Google suite of products and other software resources. In order to make the learning experience more accessible and robust, items such as Padlet or Pear Deck allows students to participate in classes via written discussion rather than speaking as some of our students felt more comfortable participating in this manner due current circumstances.

-Resources for internet connectivity: Purchase of Chromebooks, hot spots, Comcast, Wi-Fi and Transportation. Chromebooks are available for each student in RJUHSD. Hotspots and the Comcast wi-fi program were purchased for our English Learner students and students who are socio-economically disadvantaged and were identified in need of internet services. Transportation is being provided for our unduplicated count students and our special education students to be able to attend school on campus regularly.

-Online educational tools to help support learning for English learner students: Newsela, Readtheory, Listenwise, and IXL are all supplemental instructional materials for our ELD 1 and 2 students to utilize to continue to learn the English language at a high level and in addition to daily school activities to be able to have more practice in the 4 domains of reading, writing, listening and speaking.

-Porch visits to help support students with connectivity, community resources and wellness visits. Our support services team of counselors, wellness, learning support specialists, administrators, teachers and others have done outreach specifically to students who are at risk or are a part of the unduplicated count group. The purpose of the visit is to check in and connect with families and students to ensure their basic needs are being met and to help facilitate any resourcing needs to the community to ensure the students are safe and healthy to attend school online or in person.

-Upcoming spring cohort professional development for subject area teams such as English and math with Katie Novak about Universal Design for Learning and Jo Boaler for math. Math and English teachers will continue their work with Katie Novak and Jo Boaler to focus on instruction which engages all students, but particularly the student who is struggling or at risk to help redefine their curriculum and instruction methods.
Special Education focused strategies and actions. In addition to the actions cited above for all students, actions related to students with IEPs (SWDs) service logs for individual students and utilized on a daily basis to monitor and evaluate the provision of related services to individual students who re their IEP. That service tracking information is shared among service providers and case managers so they can identify any situation in which a services during Distance Learning. SWDs have been and continue to have their individual needs elaborately assessed by specialists who then help educational program to address new and/or continuing areas of learning loss/deficit. Struggling students are referred for extra individualized or small during the intervention periods (a.k.a., Hub time) in addition to the instruction they receive in the classes. Instructionally, a variety of online instruction being utilized in an effort to provide effective evidenced-based instructional in a Distance Learning format. Those tools include news-2-you, Uniqu Read 180, Reading Plus, Read&Write, Khan Academy, Step-up-to-writing, as well as various specialized student communication software applications.

National Equity Project training will continue to

Pupil Learning Loss Strategies are focused on all students however, students in the unduplicated count group who did not complete their spring course of failing in the fall are given first consideration to attend HUB on their campus, which is the intervention period where students are able to get more teacher in person or online. English learner, special education, foster and homeless students are also given priority to attend Cohort D which is for two days. Teachers are meeting with students on an appointment basis to help meet students where they are at. Additional interventions the district and 3 Summer Recovery, Credit Recovery and English Learner Summer Session which were implemented with unduplicated students in mind.

Tier 2 and 3 Summer Recovery where students who were close to passing the class and reaching mastery were invited by the teacher of their class for weeks after school was out for the summer to reteach, relearn and complete the course. This was to mitigate learning loss and to help the student to in future semesters.

Credit Recovery is still available to all students year round. This was available to students during the summer to help remediate and intervene with a class this past spring and help them get back on track towards graduation. Counselors work closely with students to ensure that at all grade summer, fall or spring credit recovery are appropriately placed in a course to meet their four year planning guide and ultimate goal of graduating and degree.

Food services were able to provide meals to all students through spring, summer and currently in the fall due to the USDA giving school district waiver. The unduplicated count students who are eligible are being served daily by food services with breakfast and lunch. Additionally for families, transportation and the students have chosen to stay on online learning during the hybrid learning schedule, the transportation and food services dependent on the home. We have also been able to offer weekend and holiday meals for families who are food insecure.

Family and community engagement liaisons continue to do outreach to families through porch visits, Zoom or Google Meet, we have been able to translating for or with them to community agencies, and have been providing parent education on topics of interest and need. Family liaisons have communication open and frequent with families who may be going through tough times due to economic uncertainty, a language barrier or are at risk where someone will answer during business hours, we have a site based email which is monitored by staff and responded to regularly, we have which are sent to students, parents and staff weekly to remind them that we are here to serve them for mental health and wellness needs. The counseling center using Calendly which is on their email signature and webpages where a student can sign up for an appointment to speak with someone at the counseling center. Counselors and wellness are working with their administrative teams to follow up on their students who are not engaging in classes per attendance records, those families and students. Unduplicated count students are taken into consideration for their mental health and well being needs and have been through tele-health visits, porch visits, and 1:1 in person meetings. We also have a variety of groups available to students to engage in from grief, depression to dealing with change.
RJUHSD increased/improved services by at least 5.53% by giving priority to unduplicated count students for all of the services available at the school sites. Students have priority access to the wellness centers and their resources. Family and community liaisons check in with our key cohort families to ensure continued engagement. Food services has expanded its program offerings to include meals for the weekend and delivery. Teacher professional development has an emphasis on strategies and supports for our key cohort groups. After school tutoring is available for students which can be accessed online or on campus during HUB to receive extra help with their classes. Transportation home is available through the late bus which allows students to stay at school to participate in co-curricular activities and access tutoring daily. Counselors and Learning Support Specialists check in with students regularly to ensure they are staying engaged and moving forward in their 4 year plan towards post secondary. RJUHSD will continue to use the lens of serving students who are at risk and struggling by giving access to interventions and programs to help close the achievement gap.