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/lrngcntntyatndncpln-instructions.docx.

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General Information

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

The Rialto Unified School District is located in the San Bernardino Valley and includes the City of Rialto and portions of the cities of San Bernardino, Colton and Fontana. Rialto has an ethnically rich and diverse community. The student population is approximately 85% Latino, 9% African-American, 3% Caucasian and 3% other groups. The District's leadership is committed to
promoting continued increased student achievement, fiscal responsibility and solvency, and a safe learning and working environment for enrichment and support of our students, staff and communities. The preschool through adult aged students and community are served through 19 elementary schools, 5 middle schools, 3 comprehensive high schools, 1 continuation high school and 1 independent study program as well as both state and district preschool programs and adult education.

Rialto Unified School District was under standard, face to face operations up until Spring Break which was March 12 - 20, 2020. Although many employees were not physically on campus due to the planned break, regular communication to employees and the community was provided via social media, email, and the district web page. The first official letter of communication from Superintendent Cuauhtémoc Avila, Ed.D. was on March 9, 2020, stating that there were no confirmed cases of COVID-19 in the San Bernardino and Rialto Unified School District as well as listing ways that community members and staff could protect themselves against the virus. On April 1, 2020, communication via phone, website, social media, and email was sent out about closure of schools for the remainder of the 2019-20 school year. Regular updates and information were communicated to all staff and the community via previously mentioned modalities. Summer school support was offered to all students in grades 2nd to 12th, based on need. Use of a distance learning program and model were used to support these students through the months of June and July of 2020.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

A variety of methods were used to elicit stakeholder feedback. To begin, in the months of June and July, District teams worked with both bargaining units - REA (Rialto Education Association) and CSEA (California School Employees Association) to create MOU's (Memorandums of Understanding) to address changes in working environments in response to COVID 19.

In addition, parents were surveyed via an online survey that that was sent out to parents via their individual school sites or after viewing a virtual Town Hall Meeting, addressing the Learning Continuity and Attendance Plan (LCP). A total of 4 Town Hall meetings were available to the community, offered during various times of the day to meet the needs of parents and their various schedules. As of the closing day of the survey, approximately 1800 parents had responded in regards to the Learning Continuity and Attendance Plan that included specific questions that addressed Distance Learning and the Hybrid Model. In addition, at the same time, English Learner Services, promoted a survey for parents of EL's and approximately 1300 parents responded. Moreover, the Agent for English Learner Services facilitated a virtual meeting with DELAC (District English Learner Advisory Committee) members to elicit feedback. Members of the District African American Parent Advisory Council (DAAPAC) and District Advisory Committee (DAC) participated in the Town Hall Meetings.

Ongoing communication and feedback from site administrators, support staff, and teachers was sought through the use of Google Meet focus groups and email surveys. Finally, to address student voice, an electronic survey was created and a link shared via Google Classroom. While a slight problem happened the third week of school with an introduction of malware to district servers, over 3000 students had responded. Once distance learning resumes for all, students will still have an opportunity to respond and the District will continue to monitor student feedback and input.

[A description of the options provided for remote participation in public meetings and public hearings.]

Due to San Bernardino's current standing on the state watch list for COVID-19, several alternative plans were created. For "Town Hall Meetings" - used specifically to share information about the Learning Continuity and Attendance Plan (LCP) - GoogleMeet was used as community members and parents could connect via the Internet or through an application on their phone. For those who did not have connectivity through those routes, participants also had the opportunity to phone in as well. For district board meetings, the WebEx application is used to hold the meetings telephonically. Community members and listening audience are able to follow along via a YouTube stream that is similar to how meetings are broadcast to the larger public under normal, non-COVID circumstances. For both Google Meets and WebEx meetings, translation is provided and input is still possible through normal communication channels.

[A summary of the feedback provided by specific stakeholder groups.]

Many stakeholders expressed safety concerns of themselves and/or their children and those concerns were all addressed by the District through negotiations with both bargaining units as well as plans for students when we return to a face to face model. In addition, many parents as well as staff had concerns about learning loss and gaps in students progress due to a transition to Distance Learning. Several ideas have been shared and a specific plan has been made to access students in the key areas of ELA, Math, and ELD. This data will be used to plan for a differentiated approach to meet the needs of the students and address possible learning gaps. In addition to safety concerns, parents also addressed the need for improved communication in light of Distance learning. Many, reported wanting continued voice communication as well as short messages via text.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder impact was important for several areas of the LCP. To begin, principal and teacher input was crucial for Student Services and Child Welfare and Attendance to receive their feedback to develop a student engagement log and set in place attendance policies and

procedures that allow for accountability without increasing time and effort of staff. In addition, principal and academic coach and support staff input was valuable to create a District plan to close learning gaps and address learning losses of our students. This ongoing communication, exemplified by regular Google Meet conversations to address ideas and concerns, continue to assist in the creation of a plan that is realistic and organic in addressing students' needs. Finally, parent input was invaluable to increase communication as many highlighted challenges that existed during Spring 2020 during the first response in Distance Learning. This feedback lead to the district purchase of the Remind app to assist with communication between parents and school site and teachers to parents.

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.]

Rialto Unified is dedicated to offering in person instruction in the classroom to all students. An emphasis on students identified to be below grade level or in need of special services or support (English learners, pupils with exceptional needs, foster youth, and socioeconomically disadvantaged students).

Phase 1-- In order to make in person instruction a reality, Rialto Unified will begin the 2020-21 school year in a distance learning format with opportunities for daily live instruction. When it is safe to do so based on information from the Governor's office and/or state and local health departments, students will be phased into a hybrid model with onsite, in person instruction. Students remaining on Distance Learning (or Bridge Academy) will be those students who are medically fragile or are self quarantined because of COVID 19 exposure. In addition, parents will have the opportunity to choose Bridge Academy for the duration of the 2020-21 school year as an option to the hybrid, face to face model. The first students to be phased in will be those identified to be below grade level or requiring special services.

Phase 2-- Our youngest students, pre-school- 3rd grade, who need to build t foundational literacy and numeracy skills, will be the first group to transition back to a school setting. This group of students may have experienced the greatest challenges with Distance Learning. In addition,Response To Intervention (RTI) Tier 3 level supports will be provided in-person to those students scoring far below grade level on the iReady Diagnostic Assessments in English Language Arts and Math for grades K-8. Finally, specifically identified Pre-school-12th grade students who receive special services, are identified as English Learners or are foster/homeless youth, will be prioritized into this phase.

Phase 3-- In-person instruction will be extended to 4th, 5th, 6th and 9th grade students. Fourth and fifth grade students will return in order to solidify understanding of grade level standards and refine educational skills prior to transitioning to middle school. Sixth and ninth graders have been identified as needing additional support because they are transitioning into middle or high school. Rialto's historical data has

shown that transitional periods for students are causes for significant learning loss. Social emotional qualitative data also demonstrates that transitional periods can prove to be a difficult time for students to adjust to cultural school norms.

Phase 4-- In-person instruction will be offered to all remaining students (grade levels 7th, 8th and 10th- 12th). Seventh and eight grade students must receive in person instruction in order to solidify grade level standards and refine educational skills prior to transitioning to High School. Tenth through Twelfth grade students must receive in person instruction in order to attain grade level proficiency and acquire educational skills prior to transitioning to College and Career.

Phase 5-- Rialto Unified School District's ultimate goal is to return to full, in-person education in a traditional school setting as soon as possible.

Note: During Phases 2-4 students will receive additional support in the form of online tutoring, live interactive progress monitoring and goal setting. This support will be offered to students on a daily basis.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
As the District transitions to in person instruction, it will continue to implement the recommendations of the CDC and local health officials. The District will provide personal protective equipment (PPE) for all students and staff to ensure their safety. The school facilities will require additional sanitation and custodial services to minimize exposure to students and staff.	$1,500,000	No
	$1,000,000	Yes

Distance Learning Program

Continuity of Instruction

In order to ensure continuity for pupils when transiting between in-person instruction and distance, Rialto unified school district students tk-grade twelve, were given both print and digital core instructional textbooks and materials. Students received electronic devices and internet hotspots and sim cards for devices. Instruction is being delivered to all students via "Distance Learning". Teachers were instructed to follow a traditional scope and sequence of standards based instruction of new material and regular grading.

To assess the instructional continuity gaps the LEA created and distributed a number of surveys to staff, students and parents. It was determined that during the initial COVID shut down there was 1) a gap in communication, 2) technology access issues, 3) instructional concerns in quality and rigor, and 4) lack of focused intervention based on student needs.

To remedy the above mentioned issues, the LEA has made the following changes:
- Communication: Remind App was purchased for all teachers, support staff and administration to allow daily contact between parents/students and teachers.
- Technology Access: Purchase and distribution of Hotspots, personnel restructuring and relocations to assist with distributions and technology issues and repairs, Technology Professional Development for teachers, and daily support for students and family through site and District help lines. .
- Instructional Rigor: High quality distance learning best practices modules were created by the Education Services Department for grades K-12. A MOU (Memorandum of Understanding) was created between the district and teacher's association, requiring daily interaction and providing student support time to address learning loss.
- Data driven interventions: Additional resources in the form of pay for counselors to schedule students based on new COVID social distancing needs and on student credits needed for graduation and A-G completion. If and when Hybrid learning begins secondary class size reduction will be implemented to support social distancing needs. Instructional Strategists and Reading specialists will meet with students below grade level or with special needs. Scheduled intervention for student support is built into the daily schedule and supported by the MOU.

Access to Devices and Connectivity

To ensure that all students have access to devices, the district continued with a 3 year device replacement cycle plan for all student technology. Replacement of the devices purchased in the first year of the device replacement plan ensured enough devices are available. These devices included Chromebooks, PC laptops or iPads. For the past 3 years the district invested in classroom devices for students to reach a one-to-one - or very close proximity - ratio between students and devices. The 2020-21 school year is the first year of the

replacement cycle, where the district was able to secure 6,200 Chromebooks and 3,672 Windows laptops to add to our existing device inventory. This allowed each student to take a device home to participate in the district's Bridge Academy (Distance Learning) for the 2020-2021 school year.

To ensure that all students have connectivity at home, the district was able to purchase 2,500 T-Mobile hotspots for at home connectivity. Each hotspot can connect up to 5 district issued devices. For students in some of our remote areas, Verizon hotspots were purchased. During the online enrollment process, parents were asked if they had Internet connectivity at home (other than their mobile phone). Approximately 1,250 families responded that they needed Wi-Fi access at home. Anticipating that additional families could be in need of connectivity, the newly purchased Chromebooks have the ability to take SIM cards that allow Internet connectivity, including 2,000 cards from T-Mobile and 100 cards from Verizon.

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.]

Rialto Unified teachers will keep a record of each student's weekly engagement, verifying daily synchronous and asynchronous participation and tracking assignments/assessments. Elementary teachers will use a standardized Google spread sheet for the weekly engagement record. Secondary teachers will utilize their grade books in Synergy to track the amount of time required for each assignment. Synergy (SIS) will also document the minutes for live instruction. The process of arriving at an agreement for the weekly engagement record included input from stakeholders such as members from Student Services, Education Services, Business, site administrators and teachers from the elementary and secondary levels.

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.]

Two weeks before the start of the 2020-21 school year, teachers were given the opportunity to participate in professional development focusing on Google Classroom, Google Meet, iReady, the Remind Communication app, and two text help Chrome extensions --"EquatIO" and "Read&Write". These sessions were planned accordingly in alignment to a brief needs survey that was given to teachers before the end of the 2019-20 school year in regards to needs for training related to Distance Learning. Each training session was recorded and posted on the district website so that teachers could revisit the content or could access the session if they were unable to attend the first time. Additional professional development opportunities have been scheduled for the rest of the semester. The majority of these sessions will focus on Google Meet and features that will be implemented over the next couple of months to provide "live instruction". Another focus area will be to provide teachers with the opportunity to attend sessions to prepare them for the Google Certified Educator Level 1 exam, thus increasing their personal proficiency on the basic operation of Google Enterprise Suite and related tools.

Staff Roles and Responsibilities

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

Roles and responsibilities of classroom teachers shall be in alignment with SB 98 to address academic and social emotional needs.

Specific guidelines include:
- Confirm that all students have access to a computer and internet at home in order to participate in distance learning.
- Provide daily live instruction with students for the purpose of lesson delivery, progress monitoring, and maintaining school connectedness.
- Provide quality standards-aligned content and instruction.
- Maintain communication with parents about student progress.
- Implement procedures to re-engage students who are absent for more than 60% (equaling no more than three days) of instructional time per week.
- Continue special education services in accordance with the students' IEP.
- Provide academic support for English learners, students with disabilities, foster youth, homeless students, and students that have fallen behind in their academic progress.

In addition, teachers will provide and maintain one week of emergency lessons that are appropriate to the currently used learning models and provide all necessary documents and resources to support the lessons.

Secondary Intervention Teachers will create differentiated supports for students and monitor student progress.

Using the APEX program (a secondary credit recovery program), teachers will serve as a facilitator of learning. APEX teachers will provide support for credit recovery and A-G recovery. APEX credit recovery teachers will not need to grade work but simply move through modules. A-G staff will grade work and provide instruction.

The APEX Coordinator will serve as the initial liaison between teacher, parent, and student to communicate the expectations of APEX course enrollment. The Coordinator will verify teachers' hours as entered on time cards (if applicable, based on individual site format). The coordinator will also monitor overall student progress.

Once students have completed their APEX course, the APEX coordinators will verify the completion and email the counselor, registrar, and administrators the student summary page.

APEX teachers will continue to unlock modules, pre-tests, and unit exams so students can complete each assigned APEX course.

APEX teachers must create an office hours schedule to review student progress, communicate with students in email, and to stay abreast of any potential changes to the program.

Certificated staff members not in the classroom have specific roles and responsibilities to support the educational instruction of students which includes:

Counselors will continue to address the three domains - academic, career, and social/emotional development. Counselors may provide virtual appointments to students for academic counseling, monitoring, and guidance from any one of the domains. Appointments or conversations may be conducted via face-to-face (with proper safety measures in place), email, telephone, or Google Meet. Counselors will continue to log parent/student communication in Synergy.

Counselor Duties - Will check-in with students, analyze transcripts, schedule students, clean-up master schedules, write letters of recommendation, answer college application questions, provide social and emotional resources, and communicate with teachers.

High School Counselors - Priority and focus will be given to the tracking, scheduling, and monitoring of graduation and A-G requirements for high school seniors.

Speech and Language Pathologist may provide individual and/or group lessons via face--to-face (with proper safety measures in place), Google Meet, Google Classroom or other existing RUSD approved educational platforms with which the member is familiar that will meet the needs of their students.

Nurses will perform their regular job functions based on the learning model implemented and student needs.

Elementary Strategists, Secondary Coaches (ELA and Math), Secondary Strategists (EL), and District Academic TOSAs will provide training to certificated staff and provide academic support to students. In addition, they will follow job duties as outlined by categorical funding sources.

Home Hospital teachers will provide instruction through Google Classroom as the primary source of student instruction. In addition, they may use District approved platforms to support this instruction.

Activity Directors will work on all essential ASB related functions that need to occur during the 2020 - 2021 modified school schedules as directed by administration. ASB directors will follow what was agreed upon for certificated staff members as it pertains to class instruction.

Athletic Directors will work on all essential athletic related functions that need to occur during the 2020 - 2021 modified school schedules as directed by administration.

The District Librarian will work on all essential library/textbook related functions that need to occur during 2020-2021 modified school schedules as directed by his/her supervisor.

Special Education Teachers- The parties agree to meet at the request of either party to address implementing guidance from the California Department of Education and or the Federal Department of Education. In order to provide equitable and appropriate education for our students with special needs, Special education teachers will work collaboratively with core content teachers face-to-face and and/or via

Google Classroom. Special education teachers will provide instruction through face-to-face and/or Google Classroom or other existing RUSD approved educational platforms, with which the member is familiar that will meet the needs of the students. Accommodations and modifications will be provided to meet the needs of student's IEPs in a digital and/or face-to-face learning environment. Special Education teachers of students with moderate to severe disabilities will provide continuity of learning through a variety of Distance Learning resources and/or face-to-face as appropriate so that special education students have access to the same learning opportunities as other students. If there is a need for extra time to catch up with IEPs, a teacher may request a substitute. The request will be reviewed by site administration, and approved accordingly.

Adapted PE and other support providers will prepare and communicate Distance Learning and/or face-to-face activities that can be completed at home or school.

Extended Day Teacher schedules are based on 50 hours of instruction for students needing credit recovery intervention. Schedules will vary based on the student's needs at each individual school site. Teachers instructing Extended Day may remain on campus until the completion of their instructional day.

Elementary Music and VAPA Teachers will create weekly Google Classroom links for each grade level taught.

VAPA Teachers will create lesson plan links by grade levels (K- 5th) that can be used to support the required instructional minutes beyond the one (1) hour live interaction on Mondays and additional instructional minutes on Tuesdays-Fridays.

PBIS/Social-Emotional Counselors will work with an identified caseload per administration to support high-needs students

Teachers on Special Assignment will collaborate with administration to determine work based on their specialty area according to their job description.

The following information details how District will ensure health and safety of staff (certificated and classified) and students:

Personal Protective Equipment (PPE)

1. PPE (masks or other mandated PPEs) must be worn by staff, students, and visitors on campus at all times.

2. If an employee is working alone in a classroom/workspace, mask use is optional. The moment another person enters the space the masks and/or face shield must be worn

3. One (1) disposable mask and one (1) reusable mask will be provided to every staff member and student on the first day of school. Additional masks will be provided as needed.

4. Clear face shields shall be provided upon request.

Temperature Checks/Screening Assessment

1. Temperature checks will occur daily upon arrival to the school site. There will be designated entry point(s) at each school site. The entry point(s) will be supervised by staff assigned to administer the

temperature checks. If a teacher/student on campus has a temperature higher than 100.4 the individual will be escorted by staff to the Isolation Room.

2. Staff and students must arrive and depart campus during the designated site schedule window and adhere to the site entry and exit plan.

3. Teachers and staff will be responsible to take a daily digital screening assessment of symptoms.

Meetings and Mass Gatherings

1. In person meetings will be allowed only if it is determined to be necessary that they be in person and if space permits social distancing of 6 feet apart for each participant.

2. Elections for councils, committees, etc. that require elections may take place electronically.

3. When sharing a workspace, unit members must follow current San Bernardino County Public Health Department guidelines.

4. Parent/teacher conferences will be held through teleconferencing or Google Meet.

Visitors on Campus

1. Visitors will not be allowed on campus, except with limited access to the front office for business needs or for meetings that are determined necessary to be held in person.

2. Staff are not allowed to bring their own children and/or spouse/significant other/family members into the classroom or on the school campus.

3. Each site shall have posted opening and closing times of the campus that shall be adhered to by all staff and visitors. School sites will be open no earlier than 45 minutes prior to the school start time and

no later than one (1) hour after the work day based on the teacher schedule.

4. Vendors will be notified of safety expectations when they visit school campuses and district buildings.

Disinfecting

1. Teachers with students in attendance will disinfect classroom desks and chairs after the AM session (elementary) and after each period (secondary) using district approved and supplied disinfecting spray

 and towels.

 2. Custodians will disinfect high traffic/use areas based on the new daily COVID-19 cleaning schedule. The cleaning schedule shall be posted at each site.

 3. Nightly disinfecting shall be a part of the COVID-19 cleaning schedule.

Miscellaneous Essentials

 1. Sneeze guards will be provided to the front office staff and to Special Education support staff as needed and defined by Risk Management and approved by site administration. A sneeze guard request may

 be made to the site administrator and/or Risk Management.

 2. Notifications of health & safety expectations shall be posted at all entry areas to school campuses and district buildings.

 3. Hand sanitizing stations will be available at entry areas to school campuses and district buildings.

 4. Hand washing stations shall be made available to elementary classrooms that do not have sinks. For middle and high schools, hand-washing stations will be strategically placed throughout the campuses.

 5. Restroom schedules and restroom protocols for student's use and cleaning shall be created by school site administrators.

 6. Staff bathrooms shall be equipped with personal size disinfecting supplies.

 7. Disposable gloves shall be provided to members upon request.

 8. All filters in classrooms and work spaces shall be MERV 13 filters for HVAC units in the District.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners - Additional digital programs will be purchased for students to allow them greater access to developing language through differentiated instruction and support. An emphasis has been placed at the district level to include digital programs that allow for visual/digital realia support. Teachers of English Learners will receive training in engagement of English Learners through distance learning focused on ensuring that students are demonstrating achievement of learning standards through collaboration with their peers and producing learning evidence through presentations and projects. Teachers of English Learners will meet throughout the year to collaborate on effective strategies used in the virtual classroom. El Programs staff will support teaching staff with their delivery of virtual instruction by providing online teaching resources and strategies. Strategists and coaches will receive specialized workshops in supporting teachers with online strategies to scaffold teaching for English Learners.

Classified positions within the district will be repurposed with the intent to ensure access to digital learning for our most vulnerable populations. Instructional Technology Assistants (ITAs) led by the Educational Technology team will be available at each school site to assist families with access to technology by manning a help line. ITAs will use Language Line to communicate with families that speak a language other than English. Site Bilingual Instructional Assistants (BIAs) will provide assistance to English Learners by making support calls in which their first task is to ensure that students know how to log in to their Google Classroom and know how to complete their assignments digitally.

Language support services for day to day interpretation will continue for all languages through the use of Language Line, a telephone interpretation service. Interpretation support for all IEP's will continue through the use of our district interpreting team for Spanish and contracted resources for other languages. Translation support for instruction and parent support in Spanish will continue through our Translation team along with an outside contract for other languages. Instructional Technology staff and Dual Language Immersion teachers will create "how to videos" in Spanish to assist parents and students in learning how to access features in Google classroom and other platforms. Virtual training will be held for parents in which they will be taught how to access these "how to" videos and other resources to ensure academic success for their children.

The Child Welfare and Attendance department will deliver school supplies and resource information to all Foster students and families within the district during the first month or two of school (Bridge Academy) beginning. The goal is to minimize barriers that our foster students face during the pandemic and online learning.

Foster Youth, as well as Homeless Youth, will have priority enrollment in the After School Educational Safety (ASES) grant-funded THINK Together program. These services will be offered at 18 elementary schools and 5 middle schools. Identified students will have access to homework/tutoring assistance as well as enrichment activities (Social Emotional Lessons, virtual field trips, etc.)

To support Students with Disabilities (SWD) during distance learning, the district has committed to provide on-going professional development to enhance the delivery of virtual instruction/services for teachers, instructional assistants, and support providers.

Professional Development Topics for Teachers:
- Supporting Student Behavior in Multiple Learning Environments
- Online platforms such as FlipGrid, Jamboard, Loom, Google Suite to make classwork more interactive and enhance collaboration between peers and teachers.
- Engagement tools- high yield instructional tools used during lessons to promote student participation
- Modified curriculum- Navigating UNIQUE, Balancing in Person and Remote Learning
- Formal Assessments- SANDI Online
- Data Collection- Use of progress monitoring templates, quarterly assessments to track progress, and how to create intentional lessons for SAI to create updated present levels
- Instructional Strategies- small groups, rotations, and breakout sessions.Teachers will use classroom data to create mixed and homogeneous collaborative groups in order to maximize learning needs. Teachers will be able to identify strategies and methodologies to support student learning in the general education classroom (goalbook)
- Specialized Academic Instruction- create a schedule to work with students to access CCSS. Teachers will be able to adapt lessons using research based strategies to meet student goals identified within the IEP
- Virtual Reinforcement- Virtual Student Store and Behavior Data Collection
- Promoting Social Skills in the Home- TeachTown, Tuned in to Learning
- Accessibility features enabled on technology devices: Read and Write, Screen Readers, Voice Typing, and ChromeVox
- Presence Learning-Online platform for virtual assessments and teletherapy for Speech Language Pathologists
- Telemental Health for mental health providers

Professional development opportunities will continue to be offered as teacher needs are identified. In addition to ongoing professional development opportunities, the Special Education Department is currently collaborating with other departments on support for teachers regarding new curriculum and learning kits to enhance student participation and engagement while distance learning. Furthermore teachers of SWD will have access to instructional specialists via on-going office hour availability for support with their digital classrooms.

Special education classrooms will have instructional aides available to assist the special education teacher with online learning for students. District instructional aides, Non Public Agency instructional aides, braille transcribers and American Sign Language interpreters were assigned Google accounts to enhance the learning outcomes for students they support by allowing the staff member access to participate in the Google platform. To enhance the quality of education during Bridge Academy, Instructional Aide (IA) hours were increased to support the mild/moderate self-contained classrooms in grades TK-5. Instructional aides will also be offered training.

Professional Development Topics for Instructional Aides (in Special Education assignment):
- Supporting Student Behavior in Multiple Learning Environments
- Online platforms such as FlipGrid, Jamboard, Loom, Google Suite to make classwork more interactive and enhance collaboration between students and staff
- Engagement tools- high yield instructional tools used during lessons to promote student participation
- Navigating Online Curriculum Platform- Navigating UNIQUE, Balancing in Person and Remote Learning
- Data Collection- Use of progress monitoring templates, quarterly assessments to track progress, and how to create intentional lessons for SAI to create updated present levels

- Instructional Strategies- small groups, rotations, and breakout sessions. Use of classroom data to create mixed and homogeneous collaborative groups in order to maximize learning needs. Strategies and methodologies to support student learning
- Virtual Reinforcement- Virtual Student Store and Behavior Data Collection
- Promoting Social Skills in the Home- TeachTown, Tuned in to Learning
- Accessibility features enabled on technology devices: Read and Write, Screen Readers, Voice Typing, and ChromeVox

A Virtual Reinforcement Store was created to assist with the behavior management of virtual classrooms for self-contained special education programs. Teachers, IAs and parents will be offered training, as needed, on the Virtual Reinforcement Store. Students will receive earned items based on the needs of the student. Behavior support services for students with high behavioral needs will also consist of the following:
- Supporting teachers with live behavior consultation during virtual instruction in Google Classroom
- Provide virtual consultation meetings and recommendations to families.
- In addition, visual supports have been created and delivered to include: visual schedules, token boards, first then boards, visual communication, social stories, more time boards and task analyses.
- Reinforcement home deliveries for students who require purchased items in the Virtual Reinforcement Store using their earned points
- Live and pre-recorded parent trainings- Recorded Presentations for families to view at a time that is a convenient for them with contact information for follow up support
- Social Skills Groups will be offered to all students who receive Special Education Services under a primary eligibility of Autism.

Access and Equity to Physical Education and Movement in Space: Adaptive Physical Education (APE) Teachers are collaborating with General/Special Education teachers and students via Google Meet. APE teachers held a supply pick up day for parents of students who receive APE services on their IEP to come pick up adaptive physical equipment to allow for participation in daily exercise.

Students with disabilities who qualify for physical therapy (PT) receive support virtually from the service provider. Supports for PT will consist of the following:

Individual assessment and recommendations for best seating position for student, when completing Bridge Academy work

Provide appropriate equipment when needed to ensure best Bridge Academy workstation

Family, student and teacher collaboration with functional activity suggestions, to continue to work toward functional mobility goals

Individual Google Meet with the student and family when appropriate, engaging in functional mobility strength, endurance, motor planning etc

Weekly movement ideas for teacher and parents, to promote continued gross motor gains and overall student health

Physical Therapy led movement breaks in google classroom, to help promote gross motor gains and overall student health

Virtual observational assessment, for annuals and non-test Triennials

Initial physical therapy assessment completed virtually, to best of ability, with student remaining at home

Support for family in regards to collaboration between medical and school based mobility needs

Students who receive occupational therapy (OT) services receive support virtually and through the use of packages carefully assembled to student's individual needs. The packages include items that will support student's occupational therapy goals and to improve their access to their current educational environment which has become the home.

These items may include the following but not limited to:Handwriting packages and related materials; Adapted writing/cutting utensils; adapted paper; fine & visual motor/visual perceptual activity worksheets; name practice worksheets and activities; sensory items; noise cancelling headphones; move and sit cushions; therapy balls; Therabands; fidget toys; and chew items.

When providing packages, parents have the option to participate in contact less pick up at a school site or drop off delivery to their home ensuring safety for both families and staff.

Students with OT services also receive Individual virtual treatment sessions which are scheduled on Google Meet on a consistent schedule. These treatment sessions are goal-oriented. Students are encouraged to participate or be engaged in the virtual activities, however, virtual sessions might not fit some of our student's needs. When this happens, a consultation is completed with parents to empower them with strategies so they can better support their student's academic engagement.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To close the digital divide the District has purchased education technology to allow each students to have a device at home. The District has also purchased 2,500 hot spots to support distance learning in households without internet access. Additional human resources were allocated to support the configuration and distribution of devices to over 25,000 students.	$9,261,014	Yes
Various opportunities for professional development will be offered to support teaching and learning in a multiple learning settings (virtual, hybrid and live instruction).	$150,000	Yes
Instructional staff will receive a stipend to purchase supplemental supplies required during distance learning.	$1,350,000	No

Description	Total Funds	Contributing

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.]

The LEA will address pupil learning loss by first assessing for and identifying the level of learning loss. The procedure for assessing the learning loss is listed below. After the data is collected and analysed site administration and district administration will collaborate on site specific plans to address the loss of learning.

The LEA will use the following local metrics to determine baseline levels in ELA and Math for all grade levels -
- The last two years of iReady data in ELA and Math to identify a baseline learning level for all students grades 1st- 8th (Data Point 1).
- Math ALEX "Ending Average" scores for the last two year to determine the average 9-12 math baseline (Data Point 1).
- ELPAC average scores from 2018/19 to establish a benchmark for K- 12th students in ELD proficiency (Data Point 1).

The LEA will use the following testing scores to determine the average 9 -12 ELA baseline (Data Point 1):
- For Eisenhower High School : ELA quarter 3 benchmark will be used to create the profile of an Eisenhower student in ELA for 9th, 10th, 11th and 12th grade.
- For Milor High School : ELA quarter 3 benchmark will be used to create the profile of a Milor student in ELA for 10th, 11th and 12th grade.
- For Rialto High School: The iReady Reading Assessment will be used to create the profile of a Rialto student in ELA for 10th, 11th and 12th grade.
- For Carter High School: The following assessments will be used to create a profile of the Carter high school student by specific grade level- ELA 9: iReady (grade 8 data: January 2020); ELA 10: Q3 PT (grade 9 data: March 2020); ELA 11: Q3 PT (grade 10 data: March 2020); and, ELA 12: Q3 PT (grade 11 data: March 2020

At the beginning of the school year, in August of 2020, the LEA will give the same assessment platforms listed above to all 1st - 12th graders to determine the 20/21 cohort's base levels (Data Point 2). This 20/21 cohort's base levels will then be compared to the last two years average baseline scores (Data Point 1). The variance between data gathering point 1 will be compared to data gathering point 2 to determine the actual learning loss in each academic area and ELD needs of English learners.

Site administration will receive the assessed learning loss data in ELA, Math and ELD by grade level by mid-September 2020. The site principals will be required to create a collaborative site plan for student learning loss by the first week of October and begin immediate implementation. Part of their plan must include specific strategies that differ for pupils who are low income; English Learners, foster youth; pupils with exceptional needs and those experiencing homelessness. Site meeting time, professional development time and student support time has been allotted for through the new schedule developed in the MOU process.

Strategies that the site principal may use can include but is not limited to: small group instruction, after school tutoring, progress monitoring with parent and student communication logs, iReady instruction, IXL instruction, ALEX instruction modules

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.]

A newly purchased and trained, ELLevation, digital platform will be used to monitor English Learners, and will be used to identify English Learners who have not made progress in Reading, Math and English Language Development. The i-Ready diagnostic will be given at the beginning of the school year. Scale scores will be compared to 19-20 scores to determine if English Learners suffered a setback from their Winter median score. i-Ready data will be further disaggregated to compare English Learner performance in comparison to general education students without the EL student group. English Learners will also be assessed for learning loss in the area of English language proficiency through a comparative analysis of ELPAC domain scores from 19-20 and 20-21.

English Learners will continue to receive an instructional program that is focused on meeting linguistic and academic goals at their grade level. English Learners will receive Designated ELD every day at the primary and within their designated period at the secondary. Integrated ELD will take place at both the primary and secondary within every content area throughout the day.

Long Term English Learners identified with higher needs will receive a support course focused on academic language acquisition and learning skills leading to reclassification. English Learners needing additional support will receive support through extended learning time with their teacher built within the school day. A summer program for English Learners and Dual Language learners needing additional learning time will be held with a focus on developing academic language. Teachers will continue to receive professional development in the area of oral language production within distance learning. The following strategies will also be implemented by teachers within their virtual classrooms:
- New instruction will be presented in multiple modes (video, audio, slides) with graphic organizers to aid comprehension
- An explicit focus on complex, precise, rich academic language used in instruction and modeling
- When possible videos used in instruction for Newcomers will have captions or subtitles in their primary language
- Continuous checking for understanding will take place during instructional time
- Grade level instruction will be scaffolded to meet the proficiency needs of English Learners
- Supports within technology programs purchased for English Learners and students in Dual Language programs will be utilized
- An emphasis on oral language with interactive collaboration amongst students through the use of breakout rooms

- Thematic teaching with an emphasis on vocabulary throughout various content areas
- Use of home language support to deepen knowledge of the content

Foster and Homeless Youth will have priority enrollment in the After School Educational Safety (ASES) grant-funded THINK Together program. These services will be offered at 18 elementary schools and 5 middle schools. Based on student data used to assess "learning loss", and in collaboration with site administrators and parents, approximately 80 students per school will be identified to receive homework/tutoring assistance as well as enrichment activities (Social Emotional Lessons, virtual field trips, etc.)

In alignment with the State waiver offered to the ASES grant, Fitzgerald ES, the one elementary school that does not receive ASES grant funding for the program, will be allowed to have 20 slots from two of their neighboring schools (Trapp ES and Kordyak ES).

Sites have been designated support funding from LCFF (Local Control Funding Formula) to provide specific targeted support to identified Foster and McKinney-Vento students. The money can be used to pay teachers extra duty to provide tutoring outside of the designated school day which helps address pupil learning loss.

For SWD, support will be provided through collaboration with staff providing interventions to ensure SWD have access to the grade level interventions set in place by the individual sites. Additionally, teachers will have opportunities to implement SAI strategies on various educational platforms to ensure SWD have access to interventions implemented by the school site.

Extended School Year is provided to eligible students determined by the IEP team. ESY is designed to address critical skill loss. Students who have experienced learning loss due to COVID 19 will be able to participate in ESY for an additional 18 days for a minimum of 4 hours of daily instruction. During the ESY program, students will receive services in identified areas such as: specialized academic instruction, occupational therapy, speech and language therapy, physical therapy, applied behavior analysis, adaptive physical education, as needed. Also, students will build on foundational skills necessary for academic and functional growth.

Reading Intervention: Students who receive special education services have the opportunity to participate in a reading intervention program. Areas addressed in the reading program are concepts of print, phonics and decoding, fluency, comprehension, and vocabulary. The program centers on skills to address letter recognition, phonological awareness, reading, handwriting, and oral language to fill in the learning gaps to become proficient readers. The reading specialist will have heterogeneous groups in one of two programs: Reading Readiness or Language Enrichment. Teachers trained in reading readiness and language enrichment will create groups based on assessment data and provide services to students in the general education setting and students with disabilities. The reading specialist will also collaborate with education specialists and general education teachers to progress monitor and provide appropriate instruction to meet the needs of all students.

Additional interventions will be provided to students who qualify for special education services through a summer reading program facilitated by teachers trained in reading readiness and language enrichment. The reading program will use evidence based practices and strategies embedded in the reading curriculum. Students will be progress monitored to identify further areas of need or mastery of content for future instruction.

For students how are socioeconomically disadvantaged, targeted support will be provided in the form of tutoring in a small group and individual setting. In addition training will be planned and provided, beginning during the 2020-21 school year and continuing, in the areas of developing cultural and linguistic responsiveness (CLR) throughout the district. CLR is validating and affirming the home culture and home language of our students for the purposes of building and bridging their pathways to academic success.

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.]

Using the same District assessment tools described above in the first section will be given to students in the winter and spring. These data points will be used to determine closing of the learning loss gaps and academic progress. If learning loss gaps are not closed then plans will be reanalyzed and new strategies will be determined.

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

Description	Total Funds	Contributing
Targeted support will be provided to all students identified with a learning loss. Tutoring will be provided at an individual level or in a group setting. Progress monitoring will be conducted by instructional, counseling and other support staff to ensure students progress.	$955,000	Yes
Each school has a designated liaison for McKinney-Vento and Foster students, this individual in collaboration with the students' teachers are responsible for monitoring their well being. All schools have been allocated funds to support any instructional, emotional or material need McKinney Vento and Fosters students may have.	$445,600	Yes
Students that receive special education services will receive instructional support from a variety of resources. The Reading Specialist will be working in individual and small group settings to reinforce reading skills that may have been lost during spring time.	$1,025,209	Yes
Summer learning programs will be offered to mitigate the learning loss incurred during distance learning.	$601,554	Yes
Various online educational programs will be offered to remediate, reinforce or enrich students learning. The following programs will be available- Google G-Suite, Remind, Texthelp, I-	$1,182,226	Yes

Description	Total Funds	Contributing
Ready Diagnostic Assessment, I-Ready Instruction, LitPro, Screencastify, EdPuzzle, ALEKS, and APEX.		

Mental Health and Social and Emotional Well-Being

Mental Health/SEL Supports--Tier 1—Outlines what will be done for all students—

SEL(Social Emotional Learning) Curriculum:

- Each RUSD school site will/has identified Social Emotional Learning (SEL) curriculum that will be used to teach daily/weekly SEL lessons and focus on PBIS Schoolwide Expectations.

For example, at Curtis ES and Kordyak ES-- "Superhero Academy" pilot for SEL project-based learning has been implemented. 3rd and 4th grade teachers are part of Cohort #1. Professional Development is open to all 3-4 grade level teachers at both school sites. Student kits were order to implement in four classrooms. Adminstrators at both sites have identified teachers to pilot this curriculum in distance learning classrooms. E

- Universal Screening: Several of RUSD school sites, using site Title I dollars, will contract with Panorama Education to survey students regarding social, emotional and mental health. This measure will be used as a baseline for creating school-based Tier 2 supports.

Partnerships for professional development all staff providing support at the Tier I level include: Pamela Black (Trauma-Informed Schools), Sonia Rubio (San Bernardino County Dept of Behavioral Health), Panorama ED (surveys), Rhonda Cleeland (Community Cares applications), Restorative Justice Oakland Youth, and Pivot Learning

School closure Professional Development Webinar topics:
- Translating PBIS framework into distance learning
- Practicing Emotional Intelligence in virtual classrooms

- Neuro-leadership for staff
- Trauma-informed practices
- Building Resilience through relationships and skills
- Restorative Practices (RP) in a virtual classroom,
- Virtual community circles
- Understanding brain function and the effects of stress
- Panorama ED and using qualitative survey data (students, staff, families) to drive action plans for PBIS teams
- Mindset: Four Core Priorities for Trauma-Informed Distance Learning

Upcoming Planned virtual professional development:
- Unconscious Bias
- Restorative Practices
- Crisis response flow chart
- Mindfulness in a Virtual Classroom
- Trauma-informed schools
- PBIS and Distance Learning in the Virtual Classroom
- PBIS Production Team currently producing three 35 min videos for staff to use and review. Titles include: "What is PBIS?", "PBIS Universal Supports-Eight steps of Tier 1", and, "SEL and the Trauma-Informed classroom in distance learning"

Mental Health/SEL Supports--Tier 2—What will be done for SOME students—

Mental health referrals: Request for assistance (RFA) can be submitted by any district employee. Internal RFAs will be monitored by site administration and external RFAs will monitored by Emotional Health Therapist lead in Special Education department. Response by staff expected within 24-72 hours. Many teachers, parents and site administrators routinely reach out to Student Services to ensure response times. Teachers and administration will call and email to confirm reception and ensure response to requests for student mental health support. They also follow Crisis Response flow chart shared with staff in April of 2020.

Partnerships for Tier 2 include:
- South Coast Community Counselors (SAP provider) and guidelines by Department of Behavioral Health
- Clay Counseling (SMAART) Program for African American Students

Extra support for Foster Youth or students identified as McKinney-Vento (homeless) include:
- Each PBIS counselor and the Restorative Practice COSA will identify 30-40 students each on their caseload, who display vulnerability during school closure, and/or with whom staff has established relationships. These counselors will reach out to determine what student and family needs are to support distance learning. In the Spring of 2020 and continuing with the Bridge Academy, those talking points included - assurance that "D" grades did not result in "F" grades at 4th quarter; students had computer devices; no connectivity issues existed; graduation requirements were being met; access made available to online credit recovery efforts; issuance of partial credits; review for early graduation eligibility; and, enrollment in summer school when required.

- In addition, all counselors will reach out to students to ensure continued academic success and student social-emotional well-being.

Student Services counseling team will be in contact with students at least weekly: through email and phone calls, the delivery of devices and/or school supplies; home visits with Safety Officers.

In addition, Student Services counselors will maintain office hours through Google Meet to provide 1:1 supports for students requesting real time conversation and other requests for counseling through Remind app.

From Spring 2020, Student Services Counselors reported constant contact and documented action through: emails (60%), Google classrooms (10%), Remind (10%) and phone calls (20%).

Additional supports include the Therapeutic Behavioral Strategist (TBS) Referral for Social Emotional Supports: Referral for Therapeutic Behavioral Strategist Social Emotional Supports are submitted to the TBS assigned to the particular school. When a referral is submitted electronically, an automatic computer generated response is sent out to the referring party confirming the referral was successfully submitted. The automatic response includes critical phone numbers for the referring party in case of a mental health crisis or child protective services emergency. Once a referral is received, TBS will work in collaboration with school staff to get student permission slip signed by the guardian. A copy of all signed permission slips are forwarded to the school site designee in charge of monitoring, and maintaining permission slips in a locked, confidential location.

The TBS referral is not for crisis or emergency services. In case of an emergency school staff will follow their school site crisis and emergency protocols.

When Therapeutic Behavioral Strategist receives a referral that requires a higher level of need beyond TBS support, consultation will be made with the applicable EHT to consider Tier3 support, and/or additional community based resources.

THERAPEUTIC BEHAVIORAL STRATEGIST (TBS)

Social Emotional and Mental Health Rehabilitative Support Providers (With Licensed Mental Health Clinical Lead Support)

To Monitor and support mental health and social and emotional well-being of pupils during the school year, Therapeutic Behavioral Strategist:

Have implemented a comprehensive referral process school staff can access to connect students with mental health and social and emotional supports.

The referral document contains identifiers to indicate areas of daily school functioning impacted, and severity of student need.

Therapeutic Behavioral Strategists have a Licensed Mental Health Clinical Lead to consult regarding clinical programming and triaging for students to insure clinical best practice.

Therapeutic Behavioral Strategist collaborate with interdisciplinary team members which may include but not limited to principals, teachers, and counselors regarding student progress and additional needs as applicable. When a student has mental health needs that may be outside of the scope of practice for a Therapeutic Behavioral Strategist, consultation will be made with the Licensed Mental Health Clinical Lead to consider referring to Tier 3 for support.

Therapeutic Behavioral Strategist provides Universal Supports to expose all students to Prevention and Intervention Social Emotional Learning. Therapeutic Behavioral Strategist will employ Prevention & Early Intervention Mental Health to promote resilience and connectedness. Selective Supports will be utilized to provide targeted interventions for specific needs of students utilizing individual and group settings.

Universal and Selective supports are offered to RUSD students and parents to promote healthy social emotional dynamics and positive relationships in the home setting. Parenting classes will aim to close the loop between social emotional learning students receive and ensuring parents are on the same page to facilitate continuity.

TBS will use to monitor and support mental health and social and emotional well-being of staff during the school year by:

Therapeutic Behavioral Strategist will provide Professional Development workshops and training for teachers to assist with creating a Social Emotional Learning Classroom. Therapeutic Behavioral Strategist will provide training on approaches to identify social emotional needs, avoid punishing social emotional needs, supporting social emotional needs in the classroom, and linking students with appropriate social emotional supports.

TBS offers additional support for well being by connecting students, families, and staff to various community support agencies they may otherwise not be aware of or have access to.

Therapeutic Behavioral Strategist provides the LEA with a Mental Health Prevention and Intervention Program. Therapeutic Behavioral Strategist coordinates a collaborative Partnership with an array of Community Based Partners to offer free holistic and well being supports to students, families and staff through workshops, informational fairs, and quality of life enrichment activities. Target areas include social, health, and recreation.

TBS Universal Supports Continued through 2020 - 2021 School Year

Target Population includes all RUSD students. Supports include Social Emotional Learning Classroom Presentations; Social Emotional Learning – Self Regulation;

COVID-19 Pandemic (Global Health Crisis) – Self Regulation; Human Rights Protests (Racism is a Public Health Crisis) – Self Regulation; Psychoeducation Classroom Presentations; Schoolwide Enrichment Activities and Events; Community Building Forums; Collaborative Partnership Members as applicable; Wellness Center Support

Objectives of these supports and staff members:
- Minimize the impact of trauma related behaviors in response to the current crisis.
- Minimize the impact of trauma related behaviors in response to Distance Learning.
- Provide students with the foundational skills to navigate day to day peer and adult interactions.
- Promote continued development of social skills and interpersonal skills in response to social distancing.

TBS Selective Services Continued through 2020 - 2021 School Year after beginning in March 2020. The target population remains all students. Services include the following:
- Social Emotional Learning Groups (Available to All Students)
- Social Emotional Learning focused on giving students the foundational skills needed to navigate through life (ie. social skills, interpersonal skill, etc.)
- Aggression Replacement Groups (Identified Individuals With At Risk Behaviors)
- Focus on Anger Management
- Therapeutic Behavioral Individual Services (Identified Individuals with Specific Needs)
- Behavior interventions tailored meet the specific needs of a student in an individual support format
- Self-Regulation Groups (Selective Service for Students Experiencing Adjustment Related Challenges)
- Focus on stress management, attention, and focus
- Parenting Workshops (Love & Logic)
- Focus on teaching parents positive parenting skills
- Collaborative Partnership Support Members as applicable
- Community Partners who provide an array of services and supports for students, guardians, and parents.

Mental Health/SEL--Tier 3—What will be done for a FEW students—

Intensive Services include the following:
- Tier III Social-Emotional Supports will be provided by licensed clinicians.
- Licensed Clinical Social Workers
- Licensed Marriage and Family Therapist

Targeted population for these supports and services are -
- Students presenting with serious and complex social-emotional needs that have not responded to lower level tiers of support or needs cannot be addressed with lower level tiered interventions.
- Students receiving Special Education Educationally Related Mental Health Services not engaging in Bridge Academy.

Services:
- Multi-Tiered Systems of Support framework will be implemented district wide to support students presenting with serious and complex needs in effort to coordinate and or deliver mental health treatment and or other related services such as clinical case management, case consultations, educationally related mental health services and crisis intervention.

- Clinical Case Management: assists students and their family in accessing mental health and social welfare related programs, facilitates coordination between the systems involved and links to community resources.
- Case Consultations: a collaborative meeting or series of meetings to problem solve, develop, monitor, and or modify a comprehensive assessment or individualized treatment plan or to review services and progress towards objectives.
- Educationally Related Mental Health Services: intensive therapeutic services that address a myriad of significant emotional and behavioral problems manifesting across settings for students who receive Special Education Services.
- Crisis Intervention Services: methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, and behavioral distress or problems.

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.]

Attendance will be taken each schoolday in Synergy (SIS) by the student's teacher. If a parent notifies the teacher that the student will not be able to participate in learning activities for the day; reasons specified under EC 48205 will be used to determine if the absence is excused or unexcused. If a student does not participate in any learning activities for the day and there was no contact from the parent and/or student has not checked in with the teacher, the student is marked absent. Participation includes evidence of participation in online activities, completion of regular assignments, completion of assessments, and/or contacts between district employees and pupils/parents or guardians. The teachers will keep a record of each student's weekly engagement verifying daily participation and tracking assignments. Elementary teachers will use a standardized google sheet for the weekly engagement record. Secondary teachers will utilize their gradebooks to track the amount of time required for each assignment in Synergy (SIS), which will include logging the minutes for live instruction.

Tiered reengagement strategies will include the following:

1. Teacher will make contact with student/parent anytime a student has been absent and parent did not attempt to notify the teacher/school
2. School site will call and verify current contact information from parent/guardian (2 days absent)
3. School site will make personal calls to parents or guardians to notify/verification of absences (3 days absent or 60% of instructional days)
4. School site will reach out to parent to identify barriers or pupil needs (3 days absent or 60% of instructional days)
5. Schools will collaborate with Safety Interventionists to conduct home visits. If necessary, school site will submit a Home Visit Request Form to Child Welfare and Attendance (CWA)
6. School site will develop a plan to transfer the student to full-time in-person instruction after 6 days absence**(depending on model and phase of district instruction)

7. The district (CWA) will send out SART letters (#1=3 unexcused absences, #2=6 unexcused absences, and #3=9 unexcused absences) in English and Spanish
8. Schools will monitor attendance data utilizing Synergy attendance reports and CAR (Chronic Absentee Report) sent monthly to site admin from CWA
9. Schools will hold SART (School Attendance Review Team) meetings with families that have received letter #3, virtually or in-person
10. Schools can submit an AIM (Attendance Intervention Meeting) to CWA for families that have not displayed improvement since the SART
11. Schools can then recommend students to SARB (School Attendance Review Board) to CWA if student has not shown improvement from the AIM
12. Schools can submit a request for a Legal SARB if student has not shown improvement since being placed on a SARB contract
13. All re-engagement strategies/intervention meetings have the goal of identifying needs/barriers, providing support/options, hearing concerns, providing legal expectations, stressing academic impact of irregular daily in-person and/or distance learning attendance, etc. All meetings will be translated for those parents who speak a language other than English.

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.]

Meal distribution for all Rialto Unified students is provided free of charge as part of the Community Eligibility Provision (CEP). Distance Learning meal service will be provided at 15 school site locations utilizing a drive-thru "grab & go" meal. In addition the school site locations 15 bus stops will be serving meals throughout the district.

Beginning August 10, 2020, Child Nutrition will be serving meals two (2) times per week, Tuesday and Thursday.

Tuesday: Meals served to each student will cover breakfast and lunch for two days. Thursday meals will cover breakfast and lunch for three days.

Meal distribution times will be 11:30a.m. to 1:15p.m., serving families curbside at the following 15 school sites:

Bemis ES – 774 E. Etiwanda Avenue, Rialto, CA 92376

Simpson ES – 1050 S. Lilac Avenue, Rialto, CA 92376

Frisbie MS – 1442 N. Eucalyptus Avenue, Rialto, CA 92376

Kolb MS – 2351N. Spruce Avenue, Rialto, CA 92376

Kucera MS - 2140 W. Buena Vista Drive, Rialto, CA 92377

Rialto MS - 1262 W. Rialto Avenue, Rialto, CA 92376

Eisenhower HS – 1321 N. Lilac Avenue, Rialto, CA 92376

Rialto HS – 595 S. Eucalyptus Avenue, Rialto, CA 92376

Casey ES - 219 N Eucalyptus Ave, Rialto, CA 92376

Dollahan ES - 1060 W Etiwanda Ave, Rialto, CA 92376

Dunn ES - 830 N Lilac Ave, Rialto, CA 92376

Garcia ES - 1390 W Randall Ave, Colton, CA 92324

Myers ES - 975 N Meridian Ave, Rialto, CA 92376

Jehue MS - 1500 N Eucalyptus Ave, Colton, CA 92324

Carter HS - 2630 N Linden Ave, Rialto, CA 92377

Partnering with transportation meal distribution will also take place at the following 15 bus stops:

Mobile Home Park – San Bernardino: 243 N Meridian

Mobile Home Park – San Bernardino: 2505 Foothill Blvd

Manor – San Bernardino: 3rd and Macy

Community – San Bernardino: Penn Back Gate

Apartments Village Green – San Bernardino: 2122 Chestnut St / 2250 Chestnut St

Mobile Home Park – San Bernardino: 222 S. Rancho Ave

South Rialto: 2069 W San Bernardino Ave (NE corner of Sycamore & San Bernardino)

South Rialto: NE Willow / Miramonte

Fontana: Walnut Grove / Mango NE

Fontana: Walnut Village Pkwy / Acacia NW

Lytle Creek: Various Stops (Call for more info)

Rosena Ranch: Sycamore Creek / Perilla NW

Mobile Home Park – San Bernardino: 2151 W. Rialto Ave / 2075 W. Rialto Ave

Mobile Home Park – San Bernardino: 2160 W. Rialto Ave / 2260 W. Rialto Ave

Mobile Home Park – San Bernardino: 201 S Pennsylvania Ave

Summary of Meal Services during in-person instruction

Once in-person instruction resumes the meal service model will adjust to meet the needs of our students.

Meal Service Procedure
- Breakfast will be provided in the classroom for all students during in-person instruction. Meals will be individually packaged and will allow for quick service. For students not on campus a drive-thru meal pick up system will be utilized similar to that during distance learning. Exact school sites to be used and how service of meals will happen will need to be determined once details of in-person instruction are known.
- Daily lunch will be provided by working with individual school sites to identify a plan that will safely and effectively feed all students wanting to eat on campus.This may include a lunch in the classroom program, multiple lunch periods (limit crowds into the cafeteria) and grab-n-go stations around campus.
- All meals served on campus or via a curbside distribution must verify student enrollment in the Rialto Unified School District.

Special Meal Accommodation Procedure
- Special meal accommodations (allergies/medical) can still be provided to students who have a signed medical statement on file.
- Parents/guardians of students with meal accommodation will need to contact the Child Nutrition office and arrange for meal pick-ups.

Meal Preparation

- Elementary schools - Meals will be prepared by the Central Kitchen then will be distributed to elementary schools prepared and ready to serve. Secondary schools will receive items directly from vendors and prepared on site. Meals are bagged based on meal service day (chart above).

The use of MPR's (Multipurpose rooms) will be needed for the storage of excess supplies as it relates to meal distribution and extended workstations to allow for proper social distancing.

Staffing --

Child Nutrition staff will be working contracted hours and scheduled depending on site need. Staff may be working at various sites depending on demand for meal services (meals per labor hour).

Staff hours may change.

Safety --

Staff will be adhering to normal district and department safety protocols as well as COVID related safety practices.

Kitchen staff is required to follow all safety policies and procedures daily such as temperature checks, daily health questionnaire, and wearing a mask.

All staff are required to complete annual mandatory training given by Keenan and Personnel.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Professional development will be offerred to staff in a variety of topic to support students' social emotional health. Topics include: Unconscious Bias, Restorative Practices, PBIS, Trauma Informed Classrooms, etc.	$100,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Tier 2 Mental/Emotional Health support will be provided to students based on the Crisis Response flow chart established by the District.	$2,433,163	Yes
Pupil Engagement and Outreach	Teachers, Administrators, Attedance Clerks, Child Welfare & Attendance Staff and Safety Intervention Officers will work together to monitor attendance, communicate with homes, conduct home visits and any other action required to identify and remove any barriers to students learning.	$7,931	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.84%	72,360,295

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.]

Over 20 % of students in the Rialto Unified School District are classified as English learners. English learners have especially felt the impact of the COVID pandemic by losing English language exposure and supports that were part of their everyday schooling experience. Language

practice during distance learning has also been a challenge because student interaction and collaboration have had to be retooled. Teachers will use student support time to ensure that English Learners have the support they need to be successful within their academic content. Professional Development for teachers will be centered around the active use of language by students in each domain within all content areas. Digital tools purchased will also be focused on the development of language skills and will be used to complement core content.

Foster and Homeless Youth will have priority enrollment in the After School Educational Safety (ASES) grant-funded THINK Together program. These services will be offered at 18 elementary schools and 5 middle schools. Based on student data used to assess "learning loss", and in collaboration with site administrators and parents, approximately 80 students per school will be identified to receive homework/tutoring assistance as well as enrichment activities to include field trips (when possible) and tutoring.

Sites have been designated support funding from LCFF (Local Control Funding Formula) to provide specific targeted support to identified Foster and McKinney-Vento students. The money can be used to pay teachers extra duty to provide tutoring outside of the designated school day which helps address pupil learning loss.

For students how are socioeconomically disadvantaged, targeted support will be provided in the form of tutoring in a small group and individual setting. In addition training will be planned and provided, beginning during the 2020-21 school year and continuing, in the areas of developing cultural and linguistic responsiveness (CLR) throughout the district. CLR is validating and affirming the home culture and home language of our students for the purposes of building and bridging their pathways to academic success. Cultural and linguistic responsiveness is being implemented this year as a pilot program at Werner Elementary through the support and use of CSI (Comprehensive School Improvement) funds. A teacher at each grade level has been selected at this school to use materials and receive training as to how to best deliver this type of instruction so as to inform practices in Rialto Unified to reach other schools and other age levels with similar materials and teacher training.

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

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention.

The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID1 9 on their learning and well being. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure

equity and access to learning is maintained. Through systematic review of needs assessments and academic assessments that are outlined in the Pupil Learning Loss secion, actions related to the following will ensure students are on-track to succeed this school year. Teachers and school staff along with
their administrators are monitoring learning in both in-person (when school resumes) and Bridge Academy (Distance Learning Module). The digital divide was made apparent during the end of the 2019-2020 school year. The district invested heavily to ensure each student has an appropriate
device/internet in order to access instruction. A particular emphasis is made for our students most at promise to reach grade-level proficiency.

In particular, students identified with high needs will receive tutoring support both during and outside of the school day. In addition, professional development will continue to be held to support teachers in reviewing students needs and providing differentiated instruction in both Bridge Academy and Hybrid models. Specific programs such as iReady Instruction and IXL will be used to connect students with online, targeted instruction that will match identified needs, highlighted through local assessments in grades K-8. Moreover, for students in grades 9-12, continued use of APEX will be used for credit recovery and provide an online route for credit completion.