

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

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

Updated 9/22/20

On March 13, 2020, our students and staff quickly transitioned to At-Home Learning per the shelter in place order in San Mateo County to help mitigate the spread of COVID-19. We planned for two different teaching and learning models during the summer for the upcoming school year and find ourselves still at home as in July, our Board of Trustees approved the full distance learning model for at least the first trimester of the 2020-21 school year. In looking back over these past several months, we are saddened by the effect of this virus on our community and throughout the world.

Our vulnerable RCSD families, especially our hourly wage workers, were faced with no-win economic decisions. Asking themselves “Do we pay for groceries or for rent?” “Do I take unpaid time from work, or leave my child at home alone?”

Staff had to overcome a steep learning curve in education for technology for the virtual engagement of students, families, and community resource agencies. Distance learning demanded a significant investment on devices and internet access, which could only be secured with help from grants and various private donors. Staff and families to this day are still grappling with all the new technology they have had to use to access learning, and are demonstrating a need for multiple opportunities for technological training. Along with learning technical skills, staff and families are also learning how to engage with each other using various new media for interpersonal communications, and are establishing protocols for a respectful virtual dialogue.

COVID-19 has widened gaps in families’ living and working conditions, resulting in hunger, homelessness, and a greater need for medical services. Family liaisons have become more important than ever to families’ survival and children’s learning continuity. Now more than ever, regularly scheduled family outreach is crucial to a holistic early need identification and intervention system.

In response to State mandates, programs had to develop a comprehensive COVID-19 Action Plan detailing responsibilities by staff, families, and the community. The myriad instructional models and interpretations of health orders has made a complex task of articulating what can be done at any given point in time. State officials are reluctant to provide definitive answers on even the most basic procedural questions related to re-opening, putting the pressure on LEAs to define clear-cut solutions and answers.

The RCSD community has been experiencing a challenging situation with distance learning. Families have had to adjust to a schedule where students are participating in both synchronous and asynchronous learning. Families need to monitor student learning everyday following the students' schedules. For a family of two or more students, it has been challenging when students are not able to attend the classes independently and parents are required to support their children. Our teachers and staff are also experiencing a challenging situation trying to reach out to students who are not attending schools. There are barriers that are not allowing teachers to reach out to students, language, technical issues, and parents and students not having access to technology.

Any tiny technical glitch is a barrier to students receiving the education that they need. A glitch could be not having internet access, not being able to log in, not knowing how to use google meet/zoom technology appropriately, etc.. Because technology is specific and cannot adapt to our needs, if there was a way to zap these technical glitches we would have a foundational level of service for providing educational services. Our technology department has worked tirelessly to deliver for our community, but they cannot possibly be omnipresent and solve all issues big and small. We need a better way of getting organized within the district to share known workarounds and solutions to maximize everyone's limited bandwidth.

Because of the demands of technology, teachers have had to add to the roles that they usually play to include being moderators for virtual meetings, tech support for families, among other things, which may not be their natural strengths.

District staff have expressed increased concerns about students who have always had attendance issues during typical year- now attending less during distance learning. Staff is aware of the social emotional learning gaps/hindering natural learning progression in social skills in students. We are concerned about several months of loss of quality of instruction and of the current insufficient access to instruction due to connectivity issues. We are particularly concerned about the impact of distance learning on our most vulnerable students: our newcomers, our students with IEPs, our homeless and foster youth, and our very young children. In addition our entire community has suffered with the loss of family members, illness, lack of income, and more currently hazardous living conditions. These are not easy times for our community.

Stakeholder Engagement

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

There have been numerous opportunities for outreach and feedback for both staff and members of the community. Planning for our two teaching and learning models began in May, 2020. Our district engaged the community as active participants of this planning process through several surveys. In addition, in June, we held several sessions in which we presented our work and gathered feedback, which contributed to finalizing our plans. In June, 2020, there were several committee meetings regarding planning for distance learning models, health and safety protocols and human resources.

The Educational Services Subcommittees met May through July to develop recommendations for a safe reopening of schools in August. Several subcommittees were involved in this work: Hybrid model subcommittee, Full distance learning subcommittee, 50/50 bilingual program and Spanish and Mandarin Immersion subcommittee, and the child care, equity and interventions, special education and social emotional learning subcommittees. Members of these subcommittees represented the RCSD school board, district and site administration and certificated and classified staff. The initial recommendation was a hybrid model (two cohorts of student attending in-class synchronous instruction 2 days a week, and 3 days a week working on asynchronous assignments). With San Mateo County being added to the state watch list for Covid-19, these plans changed, and in July the RCSD School Board approved a full distance learning program to begin in August.

The Safety and Facilities committee met throughout May, June and July to develop protocols in the chance we would be returning to in-person instruction. This committee was made up of district, site, and classified staff, along with Board members.

The Human Resources subcommittee focused on workforce procedures and protocols, job classifications, leave information, and personnel decisions based on lack of or additional work needed. This committee was composed of district and site administrators and an RCSD board trustee.

Reports to the RCSD Board of Trustees regarding the work of these subcommittees took place on 6/3, 7/15, 7/22 and 8/26. At each Board meeting, currently, there is a COVID-19 update. Public participation in these zoom meetings is quite high.

In addition, there has been a series of parent and teacher informational webinars. Parent webinars have involved sharing the initial subcommittee recommendations around the reopening of schools, the Parent Guide for Distance Learning (in both English and Spanish) that was district developed, Working with Students with IEPs in Distance Learning, and a series of supports in using technology devices and tools. All of these webinars have been provided in English and in Spanish, separately. Opportunities for questions and input were provided at the end of each of the webinars.

Teacher webinars have included information from Human Resources regarding leaves and workload, and from Educational Services regarding Distance Learning, the Hybrid Model, and more recently professional development regarding Distance Learning tools and lessons. A Teacher's Guide to Distance Learning has also been provided to all certificated staff. This Guide includes lessons and resources for teachers to use in planning.

Frequent newsletters are being sent to district administrators and staff with updates in the changing nature of this work, also providing ongoing resources as they are developed to support our district staff.

Surveys were sent to families (in Spanish and English) in the summer to ascertain the interest of our families in returning, or not returning, to in-person instruction. Weekly communication is sent from the Superintendent's office to update the community on our current initiatives and plans for returning to in-person instruction. Families may also access this information on the district's social media platforms such as Facebook, Twitter, Instagram and YouTube.

Most recently, a series of Learning Continuity and Attendance Plan (LCP) meetings have taken place to engage stakeholders and gather input. These took place on August 31 and September 10. Representatives from the community, RCTA (Teacher's union), CSEA (Classified union), district and site administration, SELPA, and RCSD board members attending these meetings and provided feedback. On September 14, the DELAC had an opportunity to provide input.

The final version of the LCP was taken to the RCSD Board for a public hearing on September 23, and for final approval on September 30.

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

As in-person meetings are not encouraged across our community and county at this time, all engagements were held through a variety of platforms: zoom, google meets, social media and through texting (surveys). Translation was provided at all Board meetings. The other engagements were held in both English or Spanish, without translation.

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

Stakeholder groups provided many ideas in regards to support of the more vulnerable population, social and emotional supports, and workload. Our certificated union representatives provided a lot of input on the changing nature of their jobs in terms of planning and outreach to students. Our classified union representatives provided many ideas in ways to support children and families that show their interest in and dedication to providing touch points for children and families. Community members provided input into additional services for families with unique needs.

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

Actions and services, some at no additional cost, were proposed by the different stakeholder groups. These are specifically identified in the sections that follow.

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.]

At the present time, classroom-based instruction is only available by waiver, and to only a small number of the students, determined to be the most vulnerable. We will be pursuing a waiver to offer possible after school, in-person instruction to small groups of these children (newcomers, pre-school through 8th grade students with IEPs served in special day classes, homeless and foster youth, very young children, and those who our assessments have shown to exhibit significant learning loss. At the present time, the district is considering options for this in-person instruction, with one option being to provide additional stipends to teachers who will meet with these most vulnerable students in a tutoring capacity after school hours.

Certain RCSD partners are planning to offer 1-1 or small group tutoring onsite, and are in the process of selecting tutors. These after-school programs are: The Boys and Girls Club, (Hoover, Taft and Garfield), REACH (Adelante Selby, Kennedy, Orion Alternative and Henry Ford), and possibly the YMCA (Roosevelt).

We have a plan, developed this summer, for a hybrid model of instruction, ready for such time that a larger number of students are allowed back on campus. This plan allows for a class of students to be divided into 2 cohorts, keeping the numbers of students in each cohort close to 14, thus allowing for physical distancing within the classroom. Safety protocols have been developed for temperature taking, hand-washing, and the cleaning of high-touch surfaces and areas (such as bathrooms).

This model supports the most current recommendations of the San Mateo County Office of Education and the San Mateo County Health Administration of stable cohorts - a defined group of students, dictated by the ability to implement physical distancing within the classroom. Students may have more than one teacher during the day, but will remain together as a cohort. Students will have 5 days of instruction: 2 days at school with in-person instruction, 3 days at home, with asynchronous instruction and assignments. Cohorts will be at school on Monday/Tuesday or Thursday/Friday, allowing for deep cleaning to take place between cohorts. Language Arts, Math, Social Studies, Science and English Language Development (ELD) are prioritized for instruction, and the minimum number of minutes required by the state of California will be adhered to. A consideration to the needs of the youngest students has been proposed by teachers of grades K and 1 - that these students be allowed on campus 4 days a week, broken into an am/pm cohort group, with cleaning taking place each day between cohorts.

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

Description	Total Funds	Contributing
Personnel: Certificated and classified staff salaries, district administration salaries for operating both in-class and distance learning	\$65,132,910	No
Personnel: Stipends for teachers offering 1-1 or small group tutoring after school hours to most vulnerable students (TK - 2, EL, pre-school and K-8 SDC classes, Homeless and Foster Youth), additional custodians at 6 school sites to ensure deep cleaning of the rooms	\$150,000	Yes
Additional devices: Additional in-class technology devices for students and teachers (so students do not need to bring home devices into the after-school classes).	\$1,501,155	Yes
PPE equipment, disinfectant and sanitizing materials	\$459,800	No
Classroom materials: Materials needed for student in-class work, replacement texts and additional curriculum for supporting accelerated learning	\$2,026,193	No

Distance Learning Program**Continuity of Instruction**

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

In the words of the California Department of Education (CDE), 'distance learning' means instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that

relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.”

In Redwood City, Distance Learning also means high quality education, provided remotely to each student, by well-trained, hard working, caring adults - teachers, support staff, and administrators. Parents should expect to see their childrens’ classroom teachers interact in daily live “synchronous” sessions with their students + provide engaging “asynchronous” assignments - both for small groups and for individuals. In addition, they will see instructional assistants, librarians, their principal and community partners (like PE+) interact in live sessions with their children - in assemblies, reading books, one-on-one check-ins and small group enrichment activities.

What did we learn from At-Home Learning last spring?

We took away three important lessons from our quick pivot to At-Home Learning:

Instruction: In the area of instruction, the amount of daily instruction students receive should also be consistent across our district and follow state guidelines. We recognize that all students deserve daily and rigorous instruction, and should have consistent qualities across our district.

Learning Tools: Because we know that each student needs to have a high-quality device and sufficient access to the internet, we are working with the San Mateo County Board of Supervisors to provide enhanced internet access to our Bayside schools (Garfield, Hoover and Taft). We will continue to provide devices and hotspots to any student, teacher, and instructional assistant who needs one.

Communication and Training: We learned how critical two-way communication is in Distance Learning. Parents needed consistent, clear, and predictable communication from the classroom, school, and district office. Many parents benefitted from the training in distance learning that was provided by Familias Unidas this spring. We are expanding this training to more schools, and adding a series of classes that will be disseminated through a variety of district tools. These trainings will be available in English and Spanish.

Instruction

In June, the State passed SB98 that gave some explicit expectations for the minimum number of daily instructional minutes for each grade level.

TK - K: 180 minutes or 3 hours each day

1st - 3rd: 230 minutes or 3.8 hours each day

4th - 6th: 240 minutes or 4 hours each day

In RCSD, each school has developed their class schedule that exceeds the number of instructional minutes required by the state. These minutes are meant to be a combination of synchronous and asynchronous instruction. Staff at each RCSD school has spent many hours in developing their schedules that provide a balance of live and recorded lessons along with independent work, breaks, enrichment activities and social-emotional supports.

Students receive daily instruction (again, a combination of synchronous and asynchronous instruction) in Language arts, Math, Social Studies, Science and in their target language (English, Spanish or Mandarin). We have identified key standards in math and in language

arts, and adapted our pacing guides to promote the acceleration of student learning during this time. Where possible, and time permitting, electives are also being offered.

Students attend a combination of synchronous and asynchronous instruction on Mondays, Tuesdays, Thursdays, and Fridays. Teachers design and prepare lessons using a variety of high quality instructional applications, available to each student through the Clever app on their iPad (preK - 2) or Chromebook (2-8). On Wednesdays, teachers prepare their upcoming lessons, collaborate within their team, analyze student data and prepare feedback. Students participate in a variety of activities on Wednesdays, including the asynchronous lessons that have been prepared by teachers, PE+, assemblies, tutoring, social-emotional supports and a variety of other options, determined by each site.

Learning Tools

RCSD has unified the learning tools used in our classes to provide predictability for our students. We understand that the variety of tools used from class to class may be overwhelming, so we have streamlined the learning tools by grade level, and our staff and parent training will focus on mastery of these tools:

District video conference tool (Google meet or zoom) (TK-8)

Seesaw Learning Platform (TK-2)

Google Classroom (3-8)

Clever (TK-8)

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.]

The district has provided each student in grades TK-8 a digital device to engage in distance learning. In grades TK-1 the device is an iPad, in grades 2-8 the device is a Chromebook. All district iPads and most District Chromebooks support the inclusion of apps to provide access to a variety of learning applications through Clever, a digital dashboard application. Other apps and extensions provided to students can enhance and support their learning. Currently, the district is also working to establish a collaborative program with the Redwood City Public Library to provide access to all Library materials through a web based portal.

Additionally, the district is working on several initiatives to solve the digital divide for our students without internet access at home and for those whose internet connection may not be able to support the demands of Distance Learning. We have procured 1,550 internet hotspots, which have been issued to students who do not have internet access at home. We have also provided information to families regarding the programs that Comcast has offered to students (open hotspots until 12/31/2020 and their Internet Essentials program), and a collaborative project with the County of San Mateo to expand their community based wifi access into the areas of greatest need for Redwood City School District students. The San Mateo County Board of Supervisors has already approved \$1,4M toward this effort.

The District has also provided technical support to students, by having walk in and scheduled appointments for students and their families. This program, through the use of student requests via an online form or phone call to the district office, first offers technical support over the

phone and if the issue cannot be resolved, students can come in and exchange their device for another one. This allows the district to keep the number of people at the district office at a minimum. In the next week, we will also be repurposing district bus drivers to deliver devices to students who do not have the transportation to get to the district office.

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.]

As mentioned earlier, schools have developed schedules that exceed the State's requirement for daily minutes. (K = 180 minutes, 1 - 2 = 230 minutes, 4 - 8 = 240 minutes). Each schedule has been developed by grade level and site teams, and submitted to the district office for review. The schedules shared with the district office and with families clearly represent the periods of the day where students are engaged in synchronous and asynchronous instruction.

Most recently, the district has developed and is using two different tools to monitor daily attendance and engagement. Teachers are recording the synchronous/asynchronous structure to the day, a description of the assignments, and tracking the daily participation of each student, as required by SB98.

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.]

Last spring:

On March 18th, teachers across the district received their first set of Professional Development online learning resources. Teachers were asked to learn Google Classroom, Google Meet for live sessions with students, Screencastify (a tool for recording lessons), to review the use of Dreambox for math lessons, and become more proficient with Google Apps for Learning. In addition, the most effective online applications such as Raz-Kids (for free online books for K-2 students), EdPuzzle (pre-recorded lessons for Math), NewsELA Pro, and BrainPop were recommended for all to learn and utilize with students. The response from teachers was immediate. Teachers remained in contact with the Staff Development team for more support. One-on-one and school level check-ins were conducted to assist the teachers as needed. Following two weeks of intensive work by the teachers, online instruction began in grades 3-8.

By mid April, the second grade teachers and students also began to utilize Chromebooks for online learning. Given that second grade teachers and students were unfamiliar with most of the Chromebook features, the expectation was for students to utilize the devices for consumption of Dreambox, Raz-Kids, and EdPuzzle lessons while teachers learned to teach using the online tools. Staff Development personnel established a series of professional development opportunities. Second grade teachers were learning while teaching resulting in a range of practices and levels of implementation. As students in grades TK-First were not assigned technology devices, their primary method for teaching and learning were hard copy packets of work to complete at home.

Getting Ready for beginning the year in 100% Distance Learning:

Summer 2020 Professional Learning

Teachers in grades 4-8 also participated in a series of professional learning activities focused on culturally responsive teaching and the issues related to educational equity in a distance learning environment. Administrators and teachers attended a summer conference on “Student Engagement with an Equity Lens”. Rigorous instruction for all learners through opportunities for collaboration, creativity, communication, and critical thinking were highlighted. In addition, there was one full week of training for both certificated and classified staff. Staff members were asked to do a self-assessment of their knowledge regarding technology tools and curriculum, and were given a menu of PD choices from which to select. A sample of these offerings follows:

TK - 5: Effective Online Math Instruction, Intro to Dreambox, Small group Reading Considerations, Digital Citizenship, Seesaw 101, Introduction to iReady (our new diagnostic assessment), Elements of Effective Instruction, Reading Assessment through Pioneer Valley, Getting to Know Newsela, SEL for Distance Learning, Using the ReadWrite Ex, tension to Support ELs, attend office hours with the Staff Development Coaches

6 - 8: Nearpod 1-1, Science Lesson Flow, Math Lesson Flow, ELA Lesson Flow, HSS Lesson Flow, PE in a Hybrid or Distance Learning Model, Creating Your Virtual Classroom, Newsela, iReady, Remote Learning with Dreambox, Desmos Activity Builder, Read/Write SPED 3-8, office hours with Staff Development Coaches

Instructional Assistants: Clever, Screencastify, Google Classroom, Dreambox, Google Meet, GSuite Apps, SEL for Distance Learning, Getting to Know Newsela, ReadWrite to Support ELs, Training for Newcomer IAs, Read & Write for SPED

Fall 2020 Professional Learning

Our administrators and teachers were involved in many extra days of professional learning and planning in order to prepare for 2020-21, which we knew would be different from last spring. Many of our staff also spent their vacation attending additional online classes, researching lessons, and preparing lessons to get ready for your children.

In August, our Board had determined that we would begin school in 100% Distance Learning. Teachers were brought back to work 3 days earlier than planned to engage with their school teams in developing their schedules and to participate in additional training in lesson design, district supported applications and curriculum, and for 1-1 coaching sessions. Staff was again presented with a variety of options, with a sample of the PD as follows:

TK - 5: Asynchronous and Synchronous Community Building/SEL using online tools, SEAL Unit Resources, Creating Your Virtual Classroom, 50 Ways to Use Screencastify in the Classroom, Getting to Know Newsela, Effective Learning and the 4Cs, Reading Assessment through Pioneer Valley, Nearpod, Book Creator, Seesaw, iReady, Office Hours

6 - 8: Amplify (science), TCI (social studies), CPM (Math), Amplify (ELA), Deep Dive into Nearpod, PE Teacher Forum, iReady, Office Hours

Classified staff: invited to attend any of these trainings

2020-21 Professional Learning Planned

National Urban Alliance (NUA)

NUA mentors and coaches will work collaboratively with teachers in grades 4-8 (in Adelante Selby, Clifford, Garfield, Hoover, Kennedy, MIT, Orion/Mandarin Immersion and Roosevelt), to further develop rigorous instruction for all learners through opportunities for collaboration, creativity, communication, and critical thinking in an online environment. Mentors and coaches will co-plan and co-teach lessons throughout the year. Optional planning will take place on Wednesdays. NUA mentors will be available all day. NUA is offering two themed professional learning sessions open to anyone across cohorts and schools from 3:00 - 4:00 - on Wednesday and Thursday. One NUA staff member will be facilitating "Thinking Maps: A Guiding Light to Systems Thinking for Student Engagement. Another will be facilitating "Pre-Reading strategies: The Power of Prediction".

SEAL

Prek-3 teachers will further develop their expertise in promoting language and literacy development through developed units of study, supported by SEAL designated Staff Development coaches.

Ongoing support from Staff Development coaches:

NUA, SEAL, TOSA and Mandarin Immersion support staff will meet regularly with grade level teams as well as team teach to develop and refine rigorous instruction with a focus on student engagement.

Classified staff and librarians - Training is being planned based on a survey (being developed) as to interests and needs pertaining to any new or unfamiliar job responsibilities based on the needs for remote support during distance learning.

PD on Universal Design for Learning (UDL) has been suggested by our stakeholders as a stronger foundation for the district's MTSS work. Stakeholder input suggested that teachers and staff need the skills, now more than ever, to be able to differentiate lessons across a multitude of learning styles in our students. With access to a multitude of free content and recorded webinars, this can be easy to implement during the current pandemic. UDL has been shown to help EL students, kids with learning differences, and students with special needs.

Staff Roles and Responsibilities

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

New positions:

1. Director of Induction and TOSAs (Student Services):

- Oversight of TOSA(site Student Services) position (see below)
- Development of SST and Student Academic and Mental Health Screening Processes.

- Communicate and train district and site administration and TOSAs in the newly developed process. TOSAs to train staff and communicate process to families so that both entities will understand how to refer a student/child and what to expect after referral is submitted.
- Along with the district team, onboard mental health providers and district partners.
- Oversee site onboarding process of site specific mental health providers and partners.
- Oversee implementation of Screen Teams at each school site. Screen Teams will review each student referral, determine next steps for student support, monitor student progress and mental health caseloads and work as a team to oversee students exiting from programs. Continue to check in on students that have exited supports.
- Oversee implementation of aligned Student Study Team process.

2. A half-time (.5) TOSA position at each school site has been hired to:

- Oversee and monitor student academic and mental health referrals, submitted by caregivers, students and staff, to determine next steps and placement into support and intervention programs.
- Monitor student progress
- Collect, organize and distribute academic and emotional data
- Provide outreach to families
- Oversee the SST process at their assigned site
- Develop and facilitate weekly “Screen Team” meetings with site admin, school psychologists, site MH provider, and Community School Coordinators to review referrals, place students into supports, review caseloads and SST results
- Follow up with stakeholders (parents, teachers, administration) as to student progress and needs
- Enable weekly check ins with mental health clinicians

Additional responsibilities of existing positions:

1. Covid-19 specific

- Director of Student Services, is now also the COVID-19 contact person for students and families who test positive for COVID-19.
- Director of Human Resources is the contact person for personnel who test positive for COVID-19.

Both directors work together to support the RCSD community about these cases. They follow a very strict and confidential process for contact tracing to support families and staff.

2. Director of Special Education

- Oversee the on-site testing, at-home nursing support as well as behavioral support either through video visits or in-person
- Organize trainings for staff members who are currently conducting in-person as well as virtual psycho educational assessments
- Ensure that all staff, including service providers, are trained to conduct assessments and provide services using the online platforms. Additionally, overseeing that staff is meeting with families to review students' IEPs as well as update parents on current distance learning plans.

- Along with assistant director and special education coordinator, the Director of special education is collaborating with the district department of maintenance to provide PPE for all staff who are conducting in-person assessments.

3. Assistant Superintendent of Educational Equity

- Oversees the National Urban Alliance (NUA) work that stresses making virtual connections to and inclusion of students. NUA mentors and Staff Development coaches will co-plan and co-teach with teachers in grades 4-8 to promote educational equity across distance learning using high operational practices that promote student engagement to develop critical thinking, collaboration, communication and creativity. These high operational practices are ways to promote educational equity by providing rigorous instruction for all learners .

4. Instructional staff

- Increased time for: emails, lesson planning, providing tech support, parent and student outreach
- Additional support for social needs, family issues
- Supporting and fostering student engagement
- Rethinking expectations for students in regards to screen/non-screen time and engagement/participation

5. Classified staff - stakeholder brainstorm of possibilities, not yet determined

- Additional support in facilities to help monitor site cleaning, i.e. hourly bathroom cleaning, common areas, high touch areas, etc...
- Office staff helping with tech support/improve connectivity
- Office staff: outreach/check-ins with individual students
- Office staff: having meetings with small groups or needed students individual visits just for check-ins etc.

Librarians - book distribution, enrichment book clubs, author studies, reading support, social emotional support in small groups, outreach to families to navigate small issues, help parents sign up for emails, learn how to navigate RCSD apps, powerschool

ALL staff could/should be utilized to make special contact with all students especially those most vulnerable.

Possibilities offered by stakeholders:

- Office hours during the school day to provide extra support for identified students
- Being available in evening hours to work with families
- Tech support via phone calls to families
- Outreach from Instructional Assistants

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.]

As mentioned earlier, a waiver will be submitted to provide in-person instructional support for our pupils with unique needs. In addition to the daily programs described below, RCSD is working with local community partners to prioritize childcare, tutoring and mental health supports for our prioritized students at each site, and in particular at Garfield, Taft, Hoover and Roosevelt. Currently, we are planning an additional 25 hours of mental health supports at Roosevelt, Taft, Hoover, in addition to the supports provided by our Community Schools partnerships. Star Vista supports are currently provided at each site. Additional mental health supports for targeted sites are listed in a following section.

RCSD is dedicated to the success of pupils with unique needs. The following describes the ongoing supports for each group of children:

English Learners (EL):

English Language Development (ELD) is the systematic, explicit instruction of the English language that takes place daily during a regularly scheduled time. English Learners are supported through both Designated and Integrated ELD. Designated ELD is its own subject guided by the new California English Language Development standards, content area standards and assessments. Integrated ELD takes place throughout the day. During this time EL students learn vocabulary, how to use language for specific purposes, and the grammatical structures needed to advance in English language proficiency.

ELD Components

RCSD ensures that all English language learners receive instruction that meets the essential features of Designated ELD:

Lessons of Intellectual Quality

Academic English Focus

Extended Language Interaction

Focus on Meaning and Forms

Formative Assessments

Designated ELD Instruction

ELD lessons are grade level and content specific to ensure for intellectually motivating, challenging and purposeful tasks. The lessons include supports for students as needed and are directly connected to the CA ELD Standards, CCSS ELA Standards, and Content area

standards. Lessons follow a release of responsibility format where the teacher begins by modeling the language, then guiding the students through a sequence of practice culminating with the students continuing to practice on their own.

Integrated ELD Instruction

The CDE ELA/ELD Framework uses the term “integrated ELD” to refer to the ELD provided throughout the day and across disciplines. The integrated use of the ELD Standards across the day and across content areas emphasizes the interrelated roles of content knowledge, purposes for using English, and the language resources available in English (vocabulary, grammatical structures, discourse practices). The implementation of both Designated and Integrated ELD benefits the ELs and helps to reduce the number of students we have that become our Long-term English Learners. Those students who have been with us for six years or more and have not met proficiency in English.

Both Designated and Integrated ELD will be provided to all English Learners daily. Teachers will provide both synchronous and asynchronous lessons to ensure that students progress in their development of the English language. The focus will be on the development and use of academic vocabulary, preparing EL students to be successful in their core curriculum classes.

Newcomer Program

The Redwood City School District enrolls students who recently arrived in the U.S. The students, referred to as Newcomer students, represent a variety of educational and linguistic backgrounds from throughout the world.

Newcomer students speak a variety of languages, and have different levels of literacy skills and educational backgrounds. Newcomers frequently arrive with gaps in their education due to instability in their home country and time out of school due to migration (Gallegos, 2005), as well as low or no proficiency in English. For placement, we rely on the results of an English language proficiency assessment (the ELPAC) that is administered to determine the appropriate level of English instruction. To place newcomers in appropriate sheltered content classes, RCSD also uses assessments given in the native language, whenever possible, to determine the students’ academic levels in their primary language.

The Newcomer students participate in a one-on-one intake interview to determine immediate needs. Families or guardians are contacted and an interview conducted. Some students arrive with health concerns or trauma from their migration. RCSD ensures students are connected with the appropriate supports as soon as possible.

The Newcomer students in grades 3-8 also receive one-on-one or small group supplemental support from an Instructional Assistant at least two times a week. The students receive instruction in getting to know the US school system, information on how to use distance learning tools, and support with beginning literacy and language development. The Newcomer Students are also provided with an online tutoring program called Imagine Learning, to develop listening, speaking, reading and writing in English.

Newcomer families are also provided with optional parent classes through a series of six workshops that include getting to know the US Schools, how to communicate with their child’s teacher, how to use the distance learning platforms, how to check if the child is completing work and resources for nutrition, social emotional needs and medical assistance.

The Newcomer Instructional Assistants provide Tier III of supplemental support. The Newcomer students receive their Tier I and Tier II level of support from the school site resources that may include small group instruction in reading and math, online math tutoring using a district web-based math program, counseling from site services and other site level provided supports.

The Newcomer students may be served for up to three years or as needed. Each student is assessed at the beginning of the school year to determine eligibility in the Newcomer program.

Students with IEPs:

The Redwood City School District is committed to partnering with parents, educators, and administrators to continue to meet the needs of students with disabilities. RCSD will provide a Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Special Education support and services will be provided to students to the best extent possible.

Distance Learning activities and lessons are aligned with students' IEP goals and will provide accommodations and modified programming. Every child with an IEP has an assigned case manager whose role is to facilitate communication between the District and family and ensure that the student's needs are met. Case managers will schedule a meeting the first few weeks of school to discuss with families and team members the student's educational program during distance learning. Case managers will ensure comparable access to online platforms. This will include collaboration and consultation with parents or guardians to discuss the Distance Learning plans for students who receive special education services.

Special Education teams will review the individualized program, goals and needs of students and link them to services, supports, and resources as per their IEP. Current needs/support given the online platform will be discussed. Distance learning instruction and support will address specific IEP goals. Teams collaborate closely with parents, service providers, and educators to continue to meet the needs of students with disabilities. Every effort will be made to adapt and accommodate lessons to ensure accessibility.

Distance Learning offered might include the use of physical packets, online educational programs, teleconferencing, tele-consultation, and tele-therapy.

Related services may also be provided depending on a child's IEP, and may include: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Mental Health Counseling, and/or Behavior support. Please understand that the provided services may not be the exact duration and frequency of services outlined in your student's IEP.

The staff will document how IEP goals are being addressed (those which can be addressed through distance learning), in what mode/method of instruction and documentation of progress on goals.

What can the parents expect?

Step 1: Parent/Guardian will meet with the case manager to identify needs and supports for Distance Learning (DL). Each service provider will call or email the parent or guardian for students to whom they provide direct and/or consultation IEP services to gather and share information on distance learning.

Step 2: A meeting will be scheduled with all team members. For example, based on consultation with parent/guardian, the team may focus on all IEP goals or may identify two or three goals as priority areas noting those priority areas may change as needs change.

IEP meetings and assessments: These legally required scheduled IEP meetings are meant to keep families and staff up-to-date with present levels, progress, accommodations, changing needs, goals, services, and to ensure that the IEP remains accurate. School site teams will continue to hold IEP meetings in compliance with student IEP deadlines. IEPs will continue to be held on virtual platforms or teleconference. Draft IEPs will be sent to families at least 24 hours prior to the IEP meeting in order for parents to review and have documents in front of them during the meeting. It is important to note that case managers may be using a new SEIS electronic signature process for collecting signatures for IEP attendance and consent.

IEP assessments: The district will continue with IEP on-site and virtual assessments and triennial evaluations during Distance Learning. The district will provide school psychologists and service providers to conduct assessments. This will include all assessments in progress prior to the school closure, upcoming assessments, and existing requests for assessments through virtual or in-person assessment. During in-person assessments, staff and students will follow all safety protocols and the Four Pillar Guidelines including face covering protocols. Individuals will use a clear plexiglass barrier between student and staff during the testing session. All assessment testings will follow this protocol.

Para-educators supporting students: Students will receive support from our team of dedicated para-educators to maximize student success. Para-educators will be utilized to support students to access curriculum through Distance Learning.

Distance Learning supports: Through case manager supervision, para-educators will provide supplemental supports for students with IEPs. A para-educator who is familiar with the student's general education and/or special education classroom curriculum will have scheduled online support sessions. Sessions may be in a one-on-one or small group format and will focus on student's needs in order to complete classroom workload expectations and/or address IEP goals.

Students with 1:1 para-educator on their current IEPs during Distance Learning will have daily scheduled sessions with a para-educator that supports the student's IEP goals and general education curriculum.

Stakeholder input recommends the following:

- More communication to general ed families now seeing signs in their children that they may learn differently or have trouble getting through their work loads or classes.
- Revisiting assignments and tasks for 1:1 aides who work with students with attention and focus issues, or issues with transitions. More 1:1 time is needed for these students.
- Giving instructional aides access to remote access software to be able to connect with the student's computer for more hand over hand or direct guidance of work.

- Better oversight of 504 Plan and/or IEP accommodations in place for in school learning and proper communications of these plans to all teachers.
- PD for general education teachers to better support their mainstreamed students with IEPs and 504s, especially in an online environment.
- Support for SPED teachers on helping students stay engaged while on distance learning.
- More support for students with needs around executive functioning skills
- Need training for parents and training for teachers on how to help students learn how to use technology, as some students in sped struggle with step by step processes and memory recall which can make the process of using apps and logging in and out of multiple meetings very difficult.
- Develop an authentic way to assess student learning and engagement in a distance learning setting
- Because some students in SPED have complex communication needs and are not able to talk, or communicate in typical ways, how can we help parents/caregivers help their students communicate with teachers over video?
- Need support for families and teachers to help this communication concern be addressed.
- IAs can be utilized for assistance with teachers in class meetings, individual student visits/tutoring, small group meetings
- IAs can assist with calls for students struggling to attend class and not engaged in class/support with engagement

Foster and Homeless youth:

RCSD provides assistance to foster youth and homeless students and families. Students who are identified as homeless immediately qualify for free meals and referred to the school site for other services available such as providing backpacks, school materials, and school uniforms. Students are also provided transportation to Redwood City schools both to and from homeless shelters and are assisted with access to school-based counseling services.

Homeless students and families are supported in compliance with the McKinney Vento Homeless Assistance Act, an integral part of No Child Left Behind. The Student Services personnel work in collaboration with school personnel and community service agencies in an effort to maximize access to various educational, social and enrichment programs which promote academic success and student achievement.

Foster Youth Services (FYS) is a program designed to serve the unique educational needs of children in foster care. Through our partnership with San Mateo County of Education, we seek to serve all youth in out-of-home placement including children living in foster homes, group homes, youth shelters, and residential treatment facilities.

Anyone who is caring for a child in foster care wants the best for that child. They are expected to make sure that the child is enrolled in the right school and in the appropriate classes; wakes up on time for school; goes to bed on time so that they have the energy to excel in school; has transportation to and from school; is involved in appropriate after-school activities; completes their homework, and other activities appropriate to school success. The caretaker has one of the most significant roles in supporting their child in this respect, and fortunately in San Mateo County, they are not alone. There are many resources available to help support the foster youth and their guardian with their educational and emotional success.

Stakeholder recommendations:

- School counselors should make connections with FY in the school to determine needs early at the start of the year.
- Students should be monitored by the school site leaders and teachers to ensure that the students' academics and social emotional needs are met.

State Preschool:

State Preschool families will meet daily for approximately 30-40 minutes in small groups consisting of 5-8 other families and their children's teachers. These live sessions will focus on key concepts, vocabulary and skills in the Language and Literacy, Mathematics, Science, Physical Development, and Social-Emotional domains.

State Preschool families will have access to pre-recorded videos through the teachers' Distance Learning Portal or website. These learning videos will be organized by week and the topics of focus.

Children's learning in Google Meet sessions and in the Classroom Learning Portals will be assessed through specially designed activities that children can do independently using the Seesaw app. Assessment activities will be integrated so that teachers and support staff can get a holistic picture of children's development in multiple domains.

State Preschool assessments of children's progress in 6 developmental domains will be recorded and shared with families twice a year using the DRDP Online app. The domains assessed include: Approaches to Learning and Self-Regulation, Social and Emotional Development, Language and Literacy Development, English Language Development, Cognition/Math/Science and Physical Development.

Stakeholders:

- Involve all the CDC staff in planning and implement plans to support each other.

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

Description	Total Funds	Contributing
Personnel: (Certificated, classified and district administrative staff already accounted for on page 6. These same staff members are present in both distance and hybrid learning options)	\$764,605	Yes
Positions not accounted for previously, but essential to the academic, social and mental outreach for children during distance learning: .5 TOSA at each site to monitor student engagement, participation, and emotional health)		

Description	Total Funds	Contributing
Devices: Provide devices to each student (iPads to PreK - 2), Chromebooks 3 - 8, SDC students. Provide devices to teachers and classified staff who will be working with small groups of students, 1-1 check-ins. Provide hot spots to families and staff in need.	\$1,501,155	No
<p>Materials:</p> <p>Provide:</p> <ul style="list-style-type: none"> • subscriptions for classroom access to learning applications (e.g. RAZ kids, Dreambox, Newsela, Google Suite, Amplify, Clever, Seesaw, Nearpod, Brainpop) • materials to staff to facilitate teaching from their homes (e.g. doc cameras, white boards, etc.) • materials for students for class work at home (paper, scissors, composition books, etc.) • additional textbooks to students for grade level work, library books for students to read independently and as part of small group activities with district librarians • provide gift cards for food, clothing for homeless and FY 	\$2,617,403	No
<p>Professional Development for staff:</p> <ul style="list-style-type: none"> • 3 days in August <p>Ongoing: NUA, SEAL, Tech supports, MTSS/UDL training, Doug Fisher Distance Learning, SEL</p>	\$475,337	No

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.]

With students learning from home, there are some unique challenges to assessments. Where as in the past, when students are present in classrooms, teachers can readily see who may be struggling with concepts and intervene immediately 1-1. With some of the challenges in these first few weeks of school due to insufficient devices and connectivity issues, teachers have not had the usual beginning of the year data - both from in-person 1-1 assessments and from observations.

Beginning the week of September 21, all students, grades 1- 8 will be taking an online diagnostic assessment, iReady, in Language Arts and Math to determine their knowledge of their current grade level standards. District and school staff will be provided with information about each student's learning gaps as well strengths. This information will be useful to teachers as they plan for their differentiation of instruction within their small group time.

This assessment will be given again in December (and will include K students) and in March to determine progress made throughout the year. Teachers will also be able to use the lesson component of iReady, and assign students some lessons based on what has been determined as gaps in learning for their grade level.

For TK - K (and optional for grades 1-2), the Fontas and Pinell (Spanish) online reading assessment and Pioneer Valley (English) online reading assessment will be administered 1-1 with each student at the end of September, and ongoing to determine reading levels and growth.

Teachers are used to engaging in a regular process of daily formative assessments (e.g. exit tickets, do nows). In addition, student daily asynchronous work is monitored as part of the formative assessment process.

The ELPAC will be administered to EL students as both an initial and summative assessment.

A Beginning of the Year survey (Panorama) will be sent to students, grades 3 - 8, to determine both learning and social and emotional experiences over the spring, summer and beginning fall. This information will be analyzed and used to determine additional program and student components. This information will also be compared with the annual climate survey results to determine growth or change.

Pupil Learning Loss Strategies

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

As described before, there are several actions and strategies that have been and are being put in place to accelerate learning progress and provide specialized strategies for our students with unique needs during distance learning:

- training of teachers, classified staff, and district support partners (e.g. Boys and Girls Club)
- investigating the possibility of a waiver to provide tutoring at sites, after school
- the implementation of a new .5 position at each site: TOSA

The RCSD staff development team is also developing pacing guides and model lessons that focus on grade level standards, while implementing an acceleration model using identified priority standards. We are ensuring that each teacher has access to online resources that can target gaps in math and support students in closing the gaps in math skills - our iReady assessment and Dreambox app provide a lot of support in this area.

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.]

As part of each site, and district MTSS process, regular study of available data is already a practice in RCSD. Screen teams are being established at each site to process academic, behavioral and attendance student referrals to determine next steps, review caseloads, determine SST participants, monitor student progress and determine schoolwide, grade level and individual teacher supports. Screen teams consist of the TOSA position (team lead), site administration, Community Schools Coordinator, the lead MH therapist, school psychologist and any other participants as determined by the site. These screen team meetings will be conducted throughout the month - either weekly or every other week.

Results from the aforementioned iReady exams, reading assessments and classroom formative assessments will be used as part of the academic data study. In addition, behavior data collected through the site's PBIS implementation will be collected and studied.

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

Description	Total Funds	Contributing
Assessments: <ul style="list-style-type: none">• iReady assessment to administer remotely, assessing student beginning of the year skills and progress throughout the year• Pioneer Valley reading assessment, TK - 2, administered remotely	\$207,494	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> Administration of ELPAC (bilingual testers) 		
Professional Development: <ul style="list-style-type: none"> Staff Development coaches (developing lessons, pacing guides, providing trainings, holding office hours, partnering for model lessons) 	\$1.6 million, included in certificated staff cost	Yes

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.]

RCSD provides a number of high quality mental health and social and emotional supports at each site. Several sites are designated as Community Schools, with available Family Centers: Adelante Selby, Garfield, Hoover, Kennedy, and Taft. These schools offer multiple, wrap-around services, designed to support students and families. The Coordinators of the Community Schools work closely with the site administrators to jointly make decisions that benefit the children.

In addition, RCSD has partnered with the following:

- Star Vista (school based counseling)
- Children's Place (substance abuse prevention)
- One Life (trauma groups)
- CMI (Child Mind Institute - trauma groups and SEL)
- Pride (LGBTQ)
- Freedom Center (drug abuse counseling)
- Friends for Youth (positive mentorship)
- Acknowledge Alliance (SEL and resiliency)
- KARA (grief counseling)

District wide Mental Health provider Onboarding sessions have been taking place to inform providers/school staff and partners of protocols/policies that are in place and to be used (some are new due to distance learning and some are continued). We plan to have a mid-year and end-of-year meeting to reflect and determine next steps.

Students:

As mentioned earlier, a Panorama survey will be sent to students grades 3 - 8 to determine additional needs and areas of concern. In October, we will begin a regular online check-in with students who will be able to silently let their teacher know if they are experiencing any trauma or hardships. Students will also be trained in a self referral process, hotlines and or/text messaging to their site supports.

Teachers started the school year with a series of Social Emotional Lessons and building community activities with our students.

Professional Development in the area of SEL has been provided to all staff by Effective School Solutions. As mentioned earlier, a significant component of the TOSA position, and the Director of TOSAs, is the oversight and monitoring of the social and emotional well-being of students. Site based Screen Teams will monitor referrals and determine next steps for referred students and possible placement into services.

Staff:

In regards to district staff, RCSD is looking at numerous ways to support their emotional wellbeing during these stressful times. A Panorama survey will be sent out by the end of September to gather information about staff social and emotional needs. We are planning a series of "Conversation with Connie" webinars where teachers will have the opportunity to have a weekly drop in session to talk with a trained psychologist, who will propose topics for discussion, based on the expressed interest of the staff members. In addition, HR shares webinars that are available to all staff through Kaiser in the area of Mental Health.

Stakeholder recommendations::

Students:

Offer

- social lunch groups or social meets during the PE time to help students feeling disconnected from their friends and peers, especially those not in pod groups
- meaningful opportunities for students to work together, so they develop deeper social bonds but also have a network of support to lean on
- opportunities for whole classes of students to chat and catch up with one another
- frequent 1-1 check-ins as each student needs at least one adult in his/her weekly orbit that knows who they are and shows they care about them, sees them
- ways that students can connect with additional staff members

Families

- provide a channel for families to provide positive feedback to staff (not just at schools but across the district) for when they have made a difference. When appropriate this should be shared broadly within the community.
- organize parent socials for parents to share experiences.
- continue with parent Education Series has been providing webinars to families to support the Mental Health and Distance Learning.
- create more opportunities for families (and/or students) to connect virtually with some facilitation like with Familias Unidas.
- guide parents to connect using WhatsApp, iMessage or Facebook groups.
- teach families how to destress using mindfulness techniques.
- ensure families know where to find Caregiver Referral Form
- mindfulness classes for parents
- establish regular virtual get-togethers for children to connect with each other

All staff

- weekly Screen Teams
- create support groups - formal and informal for teachers and staff to help with socialization/connection. Could be informal virtual gatherings, fun opportunities (trivia nights?) or more serious counseling like sessions. Work with partners for more counseling type sessions - individual and group
- weekly yoga, mindfulness, book club, other sessions to help with wellness and connection for staff.
- provide PD for staff regarding Mental Health Impacts/Concerns: Impact of Trauma Stress on Children During Covid 19, Strategies to Support Positive Mental Health, Building Positive Classroom Environments in a Virtual World, etc...
- school wide Strategies to Build Emotional Stamina and Reduce Anxiety: Community Circles, Mindfulness Activities, Creating Peace Corners in Student's Home Spaces, Daily Morning Meetings
- staff members can be assigned as a "buddy" to make connections with the students
- community circles, morning meetings
- staff will be trained in a common Crisis Procedure: each site determines a phone tree, publishes protocols and has brief scripts for all to use

Teachers:

- share what worked for them last spring in student and family outreach

new training on how to identify students at risk when they aren't in the classroom but are on video. What to look for, what to consider a concern if not obvious

- create monthly new staff meetings divided with a partial focus on a specific topic (determined by a survey) and the other portion of the meeting just an open forum to talk.
- provide a channel for families to provide positive feedback to teachers for when they have made a difference. When appropriate this should be shared broadly within the community.
- consider staff support from Acknowledge Alliance

Classified:

- librarians can host book clubs for different grade levels

Pupil and Family Engagement and Outreach

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

As mentioned earlier, the position of the .5 site TOSA is integral to the procedure of tiered reengagement strategies for students who are not successfully accessing distance learning. The following process is being put in place:

After the third day of absence from distance learning, a student's teacher will contact the parents and, if appropriate, also the student to check-in.

- Teachers/office staff/site admin will assess what the issue is around why the student is struggling with distance learning attendance/engagement.
- If the issues are technological in nature, RCSD can help your family with devices or training.
- If the issues are medical/illness related, the normal absence and make-up work procedures will apply.
- If the issues are emotional or any reluctance to engage with distance learning, students may be referred to the school counselor, Teacher on Special Assignment (TOSA), or another staff member for additional support.

Currently the Screen Teams are developing an on-line caregiver referral form to communicate student emotional and physical concerns.

To support families in developing the skills to best support their children in keeping them engaged in Distance Learning, a number of district sponsored webinars and trainings have been taking place:

August 7: Learn how to create an email account (Aprende a crear un correo gmail)

August 13: Connecting Students to Learning from Home (English, Spanish)

August 17: What is Clever, Seesaw? (English, Spanish)

August 18: Building Confidence with District Platforms (English and Spanish)

August 24: A Parent's Guide to Distance Learning (English and Spanish)

Familias Unidas (trainings in Spanish)

Topic: Includes intro to essential tech tools as well as US school system (gmail account, sending links, google classroom, seesaw, etc)

8 Sessions as it includes virtual classes and individualized support during the transition to distance learning, for tech as well as US School System, and Familias Unidas curriculum. In addition support with community resources due to the challenges faced from the COVID-19 pandemic. Textbooks, workbooks and supplies are included.

Support for Newcomer families:

United Through Education, Inc. will design, coordinate and lead eight Newcomer Workshops for the Redwood City School District. There will be three workshops in August 2020 and five workshops in September 2020. This program will include weekly virtual classes and individualized support for participants. Each workshop will provide parent education lessons for Newcomer families in the Redwood City School District. The program's objective is to provide an increase in academic excellence for the enrolled parents and students through the United Through Education curriculum, support families during the transition to distance learning, and support with community resources due to the challenges faced from the COVID pandemic.

Dates: August 12, 19, 26, September 2, 9, 16, 23, 30

School: Ford

Dates: August 17, 24, 31, September 14

School: Garfield

Dates: August 20, 27, September 3, 10

School: Hoover

Dates: August 18, 25, September 1, 8

School: Orion Alternative and Mandarin Immersion

Dates: August 11, 18, 25, September 1, 15, 22, 29

School: Taft

Dates: August 20, 27, September 3, 10

Additional trainings and individual supports by Michelle Remond, Community Liaison:

- Make sure the family's PowerSchool information reflects their native language (mostly Spanish) so they are able to get school and district's communication correctly.
- Support via text and Facebook page to navigate the system and provide updates regarding family to principals and teachers, if needed.
- Meet with Community School Coordinator and interview family to learn more about their family system in the USA, risks for abuse and homelessness, what was the student like, and screen for immigration grief and need for trauma support.
- Provide basics of how the American public school system works and what can parents expect regarding language acquisition and parent-school communication. (This is mainly happening at Newcomer's academy in Kennedy Middle School.)
- Update principal and teacher (if needed) based on Trauma-Informed Systems principles.
- Provide outreach messages as per Director of Equity's request.
- Keep Director of Student Services and Director of Health and Wellness informed in case there is the need for extra support either with the parents or services.

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.]

With new changes in federal regulations, free meals are available and will be provided for all children, ages 2 - 18 (through December 31, 2020).

We offer meals on Mondays and Thursdays.

Mondays: Tuesday, Wednesday, and Thursday meals will be distributed

Thursdays: Friday, Saturday, Sunday, and Monday meals will be distributed

1:30 a.m.-1:30 p.m. (Adelante Selby, Fair Oaks, Garfield and Hoover)

2:30 p.m.-4:30 p.m. (Henry Ford, Roosevelt, and Taft)

Seven days of meals will be offered. Breakfast and Lunch are offered at all open sites.

In addition, Supper and Snacks are offered at Ford, Garfield, Hoover and Roosevelt. We are waiting to be approved for supper at other sites.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	<p>Additional personnel:</p> <p>Proposed additional personnel:</p> <ul style="list-style-type: none"> Addition of 4 .5 TOSA positions to provide full time supports at Hoover, Garfield, Taft, Roosevelt <p>\$255,000 (including benefits)</p> <ul style="list-style-type: none"> .5 Assistant Principal for Taft School (the district school most in need of support) <p>\$80,800</p> <ul style="list-style-type: none"> Addition of 4 designated bilingual tech support at targeted sites (Taft, Hoover, Garfield, Roosevelt) <p>\$500,000</p>	\$1,405,418	Yes

Section	Description	Total Funds	Contributing
	<ul style="list-style-type: none"> Addition of 1.0 data support at District level to collect and input data to ensure immediate access to information about students and families <p>\$125,000</p>		
	<ul style="list-style-type: none"> Addition of 1.5 instructional assistants to support newcomer students at Hoover and Kennedy schools and across district schools <p>\$78,300</p>		
	<ul style="list-style-type: none"> Addition of 1.0 district translator to support with IEPs and site translations for communications <p>\$90,600</p>		
	<ul style="list-style-type: none"> Stipends for teacher leaders for a variety of opportunities (tech/distance learning, progress/data monitoring, curriculum/app choices, SEL, parent training as examples) <p>\$100,000</p>		
	<ul style="list-style-type: none"> Incentives for additional time for Instructional Assistants at designated sites to provide office hours, 1-1 check ins with families and students <p>\$5,000</p>		
	<ul style="list-style-type: none"> Addition of .5 office staff at District Office dedicated to family outreach to making daily calls and check-ins to FY and homeless students <p>\$43,200</p>		

Section	Description	Total Funds	Contributing
	<ul style="list-style-type: none"> 1.0 TOSA position oversee in-class offerings, successful transition from hybrid to distance learning model <p>\$127,500</p>		
Distance Learning Program (Access to Devices and Connectivity)	<p>Connectivity:</p> <p>Investigate mobile tech units for areas in Redwood City with "dead spots".</p>	\$50,000 est	Yes
Distance Learning Program (Pupil Participation and Progress)	<p>Materials:</p> <ul style="list-style-type: none"> provide additional materials specifically designed for Newcomer students (Imagine Math, Imagine Learning) traveling libraries/book-mobiles investigate providing local learning spaces for students with little or no access to an adequate learning environment (e.g. local libraries, working with Parks and Rec, possibly renting rooms) 	\$50,000 est	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	<p>Professional Development for staff:</p> <ul style="list-style-type: none"> investigating contract with Doug Fisher, Distance Learning Playbook investigating online resources that can target gaps in Math and support students in closing gaps in math skills 	\$75,000 est	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for staff: <ul style="list-style-type: none"> • webinars for mental and emotional supports • training for staff in SEL strategies • Effective School Solutions trainings for sites \$500 per day	\$500,000	Yes
Mental Health and Social and Emotional Well-Being	Purchase of new district SEL curriculum	\$120,000	No
Mental Health and Social and Emotional Well-Being	Additional supports for Family Centers at Taft and Hoover <ul style="list-style-type: none"> • to be investigated, as per need 	\$120,000	Yes
Pupil Engagement and Outreach	Parent trainings: <ul style="list-style-type: none"> • Support for Spanish speaking families in access to tech, devices, Distance Learning/Familias Unidas • Parent Leadership series 	\$200,000	Yes
Pupil Engagement and Outreach	Additional items needed for effective remote translations (e.g. headsets, iPads)	\$1,500	Yes
School Nutrition	Staffing and food cost of meal preparation and distribution	\$2,496,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.79%	\$8,300,830

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.]

The addition of the following instructional supports has been determined to be the most effective way to assist our Foster Youth (FY), English Learners (EL) and low-income (LI) students and their families during this time of distance learning. Our FY, EL and LI families struggle with access to devices and internet connectivity. While devices and hotspots have been provided, the service is not consistent, and there are many issues with the consistency and duration of access for these students to their daily classes. We have found that 1-1 supports are needed, as well as designated personnel at each site to be available, on a full or part time basis, to troubleshoot, provide on the spot trainings, reach out to families in their native language at our sites with the highest percentages of FY, EL and LI students.

Proposed additional personnel:

- Addition of 4 .5 TOSA positions to provide full time supports at Hoover, Garfield, Taft, Roosevelt
- .5 Assistant Principal for Taft School (the district school most in need of support)
- Addition of 4 designated bilingual tech support at targeted sites (Taft, Hoover, Garfield, Roosevelt)
- Addition of 1.0 data support at District level to collect and input data to ensure immediate access to information about students and families
- Addition of 1.5 instructional assistants to support newcomer students at Hoover and Kennedy schools and across district schools
- Addition of 1.0 district translator to support with IEPs and site translations for communications
- Stipends for teacher leaders for a variety of opportunities (tech/distance learning, progress/data monitoring, curriculum/app choices, SEL, parent training as examples)
- Incentives for additional time for Instructional Assistants at designated sites to provide office hours, 1-1 check ins with families and students
- Addition of .5 office staff at District Office dedicated to family outreach to making daily calls and check-ins to FY and homeless students
- 1.0 TOSA position oversee in-class offerings, successful transition from hybrid to distance learning model

Investigate mobile tech units for areas in Redwood City with "dead spots".

Materials:

- provide additional materials specifically designed for Newcomer students (Imagine Math, Imagine Learning)
- traveling libraries/book-mobiles
- investigate providing local learning spaces for students with little or no access to an adequate learning environment (e.g. local libraries, working with Parks and Rec, possibly renting rooms)

Professional Development for staff:

- investigating contract with Doug Fisher, Distance Learning Playbook (to support effective and culturally responsive distance learning lessons)
- investigating online resources that can target gaps in Math and support students in closing gaps in math skills

In addition to the academic supports, our stakeholders (parents, staff, and students) have repeatedly asked for social/emotional and mental health supports. While all staff and families of all sites will be invited to participate, these trainings have been chosen to be principally directed to our EL, LI and FY students and families.

Professional Development for staff:

- webinars for mental and emotional supports
- training for staff in SEL strategies
- Effective School Solutions trainings for sites

Purchase of new SEL curriculum (decisions to be made by the end of September)

Additional supports for Family Centers at Taft and Hoover

- to be investigated, as per need

Parent trainings:

- Support for Spanish speaking families in access to tech, devices, Distance Learning/Familias Unidas
- Parent Leadership series

Additional items needed for effective remote translations (e.g. headsets, iPads)

The meal distribution program is located at sites that serve predominantly EL, LI and FY. While all are invited to pick up meals, this program is principally directed to serve our students most in need. (The funding source for this program is Fund 13.)

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

The addition of the following items (as described above) represent an increase of ___% in instructional and social/emotional, and nutritional supports and services. for our foster youth, English learners and low-income students and their families. The following items are currently not available in our district.

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Cost of meal distribution