

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/lmgcntntyatndncpln-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 2020-2021 Learning Continuity and Attendance Plan for Riverside Unified School District (RUSD) tells the story of how our Board of Education, district, and school staff responded to the challenges of COVID-19.

Immediately after schools were closed, RUSD staff under the direction of the Board of Education and Superintendent, created a plan of action that would ensure the safety of students and staff and that all students had the most essential resources and the opportunity to continue their education. A needs assessment was given to all families. Results indicated that over twelve thousand students needed a device to connect. Our district departments, managers, and other employees created a plan to collect existing devices from schools and distribute them along with hotspots to the families who needed them. Additionally, schools served “grab and go” meals, school supplies, and printed instructional materials. A plan of action to develop resources and gather curriculum for all grade levels took place immediately. Through the use of Google Meet and Google Classroom, teachers and staff were able to provide students with synchronous and asynchronous instruction. At the beginning of our school closure, teachers, managers, and other staff members went above and beyond to make sure all students had access to and were receiving instruction. Unfortunately, even with our multiple efforts to reach out to all students, we had some students who did not participate fully. Nevertheless, our principals, teachers, district, and staff members continued to reach out to the families of students who had not engaged.

With the understanding that we would commence the 2020-2021 school year virtually, our district created introductory, intermediate and advanced professional development opportunities for teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating learning loss, and accelerating academic achievement for students with

unfinished learning. The asynchronous professional development (*RUSD PD-Pathways*) included the following levels: introductory, intermediate, advanced, and Odysseyware platform was created for teachers to meet their individual professional needs regardless of their knowledge level in technology. The Nutrition Services department created an effective, safe, and highly-organized method to provide meals to all students.

During this unprecedented time, equity remains at the core of our district's values; therefore, under the direction of our Board of Education, our Superintendent and Cabinet members, Dr. Jacqueline Perez, Assistant Superintendent of Equity, Access, and Community Engagement, and a team of managers, have worked diligently to develop an equity framework that will be at the bedrock of our district and consists of the following goals:

- Eliminate disparities and inequitable practices
- Implement inclusive practices and policies
- Honor individuality with a focus for high outcomes for all
- Guarantee respectful treatment where all individuals feel valued

For many RUSD students and their families, this global pandemic has caused multiple stressors due to job losses, business closures, and lack of essential items. Therefore, supporting the mental health needs of students, parents, and staff is of paramount importance in everything we do. An entire department of Student Assistant Plan (SAP) counselors, psychologists, and other professionals conducted outreach to students and staff and have continued to accept referrals from schools on behalf of any student in need of support.

As a district, we are cognizant of the inequities that exist and that have surfaced as a result of the COVID - 19 pandemic. In order to stay true to our mission and values, we will work diligently to do whatever it takes to mitigate inequities among our students, staff, and families.

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

The Learning Continuity and Attendance Plan tells the story of our district's pivotal decisions during these challenging times ensuring that all voices are taken into account. RUSD held several meetings that involved teachers, principals, school and district staff, parents, community members, and, of course, students.

RUSD takes pride in providing our families, staff, and all stakeholders with the latest information pertinent to our educational programs. Immediately after school closure, our Board of Education, superintendent, and Cabinet members developed a detailed plan to ensure effective communication with all staff members and parents about the next steps to take during school closure.

Weekly, and sometimes daily, newsletters, phone calls, emails, and parent meetings were held to provide educators, staff, families and administrators with the latest information on COVID-19 and our district's plan to support our students and families. In the planning process of opening schools for the 2020-21 school year, the RUSD Opening of Schools Task Force engaged over 250 community members including

staff, parents, and local health practitioners. Six action teams focused on the essential duties associated with opening schools safely for students and staff.

In an effort to bridge services and communication between families and the school district, the Family Resource Center (FRC) was essential in maintaining trust and relationships with families and our community. Timely and effective services to families were priority. Communication with families was maintained through telephone calls, email, Facebook messenger, and virtual communication platforms such as Facetime and Zoom. Wellness check-ins with families were conducted to assess needs for distance learning supports such as access to devices, low-cost internet or free hotspots. Additionally, frequent communication to support administrators, teachers, and linkages to meal services and district resources are provided at the FRC. In an effort to support Spanish speaking parents, weekly Facebook live sessions were held providing district updates, community resources, and a highly qualified translators team who are always available to support parents and all staff members.

Prior to COVID-19, the Board of Education, Superintendent, and Cabinet members held monthly meetings with teachers, parents, students, and principals to obtain their feedback on improving our district programs. During school closure, and until we are able to physically open our schools once again, RUSD will continue to reach out to all stakeholders to provide and solicit feedback related to students' social, emotional, and academic needs.

To effectively and meaningfully engage these groups, virtual meetings were conducted in English and in Spanish when needed. Our district translators worked to reach out to key parents from our different communities so all voices could be heard. This plan was also discussed with all K-12 principals and managers so they could successfully monitor teacher engagement and success as well as student daily participation during distance learning.

Feedback received from the community, staff, and all stakeholders have, and will continue to, inform the direction of the Learning Continuity and Attendance Plan at both the district and school level. Additionally, individuals wishing to provide input may join virtual meetings or submit written comments via email, regular US mail, or leave a message at a designated phone number.

In order to create cohesion to ensure that all stakeholders have access to information, our district created the [RUSD 2020-2021 Opening of Schools Information Guide](#), available in Spanish [Guia de Informacion Para La Apertura Escolar de RUSD](#), which contained pivotal information for all stakeholders.

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

District meetings and board meetings have been held virtually to provide for the safe participation of families and community members. Members of the public are able to provide public comment via email and zoom, which have been read during the board meetings. Board meetings are interpreted in Spanish and closed captioned.

During lunch distribution, district staff members were available to provide parents with additional information on enrollment and the multiple programs offered by our district. Parents and staff expressed some of the same needs reported on the surveys. It was revealed that in spite

of the multiple efforts to communicate about fall school enrollment with all parents, there were many parents who had not received the information, which validated all the face-to-face meetings and multiple phone calls conducted by our staff in an effort to reach out to our most vulnerable families.

Additionally, virtual meetings were held with the following stakeholders:

- *District English Learner Advisory Committee, DELAC
- *African American Parent Advisory Committee, AAPAC,
- *District Advisory Committee for Gifted Students, GDAC
- *Riverside Parent Teacher Association, RPTA
- *Principals and all administrators,
- *Classified and certificated members,
- *LCAP Advisory Committee

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

The data results from parents, teachers, staff, and administrators, indicated that a common frustration among them had to do with the lack of proper technology for teaching and learning.

Additionally, multiple parent groups requested the following: full-time counselors and assistant principals at all sites, more STEM classes and activities for students, parent workshops, and social-emotional support for students and families. Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following ideas emerged from our analysis:

Key Findings from District English Learner Advisory Committee (DELAC)

- Parents would like to have classes designed for newcomers
- Increase technology for students in elementary, middle and high school
- Continue to provide interventions for English Learners
- Continue to provide interpreters at DELAC, LCAP, and other district training
- Provide more DLI classes for students
- Provide full-time SAP Counselors at all schools
- Provide AP's at all school sites
- Additional parent workshops on how to help children with academic work, how to use technology and how to prevent bullying
- Provide more Career Technical Education (CTE) classes
- Renovate and remodel older schools
- Spanish preschools

Provide STEM education for all students

Key Findings from African American Parents Advisory Council (AAPAC)

More SAP and academic counselors

Unconscious Bias and cultural proficiency training for all staff

Preschool for all

A more diverse staff

All campuses welcoming to all parents/families

Provide more Career Technical Education (CTE) classes

Expand Core Knowledge to Middle and High School

Primary source documents from different cultures like African American and Hispanic to be used in instruction

Equity and access (STEM Academy)

Dual Language Immersion (DLI) Program expansion to Middle school and off-site activities

HEARTS program for all

PrimeTime for all

More technology services for one-on-one Middle School

Provide campus supervisors at all schools

Key Findings from Principals

Full-time SAP Counselors

English language development training for teachers and support for students

Instructional technology for students and staff

Training for parents on how to help their students at home with homework

Technology classes for parents

District communication with parents through telephone

Support during home visits to students who are disengaged and/or exhibiting inappropriate online behavior

Technology classes for families

Support for English Learners

Access to Chromebooks and hotspots for all students

Professional development for teachers in Google, classroom management and student engagement

Equity and Cultural Responsiveness and Sensitivity training for staff

Alternative ways to communicate with parents who have no access to the internet

- Additional support for homeless and foster youth
- Learning resource centers for families
- Headphones, microphones for students
- Provide more hotspots for those without internet access
- Provide social/emotional support for students and parents
- Create a Family Resource Center for the MLK HS Cluster
- Provide a Needs survey to find out how families are doing and their needs
- Reach out to foster and homeless students
- Grace to all
- Less online apps for students

Key Findings from Riverside Parent Teacher Association (RPTA)

The above findings reinforce the importance of obtaining input from different stakeholders and it is worth noting that similar concerns were shared by the different stakeholder groups.

The most common themes that emerged from stakeholders are:

- Instructional support for English language learners
- Technology classes for parents
- Access to devices and connectivity for all students
- Professional development for teachers in the areas of Google, classroom management and social-emotional strategies
- Social and emotional support for students and parents
- Full-time SAP counselors

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

As a result of the feedback from our stakeholders, the Innovation and Learner Engagement Department (ILE) provided our teachers with substantial information on virtual teaching and learning through multiple modules that ranged from academics to social-emotional support for students. A total of 28,000 Chromebooks and 300 hotspots were purchased to mitigate the technology gaps that exist among some of our student groups.

A troubleshooting guide addressing common technology issues and providing tech support call-in options for students and teachers was created. The troubleshooting document, in English and Spanish, has been provided to families and posted on the RUSD website. In addition, our ILE department created a series of brief how-to videos providing answers to frequently asked technology questions.

Our Family Resource Center and ILE Department also created multiple resources to support parents during distance learning such as screencast videos on how to use technology to support their children at home.

Similarly, an RUSD English Learner Guide was designed in response to comments by teachers regarding the volume of information being emailed to them. By creating a single, virtual repository of links, videos, and tutorials, teachers are able to access all of the resources in one easy-to-find location, allowing them to focus their attention on the content most applicable to their students. This more centralized approach to resource distribution will allow teachers time to review the applicable materials and design additional engaging online lessons to enrich the students' learning experiences.

As we continue to address the mental health support needs of students and staff, multiple resources were developed by our pupil services department and compiled into one document [Social-Emotional Playbook of Support](#). Additionally, counseling sessions and information on this topic will also be provided to our parents and community.

Other resources developed to provide social and emotional support to students, staff, and families:

[Employee Wellness](#)

[Care Solace](#) - Mental health support for families

[Employee Assistance Program \(EAP\)](#)

Family Webinars and Resources open to families and employees

[Virtual Wellness Center](#) - Support for students, families, and staff

[SEL Playbook](#)

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.]

Riverside Unified District has made a unique decision, compared to other districts, by providing parents with choices for their children's education. For the 2020-2021 school year, our district will provide three choices for students to attend school: In-Person, Home-based, and Virtual. The home-based and virtual program are not in-person choices.

The In-Person Program Senate Bill (SB) 98 defines “distance learning” as “instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency.” (Ed. Code § 43500.) SB 98 places a strong emphasis on teacher-student engagement in distance learning. Distance learning must include the following minimum

components: (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work; (2) content aligned to grade-level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction; (3) academic and other supports designed to address the needs of pupils who are performing below grade level or need support in other areas; (4) special education, related services, and any other services required by a pupil's individualized education program; (5) designated and integrated instruction in English language development; and (6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)

The RUSD In-person Hybrid Instructional Model will provide students the opportunity to attend school in a phased approach, beginning with Distance Learning (Phase 1). When health and safety conditions are appropriate, students will transition back to school campuses starting with a one (1) day per week schedule (Phase 2), phasing into a 2 day per week schedule (Phase 3), then a 5 day per week schedule with health and safety precautions and social distancing (Phase 4). The end of the transitioning will occur when health and safety conditions allow for a return to “typical” school operation (Phase 5).

The Home-based Program is a K-12 program designed for students and families who desire an alternative to traditional classroom instruction. In this program, students, parents, and teachers team together according to a written agreement under the general supervision of a certified teacher. While students follow the state standards and District-adopted curriculum and meet the district graduation requirements, the program allows for flexibility to meet their individual needs, interests, and styles of learning. Home-based Instruction allows families to create an individualized schedule for their child. A home-based program staff will provide support to students and parents on their caseload. Monthly meetings (virtual to start the school year, then in-person with social distancing when appropriate) with the teacher(s), parent(s), and student in which parents submit work samples to District from all core subject areas, including records of completed ELD (English Language Development) instruction by the parent support teacher may provide guidance to the parent (as needed). Weekly (virtual or in-person) check-in meetings where supporting teachers will check one core subject per week (math, reading/ELA including writing, science, social studies/history) providing feedback and guidance on work products.

The parent/guardian serves as the instructor of content with monthly in-person check-in meetings and weekly check-in calls with a certificated teacher. This program is a model that moves through phases based upon community health circumstances and guidance from state and local health officials. The first phase is Distance Learning which occurs at home during typical school hours with ‘live’ interaction and independent work. On-line tutoring and additional supports will be available for students.

The RUSD Virtual program provides students the opportunity to attend school in a 100% virtual environment. The content is aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Virtual school staff will provide 40-60% of daily live interaction. Additional office hours will be provided.

Due to the multiple needs from our English learners, low-income and homeless students, our district added more assistant principals who will support principals and teachers to reach out to these students and their families. And who will support by monitoring student academic progress and emotional well-being.

Examples of live interaction may include:

- Face to face online instruction by teachers
- Guided, interactive video lessons, with teacher remaining present
- Small group instruction
- Peer/collaborative tasks with teacher facilitating
- Progress monitoring tasks or assessments to provide feedback
- Student chats and blogs in appropriate, safe environments
- Whole group lessons: shared reading, choral reading, chants, affirmations, poems, songs, etc.

In order to mitigate our students learning loss, regardless of the program and their instructional level, our district will focus on the following:

Principles and Strategies	How	Instructional tools and Practices
Students in the Home-based program will receive this support from their assigned teacher		
Teach grade-level content and standards with instructional rigor	<ul style="list-style-type: none"> Grade-level standards and content will be instructed to all students. Learning gaps will be addressed within the context of the grade-level curriculum 	<ul style="list-style-type: none"> standards curriculum CA Frameworks for Public Schools RUSD ELD Resources Guide EL Guide For Dual Language - DLI Plan professional development
Focus on the depth of instruction, rather than the pace	<ul style="list-style-type: none"> Teachers will focus on the learning that needs to happen by providing students with patient, in-depth grade-level instruction 	<ul style="list-style-type: none"> standards curriculum CA Frameworks for Public Schools RUSD ELD Resources Guide EL Guide For Dual Language - DLI Plan professional development
Prioritize content and learning	<ul style="list-style-type: none"> Focus on district instructional priorities: <ul style="list-style-type: none"> Mastery of Essential Learning Effective Instructional Program Focused Collaboration 	<ul style="list-style-type: none"> standards curriculum scope and sequence CA Frameworks for Public

	<ul style="list-style-type: none"> • Whole System Engagement 	Schools <ul style="list-style-type: none"> • RUSD ELD Resources Guide • EL Guide • For Dual Language - DLI Plan • 2020-2021 Priority Instructional Content in ELA and Math • Professional development
Prioritize equity by maintaining the inclusion of each and every learner	<ul style="list-style-type: none"> • All students must have access to grade-level, rigorous and engaging core instruction • Make content accessible to all students through the use of Universal Design for Learning principles • A fluid Multi-Tiered System of Support approach as students move between the three tiers of support • Educators and staff have an asset-based view of all students • Families as central partners of teaching and learning 	<ul style="list-style-type: none"> • standards • curriculum • CA Frameworks for Public Schools • RUSD ELD Resources Guide • EL Guide • For Dual Language - DLI Plan • RUSD Equity Framework • Professional development in UDL and MTSS • Parent trainings in technology and instructional practices • ESL classes for non-English speaking parents
Identify and address gaps in learning through targeted instruction	<ul style="list-style-type: none"> • Use formative and summative assessments to identify student's academic needs • Provide strong, attentive instruction with embedded formative assessments • Focus on the basics: <ul style="list-style-type: none"> ○ ELA/ELD Reading foundational skills, Reading/Listening, and Writing/Speaking ○ Math 	<ul style="list-style-type: none"> • standards • curriculum • CA Frameworks for Public Schools • RUSD ELD Resources Guide • EL Guide • For Dual Language - DLI Plan • formative, summative assessments • Professional development in teaching reading and math proficiency

These principles are adapted from the six overarching principles for supporting students with unfinished learning set forth by the Council of Great City Schools (CGCS) in their Addressing Unfinished Learning After COVID-19 School Closures (June 2020) report, a part of their 'Returning to School Series.'

Teach grade-level content and standards with instructional rigor

According to research, rather than focusing on deficits and reteaching, which are largely ineffective practices resulting in student disengagement with school and greater inequities in access to grade-level instruction and educational opportunity, our **focus will be on grade-level content and rigor, addressing learning gaps as needed within the context of grade-level work**. There will be daily re-engagement of prior knowledge in the context of grade-level assignments which will add up over time, resulting in more functional learning than if we resort to watered-down instruction or try to reteach topics out of context.

Focus on the depth of instruction rather than the pace

Teachers will remain focused on daily learning by patiently providing in-depth instruction, which allows for issues related to unfinished learning to arise naturally when dealing with new grade-level content work.

Prioritize content and learning

Teachers will focus on instructing the most important content, strategies, skills, and standards at each grade level. This will provide teachers additional time that they can invest in supporting students with the highest needs. Further guidance on identifying essential learning at each grade level can be found in a document from Student Achievement Partners, [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#).

Prioritize equity by maintaining the inclusion of each and every learner

Our district will maintain an asset-based view of all students by recognizing their talents and differences as valuable. One way to ensure grade-level content accessible for all students is through the use of **Universal Design for Learning (UDL)**. The principles of Universal Design for Learning are based on the understanding of learner variability, the idea that all students are unique in how they learn and abilities continually change in response to the environment in real-time. The professional development provided to all teachers prior to the start of the school year included foundational knowledge and strategies of UDL as a means to design opportunities for all students to engage, understand, and respond in meaningful learning by anticipating and removing barriers.

Identify and address gaps in learning through targeted instruction

Our district will approach assessments as temperature checks. **Strong, attentive instruction, with embedded formative assessment, thus enabling teachers to respond to student needs in real-time, and in the context of grade-level standards, rather than defaulting to wholesale remediation.**

Additionally, to provide students with access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been provided for K-6 and by content area for secondary grades. These documents provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes: an **overview of key**

grade-level learning outcomes, instructional content and practice considerations, foundational skills to be systematically and explicitly taught with ample time for practice, and formative assessments to guide instructional modifications based on student progress monitoring.

Once we resume instruction via In-person, our students and staff safety is our priority; therefore, the following practices will be implemented at all sites:

Safety: RUSD is committed to following the local and state health department safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, training in safety protocols and procedures have been and will continue to be provided to all staff and students at school sites and district offices. To support our low-income, English learners, homeless and foster youth, student masks, sanitizing gel will be provided at their request.

Mental Health Support: One of the most essential components for our students and staff to succeed is by ensuring that they have access to mental health resources if needed. During the pandemic, and during the return to in-person instruction, our district has established a comprehensive social-emotional support program that provides teachers and staff with resources, strategies, and interventions to support engagement in learning and provide mental health support and how to refer students for consultation, monitoring and supporting the mental health needs of students as they transition between distance and in-person learning. Social-emotional learning development/lessons: coping strategies (such as mindfulness and breathing techniques), relationship-building/community-building (such as affective statements and community-building circles), expectation setting and support of behaviors (such as role-plays, acknowledgments and correction).

Communication: Our communication department has a robust two-way communication system for all staff and family members. RUSD's efficient translators provide families with access to information in both, reading and writing, in English and Spanish. In fact, our district established a call center specifically designed to support our parent community, particularly those who lack internet access and who speak a language other than English.

Families and Communities: RUSD Family Resource Center offers a variety of support services that provide full access to information, resources, referrals, and educational workshops to assist parents, in English, Spanish and Kanjobal, on how to strengthen the family unit. Services include the following: Assistance with Free and Reduced Lunch applications, Family Literacy, Parenting Classes, Parent Institute for Quality Education (PIQE), School Smarts Academy, Parent Engagement Leadership Initiative (PELI), Health Services, Mental Health/Counseling, access to ESL classes, Support Groups in Child Development, and Youth Programs. Additionally, our Family Resource Center offers an annual Parent Symposium to connect families with community services. Parent workshops, content, and schedules are determined by parent voice.

Campus Supervisors: Every single one of our schools has a campus supervisor. Their role is to support all students, but in particular those who need additional support such as our English learners, low socioeconomic students, foster and homeless, and students with disabilities. One of the campus supervisors' tasks is to call the parents of those students who need additional help and who struggle with discipline

issues, attendance, and who just need additional help from a staff member. One can often see a campus supervisor as a liaison between the child's school and their home.

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

Description	Total Funds	Contributing
Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness (400 thermometers - non contact)	\$20,700	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$2,000,000	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and handwashing protocols.	\$240,000	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. (400 desk shields for staff and 26000 desk shields for students)	\$800,000	N
Support for all families: technology training, ESL classes, and other resources	\$2,000,000	Y
Assistant Principals, Elementary (18) (1) High School, AP High School Secretary 1.1d	\$3,111,865	Y
Team Cleaning Positions (6 Custodians) 1.5c	\$456,958	N
Safety Plan 1.5d	\$20,000	Y
Safe and Healthy Schools 1.5d	\$150,000	Y
Campus Supervisors (12) 3.1b	\$735,027	Y

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.]

We lead by our district priorities set forth by the Board of Education: College and Career Ready; Closing the Opportunity Gap; Civic, Character and Citizenship Centered; Excellence in Science and The Arts; Safety and Wellness and our Instructional Guide, "Riverside Unified School District (RUSD) serves **Every Student, Every Day**, affirming that all are guaranteed an education that ensures readiness for college, career and the world." Our mission is to provide engaging, innovative, and equitable learning experiences for ALL students. Both student learning and well-being, as well as the well-being of all employees directly affect the success of our District. Our goal is to proactively create an organization that develops leadership in every seat; embraces focused and outcome-based collaboration and informative inquiry and is aligned in our values and systems. Regardless of the program: in-person, virtual, home-based, the high expectations from our students and educators are the same.

To ensure student equity and access to high-quality, research-based instruction, our teachers, administrators, and other stakeholders will receive on-going training in English language arts, English language development, mathematics, and other subject areas of instruction. Input from students, teachers, staff, and families has been crucial to the development of our **Instructional Guide**: A blueprint to a multi-dimensional school program.

Textbooks and curriculum programs are available online to students, teachers, staff, and families for easy access to implementation through the Clever interface. Training materials about Clever have been provided to staff and families to provide for easy access to these materials. Additionally, all students in RUSD will have access to hard copies of their textbooks and will receive basic school supplies such as paper, pencils, erasers, and art supplies.

Research conducted by our department of Professional Growth System (PGS) demonstrates that in order to establish a robust educational system, teachers and staff ought to have on-going training and support; therefore, PGS is designed to improve student achievement by providing teachers and administrators with clear, specific, actionable, and timely feedback to inform continuous improvement.

Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will continue to be created in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Additionally, extensive support demonstrating how to use online learning tools is available to families through a family support website and live webinar opportunities.

As we continue to support our students in special education, we have developed four priorities: 1. Focus on the safety, health, and welfare of ourselves, as well as the students and families in our community. 2. Provide FAPE - Deliver services to students as practicable. 3. Document our efforts; make sure documentation is focused, consistent, detailed, and demonstrates the provision of services as practicable. 4. Compliance during the pandemic - IDEA wasn't built for this. In addition, educational evaluations/assessments that require an assessment plan will be conducted during the implementation of Virtual/Distance Learning and Annual & Triennial meetings will be held virtually.

Instructional models that address both in-person and virtual learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

Throughout the school year, our district staff will continue to send parent, teacher, and staff surveys to determine progress and pay particular attention to gaps and inconsistencies in student learning and engagement.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Our district has focused on abolishing prevalent instructional inequities that impede students' access to high-quality education. Therefore, a total of 28,000 Chromebooks and 2,200 hotspots for families who lack access to the internet, have been purchased.

Additional staff has been hired to help us meet the needs of schools by contacting, visiting, and delivering devices to the parents of students who have not been participating in virtual instruction. Their main focus is to reach our English learners, Foster students, students with disabilities, and those with unique circumstances. Additionally, a bilingual, English and Spanish, call center has been established at our district to ensure that our families voices are heard and supported with technical difficulties they may have. Principals and other staff members have visited the homes of students with unique circumstances to make sure they have access to meals, devices, and hotspots.

Teachers and staff have attended multiple Google Suite training sessions to help them create informative and robust online classes for students. In addition, our Innovation and Learner department created tutorial videos for parents to support them as they work with their students. RUSD continues to seek partnerships with the city of Riverside and other agencies to provide connectivity to families in need.

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.]

Our district is required to maintain student participation or attendance records for audit purposes to assess students' progress and maintain the integrity of instruction during distance learning. RUSD staff created elementary (TK-6) and secondary (7-12) distance learning schedules that meet the instructional minutes requirements outlined in SB 98. Daily minimum instructional minute requirements are met with a combination of synchronous and asynchronous instruction, as outlined by the schedules. To comply with law, the time value of assignments is determined by the teacher of record at the time the work is assigned to students.

Since daily participation is met with a combination of synchronous and asynchronous instruction, with students learning at various times throughout the day, documentation of daily participation is not limited to daily live interaction. RUSD created new attendance codes in our student information system (Aeries) to account for learning during synchronous and asynchronous times, but also encompass daily participation through live interaction, student logins (e.g. Clever, Google Classroom, etc..), submission of work or assessments. The current

plan is to pull a weekly engagement record from Aeries for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning. The weekly engagement record will also track assignments teachers assign via Google Classroom and/or Clever. The weekly engagement record is intended to capture students' daily participation in distance learning, in both synchronous and asynchronous instruction, including independent work, and tracking completion of students' assignments. The weekly engagement record will be used to identify students in need of re-engagement.

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.]

During the sudden shut down of schools, certificated staff received access to a *Distance Learning Professional Development* site which provided teachers with training for virtual teaching and learning in addition to the necessary curriculum resources. Additionally, teachers received Google Classroom shells populated with content so they were able to pull from ready-made materials provided by content specialists.

All certificated and classified staff will receive access to five asynchronous professional development modules in preparation for the new school year. The five modules are a combination of courses staff can select to best prepare them for distance learning with over eighty courses provided. Staff will also have access to the start of the school year website with lesson plans on digital citizenship, social-emotional learning, health and safety, getting to know your digital tools, and content-specific resources. RUSD staff has access to the premium versions of Kami, Loom, and SeeSaw. The three programs can be used for PDF annotations and markups, screencasting videos, and virtual communication with students and parents.

Below is a detailed description of the modules:

Module 1: Health and Safety This module is made up of mandated compliance training for all Certificated Staff. Along with a typical beginning of the year mandated course, we have included two new courses. One is focused on health and safety guidelines concerning COVID-19. The other course is centered around cybersecurity; a topic that is increasingly becoming more and more crucial for all staff to be educated.

- Course 1** - Active Shooter Training
- Course 2** - Non-Manager Sexual Harassment
- Course 3** - Mandated Reporting: Child Abuse and Neglect
- Course 4** - Anti-Bullying Training
- Course 5** - Introduction to Cyber Security
- Course 6** - COVID-19 Return to Work Course
- Course 7** - Mandated Suicide Reporting (Teachers in Grades 7-12)

Module 2: This module comprises courses that will assist teachers in preparing for the start of the school year. These courses are focused around the nuts and bolts of preparing for the year in a virtual or distance learning environment.

Course 1 - Digital Citizenship Overview

Course 2 - Preparing your Google Classroom for Distance/Virtual Learning

Course 3 - Trauma-Informed Practices (part 1)

Course 4 - The First Days of School in Virtual/ Distance Learning

Module 3: This module includes a few more basics for getting started for Fall 2020. The first 5 courses in this module are required to be completed by all certificated employees. Once these are completed, teachers will choose 2 more courses to complete module 3.

Course 1 - Using Chromebooks to Support All Learners

Course 2 - Providing Feedback in a Virtual Environment

Course 3 - Culturally Responsive Pedagogy

Course 4 - Trauma-Informed Practices (part 2)

Course 5 - Trauma-Informed Practices (part 3)

Module 4-5: Choice-based courses

Staff Roles and Responsibilities

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

Certificated employees have learned how to use Google Classroom as their means of providing direct instruction to students. They have received, and will continue to receive, additional training and professional development on how to provide a robust and effective on-line instructional program for all students that incorporates new technology and teaching strategies to improve student achievement. Certificated employees will provide parents with a schedule of their weekly office hours where they are available for both parents and students to help support them through their academic needs as well as social-emotional learning. Additionally, they will have to learn new instructional online tools that they can utilize for direct instruction as well as to increase the overall student engagement and participation of the students.

Many of our classified positions will be working a hybrid schedule (working at the site and teleworking) that is determined by their immediate supervisor. Campus Supervisors at Middle and High Schools were reduced down to two and four respectively at each site. The Campus Supervisors that were the least senior at those sites were moved to Elementary Schools that did not currently have a Campus Supervisor to assist with site supervision. Since we currently do not have any students on campus, our Instructional Assistants and Intensive Behavior Intervention Assistants are performing other duties such as helping with food distribution, packaging learning materials, textbook

collection/distribution, assisting families/students with questions and logging into the google classroom while the teacher is teaching to observe behaviors.

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.]

RUSD is committed to ensuring equitable access to engaging, grade-level content, and instructional rigor for all students. RUSD continues to implement the services, supplemental aids, and accommodations outlined in Individualized Education Plans as practicable for all students with disabilities who have qualified for special education. Additional print materials and manipulatives such as token boards, visual schedules, and instructional materials are being provided to support student learning. Families can either pick up the materials at the student's school site, or they are being delivered to homes by our transportation department. In addition, the In-person Program includes increased time on campus for students with disabilities in Special Day Class (SDC). RUSD's Child Welfare and Attendance Manager Foster/Homeless Liaison and Student Assistance Program Case Counselor/Manager partner with our Family Resource Center to provide check-ins with students and families on a regular basis to ensure students are connected to services and supports. They are ensuring foster youth and students who are homeless have access to shelter, meals, social-emotional supports, school supplies, tutoring, transportation, and access to the courses required for graduation.

For English Learners:

During Distance Learning in the Spring (March-May), the ELA/ELD team provided teachers with six weeks of daily lesson plans that strategically targeted strategies and tools to support English learners. These strategies and tools included: **Rosetta Stone for newcomers, tutoring support for newcomers, sentence frames, scaffolding activities, frontload of new material, response in complete sentence, visuals and language and vocabulary development using BrainPop.** Newcomers participated in an **ELD Summer Bridge program** that included experiences and outcomes such as creating virtual art, google presentations, and virtual field trips to universities. The Summer Bridge Program included a partnership with the Mission Inn and lessons on the history of Riverside taught by a Mission Inn representative. In addition, in collaboration with the Innovation and Learner Engagement team, the team also provided asynchronous professional development in the areas of English Language Development. These included: grouping of English learners by language level, progression of language development based on language level and needs and how to use ELD strategies and tools, with a primary focus on the use of tools in McGraw Hill, Wonders. These tools were available on the PD Module that our district rolled out to teachers prior to students returning to distance learning.

What we gleaned from Distance Learning in the Spring, was that more support was needed for our English learners. Out of almost 5,690 English learners in RUSD, our engagement data indicated that 468 ELs never engaged with distance learning and 1,816 did not participate during the last week of school. There was also a need to support both teachers and students with more online resources during synchronous and asynchronous learning. This led our team to look into a shift from our Rosetta Stone program to Rosetta Stone English. Rosetta Stone English is aligned to the California English Language Development Standards, ELD, and includes a strong Foundational Skills program, which will meet the needs of our English learners at different levels. The Foundational Skills program will not only support all English learners at the emergent language level, but it will also support the learning needs of our newcomers who enter school with interrupted education. According to the CA ELA/ELD Framework, the Foundational Skills standards need to be adapted, using appropriate instructional strategies and materials to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to **teach foundational literacy skills in an accelerated time frame**.

We understand that the needs of English learners vary; whether they come from families who are new to the United States and do not know how to navigate the educational system or from families who have been in the US for many years but still do not know how to access resources. Language is also a factor. Therefore, it is imperative that we provide access to resources for all English Learners including tutoring and mentorship. Even in the virtual setting, RUSD continues to find ways to make tutoring available to our English learners.

RUSD will continue to provide **tutoring services for newcomers** to ensure an understanding of the content areas. Bilingual tutors will be able to explain the content in the students' language and provide support with homework and classwork. Additionally, RUSD is researching **online tutoring** for all students. English learners will benefit from online tutoring, given that the current tutoring services are exclusive to newcomers.

Long-term English Learners in the Legacy Program

To engage all English learners in a meaningful way through virtual learning, we have researched and tested the following digital tools: **Quizlet, Padlet, Flipgrid, Edpuzzle, Playposit, BrainPop, QR codes, Nearpod, Peardeck**. These tools address the listening, speaking, reading, and writing domains and possible creative arts integration into tasks. To expand the vocabulary of English learners we will use Vocabulary- Image libraries: Splash and Pixabay. These tools are free.

To implement the free digital tools, Rosetta Stone English and other essential instructional tools that support the language development and academic progress of English learners, **professional development** is a high need. Using the ELD standards in tandem with the state-adopted academic content standards as required by integrated ELD in a virtual setting will require the use of digital tools that will engage learners on a daily basis. Professional development will guide teachers on using these tools to enhance their lessons with visuals and language development opportunities that are essential for ELs.

RUSD will continue to use the EL Roster so that teachers are up to date with the English learners in their class. The EL Roster syncs to Aeries on a weekly basis providing crucial information to teachers about the English learners on their roster. The roster includes the most recent ELPAC score and language level and SBAC proficiency for each EL. Teachers are able to use this information to properly group English learners by language level and for interventions or enrichment activities.

Secondary students are supported through StudySync and Structure English courses. Tutors support newcomers by attending core classes with them so that content is explained in their language for understanding and comprehension. Tutors at the secondary level are key to our newcomer group because they will assist mitigate with the learning loss of the Spring Distance learning.

Actions and Services to Unduplicated Students

Based on parent meetings, teacher and principal surveys, the needs of unduplicated students were higher than others. Therefore, our district made took the following actions:

English Learners

*English learners, particularly our newcomers lacked access to devices and internet access. For some, school is the only place with access to second language acquisition; therefore, we purchased Rosetta Stone, multiple apps and a substantial amount of devices and hotspots that were delivered to students' homes.

*Additional hotspots, headsets, and devices. The schools with the highest population of English learners expressed the need of headsets for their students to block background noise and to be able to concentrate. Additionally, through the survey, we learned that these were the families who needed WiFi hotspots; thus, we purchased a substantial amount to meet their needs.

*Supplemental online apps: Rosetta Stone, See Saw, Kami Brain Pop and Snap and Read to help our students with the acquisition of English, vocabulary development, and reading comprehension. Some of these apps are used as an extension of designated and integrated ELD instruction.

*Musical Instruments UV Cleaning to provide instruments for all students, mainly benefitting low income and foster students for whom the purchase of this equipment would be prohibitive. Our English learners seldom participate in band. During distance learning our Visual and Performing Arts Specialist and ELD Coordinator decided to reach out to them by providing additional musical instruments that were thoroughly disinfected prior to delivery.

*Staff hours for the collection, sanitation, processing, and distribution of textbooks - Parents expressed the need to have students' textbooks at home for easier access. Although all textbooks are available online, our English learners benefit from having them at home for easier access.

*Basic school supplies sent to all families which will mainly benefit vulnerable populations- Many of our newcomers and our English learners have parents who have been severely affected by the current pandemic. As a district, our goal is to provide all of our students with the tools they need during distance learning. After a survey given to principals, our district decided to provide all students with basic supplies.

*Printed instructional packets provided weekly in the spring to support learning for students who did not yet have internet access-Since a high percentage of our English learners lacked access to a device, internet or printers, hard copies of the classwork, homework and any additional instructional materials were provided to them.

*Attendance and Student Engagement- Teachers have participated in staff development activities to ensure students are authentically engaged and able to participate in class discussions. English language development pedagogical practices and opportunities for students to engage in collaborative conversations are some of the multiple strategies used. Additionally, our Director of Pupil Services created a plan to support schools with a high percentage of English learners by making additional phone calls and family visits.

*PD for 700 non long term subs on virtual/distance learning- To ensure that students have instruction when teachers are absent substitute teachers have been trained on how to effectively provide distance learning instruction to students. Substitute teachers have professional development on how to teach integrated and designated ELD to ensure students have access to content knowledge.

*Fall professional development for teachers (RISE) to learn effective virtual instructional practices- Classroom management and student engagement are linked. Hence, all teachers have received professional development in best pedagogical practices to help students engage. For English learners, teachers have received professional development on how to best provide integrated and designated ELD through the use of apps and resources included in the program. Some of the apps are: Rosetta Stone, See Saw, Kami Brain Pop and Snap and Read to help our students with the acquisition of English (English Learners), vocabulary development, reading comprehension.

Additional teachers for program choices- were hired to maintain a lower student teacher ratio. One of our district goals is for teachers to provide English learners with language development activities that enhance the acquisition and production of English.

*Coordinator for virtual school - New coordinator to oversee distance instruction and learning- Many of our English learners have had difficulty accessing online instruction, academic resources, and have struggled with effectively attaining concepts. One of the main roles for our Coordinator for virtual school is to provide virtual school teachers with access to resources such as Paper tutoring, access to district translators, academic training and support for English learners.

*Rosetta Stone for English Learners - Digital language support for English Learners and DLI students- All English learners have access to this program. Newcomers are using a specific component that focuses on foundational skills needed for reading.

*Digital Citizenship PD, Digital Literacy PD 1.2a- Our English learners have a language barrier that, at times, impedes them from understanding how to effectively and safely use online resources. As a result, and as part of English learner plan, digital citizenship classes are provided to English learners.

Low-Income, Foster Youth, Homeless Students

*Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs- A Child Welfare and Attendance Manager (CWA) works closely with principals, teachers and other staff to provide additional support to our low-income, foster and homeless youth. During distance learning, our CWA manager and bilingual family services supervisor, have performed additional home visits, access to health services, homeless shelters, food pantries, devices, WiFi hotspots, and other academic resources have been provided and, when needed, delivered to the students homes.

* Attendance and Student Engagement- Our district CWA manager and bilingual family services supervisor have conducted additional visits, phone calls and help principals with monitoring low-income, foster and homeless youth attendance

*Four Assistant Principals liaisons to support distance and in-school learning and monitor attendance and participation of low-income, foster and homeless youth by working closely with our Child Welfare and Attendance Manager and our bilingual family services supervisor

*Tech 1/1 devices - were provided for low-income, foster youth, and homeless students. Per a survey sent to parents, they, along with our English learners, were the group of students who lacked access to devices.

*Digital inclusion, internet access for all, maintenance of equipment (Communication Trades)- based on our family survey, our English learners, low-income, foster and homeless youth lacked access to the internet; therefore, a plan was created to provide them with access and to help with the maintenance of devices used.

Students with Disabilities

* Assistive technology will be purchased for students with disabilities to access distance learning instruction from home and professional development for staff who provide support to them.

*Attendance and Student Engagement- Special education teachers, Resource Specialists, and Special Education Instructional Assistants are cognizant of the need for students with disabilities to participate in class. Therefore, our special education department has and continues to provide professional development on how to best engage students with special needs.

*Fall professional development for teachers (RISE) to learn effective virtual instructional practices- Classroom management and student engagement are linked. Hence, all teachers have received professional development in best pedagogical practices to help students engage. For students with special needs, teachers have received professional development on how to best provide engaging instruction through the use of Universally Designed Instruction (UDL) and small group instruction activities.

Description	Total Funds	Contributing
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Purchase of additional devices , Chromebooks for students . These devices mainly benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	7,000,500	Y
Additional Technology to Support Distance Learning: WiFi hotspots, headsets, and laptops/devices for staff.	3,000,000	Y
Assistive technology for Students with Disabilities to access distance learning instruction from home and professional development for staff	2,000,000	Y
Supplemental Online Apps to support distance learning including but not limited to Great minds, Brain Pop, Snap and Read	500, 000	Y
See Saw, Kami, Zoom	500,000	Y
Musical Instruments UV Cleaning to provide instruments for all students, mainly benefitting low income and foster students for whom the purchase of this equipment would be prohibitive.	50,000	Y
Staff hours for the collection, sanitation,processing, and distribution of textbooks	28,000	Y
Basic school supplies sent to all families which will mainly benefit vulnerable populations	1,800,000	Y
Printed instructional packets provided weekly in the spring to support learning for students who did not yet have internet access	200,000	Y
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs	500,000	Y
Attendance and Student Engagement	100,000	Y
PD for 700 non long term subs on virtual/distance learning	964,500	Y
Distance Learning Curriculum Development in the spring to support teachers to maintain student learning during school closure	250,000	Y
Fall professional development for teachers (RISE) to learn effective virtual instructional practices	1,000,000	Y
Additional teachers for program choices	4,000,000	Y
Coordinator for virtual school - New coordinator to oversee the distance instruction and learning	225,000	Y

Four Assistant Principals liaisons to support distance and in-school learning	500,000	Y
Rosetta Stone for English Learners - Digital language support for English Learners and DLI students	120,000	Y
Digital Citizenship PD, Digital Literacy PD 1.2a	279,000	Y
1 Full Time Help Desk Analyst 1.2a	121,407	N
Tech 1/1 devices 1.2a	420,000	Y
Tech - Teacher/Classroom technology 1.2a	780,000	Y
Two Staff Developers, Help Desk Assistant, Instructional Technology Technician 1.2a	429,412	N
Digital inclusion, internet access for all, maintenance of equipment (Communication Trades) 1.2b	20,000	Y
Maintenance Workers 1.2c	91,616	N
Technology procurement specialist 1.2d	86,624	N
Internet safety software and disaster recovery 1.2e	275,000	N
Data Quality Technicians 1.2f	198,338	N
Digital communication-digital content specialist 3.4a	189,016	N

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.]

Our district prioritizes student well-being. Assessment results inform student performance and the instructional directions teachers take with students. Formative assessment will be an essential component to begin the school year. Teachers have been provided with a professional development (PD) course within our PD platform (Rise) that will support their on-going learning about the pivotal role assessments play

during instruction. In the PD modules, there are suggestions for online tools teachers can utilize to gather evidence of student learning for the formative assessment process. This module contains many formative tools and strategies teachers can use with their students to begin the school year.

Additionally, teachers will use the publisher assessment resources as we begin the school year in all content areas, particularly in English Language Arts, English language development, and mathematics. The Curriculum and Instruction department will support teachers in understanding and utilizing the publisher created materials. District assessments are in the process of being modified for use in a remote distance learning environment.

The Curriculum and Instruction teams have created a system to support teachers with formative assessment ideas and tools to use with their students in the beginning of the school year in distance learning. Additionally, the district has created a 2020-2021 district assessment calendar to provide cohesion and help teachers and administrators plan accordingly.

Universal screeners assessments are developed to measure recognized and empirically validated skills related to reading outcomes. Each measure is an indicator of early literacy development. When assessments are implemented as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives. Teachers will receive professional development on adjusted assessment tools for an online environment.

For years, our district has used these assessments to uncover students' gaps in early literacy skills. Our teachers and staff have received extensive training to aid them in analyzing the data as they plan their instruction accordingly. According to one of the most renowned reading experts, Dr. Timothy Shanahan, universal screeners evaluate how well children can read (decode or sound out) nonsense words as the research is clear: "The ability to decode is essential to learning to read and instruction that leads students to decode better, eventually improves reading ability itself (including reading comprehension)...the tests are aimed at identifying learning needs that can be addressed with extra teaching."

Our district departments have worked diligently to research effective instructional practices that will help mitigate the academic learning loss from our neediest students.

[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.]

Action two in our Instructional Guide, focuses on establishing a strong instructional program which leverages high-quality content and teaching practices.

When considering the success of ALL students within our classrooms, throughout our schools, and across our District, we must ensure that our instructional program is strong, coherent, and equitable. The instructional program will deliver coordinated support to ensure the highest

standards of learning and leadership at every school site to address the varying needs of our diverse students. This support is critical in ensuring that our program is aligned with two key tenets of our work: student learning and student well-being.

All students in RUSD, and in particular our English learners, low-income, foster and homeless youth, are provided with a rigorous and engaging instructional program. Evidence based practices in all content areas serve as the foundation to a Multi-Tiered System of Support (MTSS) and include: Deliberate lesson planning of high-quality core instruction that reduces barriers and ensures mastery of essential learning

- Identification of, and connection with, students to proactively provide supports and real-time intervention and acceleration

- Small group and/or individualized support to maximize access to the core curriculum as well as enrich and extend learning

- Regular, ongoing progress monitoring driven by multiple data points

Use of universal screeners to establish a baseline for identifying learners who need additional scaffolds and support to access core, as well as acceleration for high achievers.

Teachers and school sites prioritize effective first instruction, so that every student's learning experience with content and skills is well planned, engaging, and of high-quality.

Effective first instruction provides multiple means of:

- Engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn

- Representation to give learners various ways of acquiring information and knowledge

- Expression to provide learners options for demonstrating knowledge and skills

Highly effective instruction occurs when students demonstrate mastery of essential learning. For students who need additional support to meet mastery, specific research-based supports are deployed at increasing intensities matched to student needs.

Our Instructional Services Department team has created additional support and strategies for our students:

English Language Arts and English Language Development

In order to mitigate learning loss, we must identify and address gaps in learning through targeted instruction. In the elementary grades, screening and diagnostic assessments were administered through a paper pencil format. The move to an online environment necessitates adjustments to the district's current assessment system. As a result, immediate action to operationalize universal screeners and diagnostic assessments is a priority in English Language Arts. Once assessment tools are procured, professional development on the administration of tools will be provided. Teachers will also receive training on the use of data to adjust instruction to address the needs of all students, and in particular students with exceptional needs, English learners, low income students, foster and homeless kids. District instructional specialists and professional developers will work in conjunction with teachers to develop lessons, utilizing core materials, to meet the identified learning gaps. Assessment tools will also be utilized to identify the specific needs of vulnerable groups so that specific supports, including the use of

additional personnel, can be deployed to support vulnerable students. In addition to effective first instruction that provides for learner variability, reading intervention specialists will be utilized to provide another layer of support to help address learning gaps. Examples of Tier 2 supports that are provided in addition to effective first instruction include: Gateway early literacy support, Advanced phonics, Read 180/System 44, Structured English, English support classes at the secondary level, and the use of tutors across all grades.

Designated and Integrated ELD

Designated ELD: Support on how to access the ELD digital tools in ELA Wonders and Maravillas is available to all K-6 teachers. McGraw-Hill, Wonders and Maravillas provides a robust designated ELD component that provides teachers with a robust instructional component to effectively address the language skills needed for English learners based on their language level. Additionally, Wonders and Maravillas provide a complete program for Foundational Skills, which are essential to newcomers and English learners at the Emergent language level.

Integrated ELD: *Maravillas* and *Wonders* provide students with the opportunity to augment vocabulary, grammar and language skills needed to attain access to content knowledge. Math and Science tools also give teachers multiple opportunities to develop the English language through the tools that are specific for supporting English learners. Eureka, Wonders and Science include sections in their materials that are specific to address the language needs of English learners by language level. Eureka also provides materials in Spanish. **Middle and High school students** use McGraw-Hill, StudySync, which has digital and interactive tools designed for English learners. Vocabulary development, visuals and videos are embedded in this program. StudySync is a standards-based English Language Arts program.

Rosetta Stone English, which includes Part III- Foundational Skills, will be purchased for Newcomers with interrupted education. This tool will also be available to English learners at the emergent language level and students at risk-of becoming long-term English learners. English learners in the Mild/Mod Special education setting will also benefit from using this Rosetta Stone English.

Additional Resources:

- Inside the US- secondary
- Tutors for Newcomers
- Legacy to support English learners stay on track for high school graduation and A-G requirements
- BLU Book (EL resources)
- EL Roster
- Resources for English Learners
- McGraw-Hill, *Wonderworks*- primary

The English language development team continues to research and work towards developing tools that will support ELs during distance learning. Tools such as on-line tutors, videos in the three most frequently spoken languages by our students to explain essentials such as using Google Meet. All of the programs researched and selected include digital resources which can be accessed from anywhere and at any

time. Professional development for Designated and Integrated English language development, ELD in a virtual and hybrid model will be essential to support teachers meet the language and learning needs of English learners.

To address the learning loss of English learners we will implement the following:

Restructuring our communication with K-12 site EL Contacts to discuss the needs of our English learners in a structured setting; and to provide guidance to all EL Contact on how to collaborate with site staff and administration on building the pedagogical practices that best serve ELs

Researching online/digital resources that support language development for the four domains of language

Develop a virtual tutoring system for newcomers

Small group instruction

Increase parental involvement and participation through ELAC and DELAC

Provide professional development on Designated and Integrated ELD tools, strategies and skills

Provide professional development on digital tools that teachers can use with integrated ELD

Provide a program(s) such as Rosetta Stone English for asynchronous practice

Provide professional development on using engaging digital tools such as Flipgrid via Google Classrooms or Seesaw

Guide for Educating English Learners: this guide is the updated EL Master plan. It includes the EL Roadmap and the CA Ed.G.E. Initiative (Prop 58)

RUSD ELD Resources Guide: a two page guide on all of the tools, materials, strategies and skills available to RUSD teachers, instructional assistants and anyone who serves English Learners

Mathematics

Much like the need in English Language Arts, we must identify and address the learning gaps in mathematics. Teachers will receive professional development on using diagnostic mathematics assessments to identify missing foundational knowledge that may have resulted from school closure. In elementary, this is the Eureka Math Equip program that is used to identify missing foundational skills that may prevent students from accessing grade-level standards. This program provides lessons/recommendations for additional support that should be provided to students. Teachers will be trained to analyze assessment data to pinpoint a student's last point of success and use this to plan for the whole group, small group, and one on one instruction using identified supporting content. Teachers will also adjust pacing and scheduling to ensure that there will not be an interruption in current grade level work. Alongside instruction department specialists and professional developers, small groups of teachers will be compensated to develop lessons accessible by all teachers. Diagnostic assessment, formative assessment, and progress monitoring will allow for needs of all students, specifically those of vulnerable groups, to be met in a targeted manner. Tutors will be available for all students to provide an additional layer of support in mathematics.

In order to support the families in multiple languages, all math materials are available in English and Spanish using the Great Minds In Sync app (in elementary). The resources include instructional videos, practice pages, and Parent Tip Sheets. Students requiring materials in Spanish in grades 7-12 are provided the needed resources through the Instruction department. All students have access to virtual math manipulatives and instruments to support their learning

After School Program

Both the HEARTS and PRIMETime after school programs are targeting the following student groups for the daily, live academic enrichment program: homeless, foster youth, English learners, and students experiencing a learning gap (referred by teachers). Academic support sessions include drop-in homework/classroom help, small group tutoring to address the learning gap, team building/social emotional support activities, and academic enrichment activities (STEM, VAPA, physical activity).

Literacy in the Content Areas

In order to mitigate learning loss, a focus on teaching grade-level content and standards with instructional rigor is necessary. Rigor includes the application of English Language Arts and Mathematics standards to other content areas. Robust and engaging materials in science and social studies will be used to support the application of literacy skills across the content areas. As a supplement for Kindergarten through grade 5 science materials, students have received *Mystery Science* packets to address Next Generation Science standards. Teachers will take part in training to use *Mystery Science* to support the development of content literacy. Materials provided to students include all of the worksheets and handouts needed to complete science labs and activities. Teachers have been provided demonstration videos for labs and activities to aid teachers during instruction. This ensures that every student has access to all of the lessons. In addition to core materials for social studies, teachers of all grades have access to Document Based Question (DBQ) online lessons and materials with both English and Spanish versions. These materials include audio for the readings and many scaffolding options for teachers to incorporate. Teachers will receive training and support in using studies content as an explicit application of English Language Arts standards.

Visual and Performing Arts

As supported by extensive research, student participation in art instruction leads to increased success in all areas of learning, but especially in math and ELA. In addition to academic benefits, arts education has positive effects on student engagement and social emotional well-being. Adapting robust arts offerings to an online environment will maintain these benefits to all students, and especially impactful to vulnerable populations. To allow students to fully participate in visual arts, supplies have been sent home to all elementary students and those secondary students in visual arts courses. *Art-to-Go* lessons, through the Riverside Art Museum, have been adapted to an online environment. High quality, exceptional opportunities will continue to be provided to RUSD performing arts students. Opportunities will include online masterclasses, virtual Honors Musical, and large-scale digital projects such as the RUSD District-wide Mega Virtual Choir. Students will continue to utilize district-owned musical instruments and take part in online music classes. Out of an abundance of caution, music instruments were cleaned through a UV process in preparation for the 2020-2021 school year.

Targeted Support for African American and Hispanic/Latino Students

In an effort to maintain student progression toward graduation and A-G completion, despite school closures, the Heritage and Legacy programs provide academic guidance and mentorship to our African American and English Learner populations in grades 10-12. The Heritage Program is designed to address the academic needs of African American students in Riverside Unified School District. The goal of the Heritage Plan is to increase the number of African American students that successfully complete the fifteen courses required for UC and CSU entrance (A through G courses). The Heritage Program provides African American students with purposeful academic, instructional, motivational, and familial support that will facilitate the student's progression towards college, career, and world readiness upon graduation. The Legacy Program was designed to address the academic needs of Academic English Learners in Riverside Unified School District. The goal of the Legacy Program is to increase the number of Academic English Learner students that successfully complete the 15 courses required for UC and CSU entrance (A – G courses).

Targeted Support through Summer Learning Programs for English Learners and Low Income Students

Students in preschool through eighth grade were provided access to online academic and social-emotional enrichment resources by grade through the RUSDsummerlearning website. Targeted support was also provided to identified students to remove barriers, provide ongoing access and support, and included one hour per day of live online math instruction. In addition, summer school was provided to high school students for the purpose of credit recovery or to relieve impacted schedules. All students who applied were able to participate. Foster youth, students who are experiencing homelessness, English Learners, students with disabilities, and low income students are prioritized when inviting students to participate in summer learning opportunities. In addition to the general education summer learning opportunities, RUSD provides Extended School Year (ESY) for students with disabilities. ESY serves Pre-K through Adult Transition students for four weeks. Students receive live online instruction from teachers and related service providers to maintain skills and minimize regression. The focus was mathematics, English language arts, and social-emotional supports. RUSD plans to continue to offer summer learning opportunities during the 2020-2021 school year.

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 provided to address learning loss will be monitored and measured by the ongoing assessments of student progress. This will include, first and foremost, formative assessments and interim assessments for Math and ELA administered throughout the course of the 2020-21 school year. Curriculum and Instruction staff will be curating a repository of short-cycle, formative, standards-based assessments for teachers to utilize with their students to target their teaching and support. These will be available in the core content areas. Additionally, staff will support teachers in the creation of common formative assessments that could be utilized in a collaborative fashion to identify areas of strength and weakness in student learning. To the degree practicable, formative

assessment results will be uploaded to the District's assessment data management system, Illuminate, for aggregation and/or disaggregation by student group characteristics.

Actions to Address Pupil Learning Loss of Unduplicated Students

Based on parent meetings, teacher and principal surveys, the needs of unduplicated students were higher than others. Therefore, our district made took the following actions:

English Learners

*Our English learners, particularly our newcomers, have many instructional gaps. In order to support them, we must first determine the gaps and provide them support accordingly. A robust Universal access screening tool will be used to test all English learners.

* Professional development on administration, analysis, and implementation of assessments for English language arts, ELA, mathematics, and English language development is an important component of Universal Design for Learning, UDL. For English learners, and all students, teachers must first analyze the data to make instructional decisions based on student needs. This is a pivotal component that will help our teachers better support our English learners.

*K-8 Summer program is designed to meet the needs of English learners by focusing on best practices that will help students acquire language skills.

* Document Based Questions DBQ Project to augment students' content knowledge, vocabulary and reading comprehension skills- A high percentage of our middle and high school English learners lack content knowledge in history. The Document Based Questions Project, DBQ, provides a plethora of social studies facts, resources, and an easy to follow timeline that enhances students vocabulary and content knowledge leading to better reading comprehension.

* Support for English Learners from Title III, Ellevation program provides teachers a plethora of resources to use with English learners during distance learning. Teachers, principals and other staff members have been, and will continue to get, trained on how to use these resources with their English learners.

*LAB! After School Programs for English Learners - provides students with additional support in language learning through the acquisition of science concepts. Students actively participate and gain knowledge and content specific vocabulary.

* ELD FTE Over-allocation to High School Sites provides principals with the opportunity to compensate staff as they provide additional after-school support to English learners.

*Newcomer Program for English Learners provides students with basic language skills and other resources. Additionally, all Newcomers have access to Rosetta Stone to help them enhance their vocabulary and listening skills.

* Credit Recovery program for high school students will continue to provide additional tutoring, counseling and resources to English learners, and in particular, our newcomer students.

*Higher Ed workshops for Parents and Students will continue to provide families of English learners with information and resources about colleges and universities, including applications, grants, scholarships and more. Workshops and resources will continue to be provided in English and Spanish.

*Legacy Program- An Instructional Services Specialist will continue to work with English learners in order to provide them with targeted academic and emotional support through high school so they can complete A-G courses and can pursue a college or university career. Family workshops and resources are also provided.

*Early Childhood Services Specialist, and clerical support will continue to provide additional services to English learners who qualify to attend our State preschool programs.

*SAP Bilingual community Assistant and Counselors were hired to support our Spanish speaking students with emotional and mental health services.

*1.75 FTE Family and Community Resource Liaison- Bilingual will continue to provide Spanish speaking parents with educational, health, and social services

*Coordinator School, Family and Community Partnerships, Admin Secretary, Coordinated Family Services Supervisors, Family and Community Resource Liaison, and Family Resource Center will continue to provide assistance to the families of English learners, low-income, foster and homeless youth with Free and Reduced Lunch applications, Family Literacy, Parenting Classes, Parent Institute for Quality Education (PIQE), School Smarts Academy, Parent Engagement Leadership Initiative (PELI), Health Services, Mental Health/Counseling, Support Groups and Child Development and Youth Programs. Additionally, our Family Resource Center offers an annual Parent Symposium to connect families with community services. Parent workshops, content and schedules are determined by parent voice. All services are provided in English and Spanish and, as needed, Kanjobal.

*Parent workshops, leadership training and parent Ed. Summit - Support from Title will continue to provide information to equip the families of English learners, low-income, foster and homeless youth with academic tools they can use at home with their children. Additionally, leadership skills to encourage their participation in school activities are provided through the parent Ed. Summit.

*District translators and thirty school translators will continue to provide support to parents, students and staff by translating during parent-teacher conferences, document translation, and any home-school support needed.

*Summer School ELD Through Title III are targeted to receive the following: designated and integrated ELD through science instruction. Additionally, targeted instruction in foundational skills to support them in reading and basic math skills.

Low-income, foster and homeless youth

* Staff collaboration time and compensation for the development of resources and lessons to adjust instruction in response to assessment data in English language arts and mathematics- Students of poverty need more support in school. Our teachers are provided with additional planning time to plan and develop lessons that will support them in meeting the instructional needs of low-income, foster and homeless students.

* High school summer program is focused on supporting low-income students who often struggle with work and school so they can meet their credits to graduate from high school. As a result, our high school graduation is 97%.

* Homeless and Foster Youth Services: Maintain staffing and supports that specifically address Foster and homeless youth needs- A Child Welfare and Attendance Manager (CWA) works closely with principals, teachers and other staff to provide additional support to our low-income, foster and homeless youth. During distance learning, our CWA manager and bilingual family services supervisor, have performed additional home visits, access to health services, homeless shelters, food pantries, devices, WiFi hotspots, and other academic resources have been provided and, when needed, delivered to the students homes.

*Pre K-2 Gateway program is our district created program based on Orton Gillingham and Project Read concepts. The purpose is to provide low-income, foster and homeless youth with support in foundational skills to help them learn to read.

* Professional Growth Systems (PGS) is focused on providing teachers and principals with professional development on research-based pedagogical practices that are effective for English learners, low-income, foster and homeless youth.

* Universal Screening (Identifies at-risk students) - These screeners provide teachers with valuable information on the academic gaps that students may have. Our low-income, foster and homeless students arrive at our schools with several academic gaps due to high mobility, identifying their strengths and academic needs is pivotal for their learning.

* TOSA's @ Franklin, Rivera, Twain, Kennedy and Lake Mathews are five of our non-title one schools receive additional funding for their Teachers on Special Assignment (TOSA). The main role of these teachers is to provide additional support to English learners, low-income, foster and homeless youth by working with them during tier two small group instruction. Additionally, they provide professional development to teachers who need additional tools on how to best support our English learners, low-income, foster and homeless students.

Reading Intervention Teachers (24 FTE GF) - Twenty four of our title one schools receive additional funding for their Teachers on Special Assignment (TOSA). The main role of these teachers is to provide additional support to English learners, low-income, foster and homeless youth by working with them during tier two small group instruction. Additionally, they provide professional development to teachers who need additional tools on how to best support our English learners, low-income, foster and homeless students.

- * Multi-tiered intervention support from Title 1 and Site allocations for unduplicated students- for low-income, foster and homeless students will continue as we provide professional development to teachers and staff and an additional Teacher on Special Assignment (TOSA) to work with unduplicated students.
- *MTSS Inclusive Practices will continue at our schools through professional development on best practices to support underperforming low-income, foster and homeless students.
- *Low Performing Block Grant Allocations will continue to provide schools with additional funds to support low-income, foster and homeless youth through tutoring, additional resources and programs such as McGraw-Hill, Wonderworks.
- * Credit Recovery program for high school students will continue to provide additional tutoring, counseling and resources to low-income, foster and homeless youth.
- *Higher Ed workshops for Parents and Students will continue to provide families of low-income, foster and homeless youth with information and resources about colleges and universities, including applications, grants, scholarships and more. Workshops and resources will continue to be provided in English and Spanish.
- *Heritage Plan 100% ISS, parent involvement, teachers, supplies, contract- An Instructional Services Specialist will continue to identify, first and foremost, low-income, foster, and homeless African American youth in order to provide them with targeted academic and emotional support through high school so they can complete A-G courses and pursue a college or university career. Family workshops and resources are also provided.
- *Puente Support for High Schools program will continue to add mentors to provide guidance and support to low income, foster and homeless youth who are pursuing a college or university path.
- *The District Wide STEM Program will continue to add additional resources and workshops targeted to recruiting low-income, foster and homeless youth.
- *Dual Enrollment program will continue to target low income students who qualify to take advantage of taking college courses while finishing high school. Financial support will continue to be provided.
- * Increased Services to Foster Youth Students-A Child Welfare and Attendance Manager (CWA) will continue to work closely with principals, teachers and other staff to provide additional support to our low-income, foster and homeless youth. During distance learning, our CWA manager and bilingual family services supervisor, have performed additional home visits, access to health services, homeless shelters, food pantries, devices, WiFi hotspots, and other academic resources have been provided and, when needed, delivered to the students homes.
- *Project Lead the Way at King and Earhart, like our district wide STEM program will continue to add additional resources and workshops targeted to recruiting low-income, foster and homeless youth.

*Early Childhood Services Specialist, and clerical support will continue to provide additional services to low-income, foster and homeless students who qualify to attend our State preschool programs.

*Two Full Time Psychologists (SAP) and Wellness Initiative targets low-income, homeless and foster youth who need emotional support. Workshops and resources are provided for parents.

*Homeless support from Title 1 - CWA Manager, FSS Coord, supplies, services- (CWA) will continue to work closely with principals, teachers and other staff to provide additional support to our low-income, foster and homeless youth. During distance learning, our CWA manager and bilingual family services supervisor, have performed additional home visits, access to health services, homeless shelters, food pantries, devices, WiFi hotspots, and other academic resources have been provided and, when needed, delivered to the students homes.

*Big Brothers and Big Sisters Mentoring will continue to target low-income, homeless and foster youth to provide them with emotional, social and, at times, academic guidance.

*Summer Program for At Risk Elementary where low-income, foster and homeless youth are targeted to receive the following: Targeted instruction in foundational skills to support them in reading and basic math skills.

*Summer School at All High School Sites- English learners, low-income, foster and homeless youth are given priority to enroll and participate in summer school for credit recovery, advance through taking additional classes, and improve their overall academic performance.

Students with disabilities

*Pre K-2 Gateway - The strategies used in this program provide additional support for students with disabilities through small group instruction, emphasis in phonological awareness and phonic skills that are difficult to acquire for some students. Additionally, the use of kinesthetic strategies makes learning how to read enjoyable and easier for students with disabilities.

*Read 180 - We will continue to provide this program to students who need additional support in learning to read and reading to learn.

*Restorative Practices program will continue to provide professional development to teachers and staff who need additional classroom management tools to support students with disabilities.

*Program specialists in Special Education will continue to provide support to special education students by increasing their graduation rate, and lowering the percentage of special education students who are chronically absent and who are often suspended from school.

*Special education activities will continue to provide support to special education teachers and students with special needs so they can fully participate in virtual classes. Some of the support activities are: online apps, professional development for teachers and staff, and resources for the families.

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

Description	Total Funds	Contributing
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Universal screening tools	330,800	Y
<ul style="list-style-type: none"> Professional Development on administration, analysis, and implementation of assessments for ELA, Math, and ELD (identify learning gaps). Staff collaboration time and compensation for the development of resources and lessons to support teachers to adjust instruction in response to assessment data in ELA and math (address learning gaps) Professional development for teachers on increasing rigor, content literacy, integrated ELD and EL roadmap, prioritizing equity through inclusionary practices. Teacher Stipend 	1,400,000	Y
K-8 Summer Program	300,000	Y
High school summer program	1,000,000	Y
Document Based Questions DBQ Project to augment students' content knowledge, vocabulary and reading comprehension skills	100,000	Y
Homeless and Foster Youth Services	1,000,000	Y
Support for English Learners from Title III, Ellevation 1.1c	156,999	Y
LAB! After School Programs for English Learners 2.1 b	160,000	Y
ELD FTE Over-allocation to High School Sites 2.1h	375,394	Y
Newcomer Program - 2 FTE 2.1b	271,964	Y
Pre K-2 Gateway 1.1g	40,000	Y
Professional Growth Systems (PGS) 1.4	3,034,033	Y
Universal Screening (Identifies at-risk students) 2.1 a	240,369	Y
TOSA's @ Franklin, Rivera, Twain, Kennedy and Lake Mathews 2.1 a	727,874	Y
Reading Intervention Teachers (24 FTE GF) 2.1c	3,296,004	Y
Read 180 2.1c	820,826	Y
Multi-tiered intervention support from Title 1 and Site allocations for unduplicated students 2.1d-e	5,413,833	Y
MTSS Inclusive Practices PD 2.1i	65,000	Y
Low Performing Block Grant Allocations 2.1a	335,473	Y
Credit Recovery 1.0 FTE per comprehensive HS 2.1g	796,453	Y
Higher Ed workshops for Parents and Students at HS 2.2 a	63,000	Y
Heritage Plan 100% ISS 1-071-014, parent involvement, teachers, supplies, contract 2.2d	499,507	Y
Puente Support for High Schools 2.2e	24,000	Y
Legacy Program 2.2h	454,054	Y
Districtwide STEM Program 2.2i	85,000	Y

Dual Enrollment 2.2j	100,000	Y
Increased Services to Foster Youth Students 2.2k	148,000	Y
Project Lead the Way at King and Earhart 2.5e	100,000	Y
Early Childhood Services Specialist, clerical 2.6a-b	175,732	Y
SAP Bilingual community Assistant, Counselors, survey costs, supplies and materials 3.1a	3,397,312	Y
Two Full Time Psychologists (SAP) and Wellness Initiative 3.1a	537,843	Y
Homeless support from Title 1 - CWA Manager, FSS Coord, supplies, services 3.1b	256,531	Y
Big Brothers and Big Sisters Mentoring 3.1b	50,000	Y
Restorative Practices 3.1c	72,000	Y
Program Specialist in Special Education 3.1d	181,520	Y
1.75 FTE Family and Community Resource Liaison- Bilingual 3.2a	140,167	Y
Coordinator School, Family and Community Partnerships and Admin Secretary 3.2a	276,221	Y
Coordinated Family Services Supervisors (1.17 FTE) 3.2a	141,670	Y
Family and Community Resource Liaison (1.0) 3.2b	71,376	Y
Family Resource Center - Other 3.2a	60,478	Y
Parent workshops, leadership training and parent Ed. Summit - Support from Title 1 3.2b	151,000	Y
Parent Workshops, leadership, training and Parent Ed Summit 3.2b	77,000	Y
District Translators 3.2c	247,489	Y
30 Translators 3.2c	1,008,595	Y
Special Education Activities 3.3b	14,700	Y
Summer Program for At Risk Elementary 2.1f	400,000	Y
Summer School ELD Through Title III 2.1f	129,654	Y
Summer School at All High School Sites Summer 2021 2.1f	1,028,934	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.]

RUSD developed a Social Emotional Playbook that provides resources to staff to support social-emotional learning. SAP Counselors provide individual and group counseling, connect families and students to school and community resources, conduct classroom lessons, enhance school wide Positive Behavioral Intervention Systems, provide prevention services for bullying, violence, and substance abuse, and support families through meetings, support groups, and workshops. SAP School Psychologists and SAP Prevention Assistants work with site staff on matters related to students' behavioral needs. They provide consultation, participate in parent meetings, including SST Meetings, and enhance PBIS school wide systems. SAP staff work with students demonstrating social, emotional, or behavioral concerns impacting their ability to fully participate in instruction and/or school activities. School staff may complete referrals for students to the SAP Counselor. Students and parents may also make referrals to SAP Counseling for Social-emotional concerns including recent loss, appearing depressed, behavior, bullying, displaying signs of possible substance use or abuse, inconsistent school attendance, sudden drop in grades, family conflict or turmoil, etc. Referrals to the SAP Psychologists and Prevention Assistants occur through the Student Success Team (SST) process for behavioral concerns including lack of response to school wide and classroom expectations, lack of appropriate social-skills, or aggression, withdrawal, damage to property, etc. The RUSD Suicide Prevention and Intervention Handbook for Crisis Response Team Members provides guidance for conducting Suicide Risk Assessments. These resources assist with the additional layer of working with students through this process remotely.

An SEL Playbook was created through a collaborative effort between School Counselors, Student Assistant Program (SAP) Counselors, School Psychologists, and our Teacher on Special Assignment, Wellness and Engagement. [RUSD Social-Emotional Playbook](#)

All staff who work with students are participating in professional development in Trauma Informed Practices through a partnership with Collaborative Learning Solutions. We are cognizant of the existing, monumental need to support the well-being of students and staff. More importantly, our children look to adults for guidance on how to react to stressful events. If adults seem overly worried, children's anxiety may rise. Our staff will continue to receive training to reassure children that their well-being is our priority.

Additional resources provided to our students, staff and parents:

[Employee Wellness](#)

[Care Solace](#) - Mental health support for families

[Employee Assistance Program \(EAP\)](#)

Family Webinars and Resources open to families and employees

[Virtual Wellness Center](#) - Support for students, families, and staff

[SEL Playbook](#)

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,

To increase student engagement in distance learning, our Pupil Services department has developed A [Tiered of Re-engagement Strategies](#) to re-engage students in distance learning on any of the three program choice selections offered. These efforts are critical and will directly impact learning loss and decrease chronic absenteeism. The tiered re-engagement strategies include community outreach strategies and actions that will require a funding source that will support the tiered strategies, along with the establishment of a reward matrix for sites, grade levels, and individual students that maximize synchronous and asynchronous engagement of students.

RUSD has hired a licensed clinical social worker to provide case management services to meet the academic, socio-emotional, and college/career needs of pupils in foster care and pupils experiencing chronic homelessness. The case manager specifically collaborates with the district foster youth/homeless liaison, site administration and site counselors to make sure AB 216 evaluations have been completed, enrollment barriers are removed and partial credits are accurate. All of these services are provided in English, Spanish, and Kanjobal, as well as other languages. In addition, attendance and discipline data will be monitored to assist in identifying any barriers to success and their removal. The case manager will also link outside therapeutic services, our student assistance program and family resource center to our pupils in foster care and pupils who are experiencing homelessness. Pupils receive additional school supplies and are eligible for supplemental tutoring services provided by our Instructional Services Department.

In addition, the Child Welfare and Attendance Manager, and a Spanish speaking coordinator, will assist sites in tacking tier III attendance referrals for students experiencing homelessness. This support position also coordinates with homeless shelter personnel, and other community agencies as needed.

Other additional supports include the expedited transfer of records from prior schools, and ensuring the parents/guardians are informed of their educational/related resources available to their children through strategic community outreach. Furthermore, the supervisor collaborates with site staff to develop interventions and conducts student needs assessments. The district has also arranged meal delivery to the family shelter and is in the process of providing priority registration at local community learning centers which will provide additional academic support and enrichment for pupils in foster care, pupils experiencing homelessness, low income families, and families who speak other languages such as Spanish and Kanjobal.

The results of this pandemic have magnified barriers to learning as families are experiencing significant financial burdens, housing instability, food insecurity, access to medical care, and stressors that impact mental health. The Family Resource Center creates connections to district and community resources, as well as education and awareness of local, state, and federal relief programs. Resources include, access to internet, school supplies and backpacks, childcare connections, tutoring and enrichment activities, caregiver and grandparent support, counseling, access to food, clothing, shelter, diapers and formula, utility and rental assistance, medical care and health coverage options, online applications for local and state benefits, employment resources and crisis assistance. All of these services are provided in English, Spanish, Kanjobal, and other languages.

Family engagement and leadership development include family webinars and virtual workshops that support student and family wellness, student learning, and pathways to college and career.

Spanish and English workshops include Parent Institute for Quality Education (PIQE), CA PTA School Smarts Parent Engagement Academy, Parent Engagement Leadership Initiative (PELI), Families in Schools Transition to College, Abriendo Puertas/Opening Doors, Latino Family Literacy Project, Digital Equity Program, Parent Project, Nurturing Parenting, Triple P parenting, among others. Monthly family webinars are offered in collaboration with the Student Assistance Program, Special Education, Instructional Support Services, and various community partners.

RUSD's Family Resource Center offers a variety of support services that provides full access to information, resources, referrals, and educational workshops to assist parents on how to strengthen the family unit.

Services include: Assistance with Free and Reduced Lunch applications, Family Literacy, Parenting Classes, Parent Institute for Quality Education (PIQE), School Smarts Academy, Parent Engagement Leadership Initiative (PELI), Health Services, Mental Health/Counseling, Support Groups and Child Development and Youth Programs. Additionally, our Family Resource Center offers an annual Parent Symposium to connect families with community services. Parent workshops, content and schedules are determined by parent voice. Our translators and other staff members are available to provide information, training, and any support needed in English, Spanish, Kanjobal, and other languages.

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.

The Nutrition Services Department continues to provide fresh and nutritious meals in accordance with state and federal regulation guidelines, prepared under safe and sanitary conditions. Locally grown fresh produce is included with weekly meals to our RUSD students. Meals for the week are provided to families on two serving days to minimize interruption of Virtual Learning. Tuesday meals include breakfast and lunch items for two days. Thursday meals include breakfast and lunch items for three days. Nutrition Services continues to communicate to households regarding meal applications, the Meal Program, and weekly meal services through social media, the RUSD website, automated calls, and SMS messages.

Our Nutrition Services department has and will continue implementation of key operational procedures developed during school closures which continued through the summer months. The goals were to provide all students with nutritional meals and to ensure safe and effective meal services, which included:

- A drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members;

Use of masks for community and staff required per state and county health orders.

Use of appropriate personal protective equipment by all staff;

Clear signage at all distribution points to reinforce social distancing practices

As school has resumed, our Nutrition Services department will provide breakfast and lunch for students regardless of the program of participation. Parents will pick up meals adhering to the same regulations established during the summer time.

In planning the return of students and staff to the school site, Nutrition Services has created a plan to maximize safety for all students and employees. One measure is the implementation of cashless payments for all students and staff. This will include the current options for paying online and by check, Student meals are debited to the student account based on the household eligibility which includes Free, Reduced, and Paid.

The Nutrition Services Department is collaborating with community partners to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
Contract with Anti-Defamation League, Contract with Clay Counseling Solutions, Epoch Education	Anti-racism professional development for employees and virtual listening circles for middle and high school students	500,000	Y
Nutrition Services: Scanners and tablets	<ul style="list-style-type: none">• Install cloud based Point-Of-Sale system to allow scanning for all sites, via wireless scanning and barcode printing. Staff will be able to scan IDs for faster and contactless meal service and provide barcodes to families for future meal pickup.• Tablets to be used at sites to complete mandated USDA and CDE program requirements related to COVID-19. Use USB camera device to allow employees a live visual and recorded feed, for guidance, updates, and specifics relating to meal service and meal regulations during COVID-19	71,000	Y
Nutrition Services	Supports to continue operations	3,000,000	N
Neighborhood Learning Centers	Additional locations in the community to provide for a safe space for students to participate in distance learning		Y
Mental Health & Social/Emotional Well Being	Supports for students	4,000,000	Y

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
19.45%	\$64,200,145

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.]

Several factors implemented across the district have contributed to student academic improvement. Due to COVID-19, our district created new actions to support the needs of our students and community and are part of our Learning Continuity and Attendance Plan.

Two of the most important actions are related to devices and equitable access to connectivity for all students. Our district provided students with Chromebooks and hotspots for those families who had no access to the internet. After sending a survey to all RUSD families, we were able to determine which students had the most needs: English learners, low-income students, homeless and foster youth; therefore, their needs were taken in consideration before others.

Several actions from the existing 2019-2020 LCAP funds are being implemented and will continue to be funded this year as these actions have had positive effects on our unduplicated students. Below are some of the actions:

Professional Development

Our Instructional Services Department will provide professional development to teachers so they can effectively teach designated and integrated English Language Development ELD to English learners. Through the use of state-approved language arts programs, McGraw-Hill, Wonders, StudySync, and Amplify, our teachers have participated in professional development on how to effectively use the tools to teach our **English learners, students with disabilities, as well as foster youth, low-income students, and students experiencing homelessness**. Additionally, our district will purchase Rosetta Stone to provide our English learners with additional instruction in foundational skills. Special Education teachers and related service providers have received targeted professional development in the use of tools such as green screens, behavioral supports in an online learning environment, Project READ, Framing Your Thoughts, and the alternate curriculum such as Attainment to work with students with disabilities, and those who need additional support.

Due to the current negative climate that exists around cultural differences in our nation, our district Superintendent created a call to action to dismantle inequities that exist toward minority students. Our Assistant Superintendent of Equity, Access and Community Engagement has worked diligently with Anti-Defamation League, Clay Counseling Solutions, Epoch Education to establish systems that provide staff and students with tools on how to use equitable practices that teach tolerance and ideas to ensure all students are treated equally, have equitable opportunities and feel accepted regardless of their differences.

Teacher collaboration time

Teacher collaboration exists as part of a mutual agreement between RUSD and Riverside Teachers Association, RCTA. The purpose of this time is for teachers to collaborate as they use the cycle of inquiry to select instructional strategies that will best support all students, particularly our unduplicated population.

Family Resource Center (FRC)

FRC consists of a cohesive team that works to provide parents with multiple bilingual resources in the areas of health, education, employment, parent training and more. During this crisis, the FRC team worked additional hours to provide increased support to our families of English learners, foster youth, homeless, students with disabilities and students of low socioeconomic. The Family Resource Center partners with the Special Education Department to provide bilingual family webinars in strategies to support students with learning from home and student well-being.

Mental Health and Social Emotional Well-being

Our Pupil Services Department prioritizes the needs of our English learners, foster youth, homeless and low-income students by hiring bilingual staff, such as SAP Counselors, and by placing full time counselors at schools where there is a higher need from these students. In addition, we have a SAP Counselor who primarily serves as the case manager for all Foster Youth. Furthermore, students with disabilities are supported by school psychologists who provide Educationally Related Mental Health Services.

English Language Development (ELD)

Per the EL Roadmap, all English learners must have access to standards-based instruction. To address learning loss and accelerate learning progress, RUSD will provide a comprehensive program that includes standards-based instruction, Integrated and Designated ELD, small group instruction, and differentiation to provide support using the MTSS model. Through the MTSS, teachers will focus on the learning needs and provide in-depth grade-level instruction that is specific to the data driven needs. Instruction to address learning loss will be differentiated by focusing on academic language and vocabulary development for English learners. Language and vocabulary development are key for English learners' understanding of core content areas. Reading comprehension in all areas will be more challenging if students are not provided strategic opportunities for language and vocabulary development.

Teachers will focus on using English purposefully to support students to gain skills that are appropriate for their grade level content area. Through both Designated and Integrated ELD, the three communication modes of ELD will be used to plan lessons that will allow students to

interact in meaningful ways. Using the three communication modes, Collaborate, Interpret and Produce Meaningful Messages will help teachers engage ELs to develop the academic language skills in reading comprehension, writing, and understanding the language of other core subjects such as mathematics. Through how English works, teachers will guide students on applying language in different content areas as it is crucial for English learners to understand the difference and similarities between in vocabulary in the different content areas.

Tutoring

Small group, academic support through the following: UCR UECC Americorp mentors with eighty five mentors at nine schools and three parks; HEARTS Program at twenty elementary schools with one hundred seventy five Boys & Girls Club staff; PrimeTime Program at six middle schools with forty tutors. Priority is always given to students with the highest needs.

Nutrition Services Scanners and Tablets

Historically in our district, many of our English learners, foster and homeless youth and low-income families have struggled when completing their children's free and reduced lunch applications. In order to address this issue, our nutrition services department has purchased several tablets and scanners that will help staff when helping parents in completing these forms.

Robust Communication Department

The RUSD Communications Department strives to tell the story of RUSD in the most effective ways possible. They work with media, coordinate events, and communicate with the public through the district website, social media, and other means to communicate with our community stakeholders to ensure that they know about the innovative and exciting ways we are preparing students for the future. Communications staff also serve on the Board Communications Subcommittee and work with the Board and administrators to develop new policies for the District. Our professional group of **district translators** translate information for parents, schools, staff and Board Members.

Neighborhood Learning Centers

We have partnered with the City of Riverside to secure the use of Cesar Chavez, Ysmael Villegas, Joyce Jackson, Ruth H. Lewis, Renck and Stratton Community Centers to help develop neighborhood learning centers. These facilities were chosen strategically to ensure that our most under resourced students grades K-6 will have the opportunity to access distance learning support at the Learning Centers Monday - Friday 7:30 AM to 3:30 PM. Champions will be providing the staffing and services. Referrals for which students will be invited to participate will come from the school sites. Students experiencing homelessness, foster youth and free/reduced meal eligible students will have first priority. Our plan has been submitted to local health officials and Champions is working with the Department of Social Services to ensure that the facilities are properly licensed. In order to provide additional support to our English learners, foster youth, low-income and homeless students, our more disadvantaged populations who have struggled with connectivity and virtual learning, our district prioritized the opening of these centers in the areas where they reside: Cesar Chavez and Villegas Community Centers are first on the priority list of openings with a targeted starting window of early September 2020 with other centers starting soon after. Phase 1 of this project will be able to serve just over 200 students.

For the 2020-2021 school year, supplemental funds in our district are principally directed toward meeting the needs of our low income students, foster youth, homeless, students with unique needs, and our English language learners. It's important for all stakeholders to know that RUSD has created multiple resources to provide mental health support to students, teachers and all staff members. These services include additional counseling, professional development in social emotional support for students and MTSS strategies so teachers can effectively support our unduplicated students.

The lack of technology and connectivity for our most vulnerable students was one of the first inequities that our district ameliorated by the following: purchasing devices, providing families with connectivity and by providing technology support to parents who requested it. In fact, our district supported part-time members to receive and answer phone calls from parents who needed additional online and technical support.

We have established tutoring services for students who need additional support. These services will be provided by our Teachers on Special Assignment, TOSA, Americorps, and other. Additionally, throughout the year, all teachers will have the opportunity to engage in robust professional development to provide them with pedagogical practices geared toward low performing students, some of whom are our English learners, Foster and Homeless students, and those from low socioeconomic backgrounds.

Communication with our families has been one of the most important goals from our Board Members, Superintendent, district office staff and site administrators. As a result, there have been multiple ways for our district to effectively communicate with our parents as their role in their children's education has significantly changed. Nevertheless, Riverside Unified School District will continue to advocate for all students and do "whatever it takes" to provide them and their families with a comprehensive program that will benefit all students.