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.]

Mission Statement: The Redlands Unified School District, as a unifying agent of several unique communities, rich in local history, culture, and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs, and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st century.

Redlands Unified School District (RUSD) encompasses 147 square miles and serves the communities of Redlands, Loma Linda, Mentone, Forest Falls, and portions of San Bernardino and Highland. Redlands Unified School District has 25 school sites serving K-12 students with a current enrollment of 21,240. The 16 elementary schools serve transitional kindergarten through fifth grade. The four middle schools—Beattie, Clement, Cope, and Moore—serve grades six, seven, and eight. Grades nine through twelve are served by three comprehensive high schools: Citrus Valley High School, Redlands East Valley High School, and Redlands High School. An alternative high school setting is offered at Orangewood High School. The Redlands Independent Study (RISE) Program and the Home Education Learning Program (HELP) are located on the Orangewood campus. We also have a K-12 online school, Redlands eAcademy, which offers free and appropriate public

education in a blended learning model to students residing in the counties of San Bernardino, Riverside, Inyo, Kern, Orange, and Los Angeles. As of September 1, 2020, the ethnicity of the student population is:

52.1% Hispanic 24.9% Caucasian 8.5% Asian 6.3 % African American

5.2% Two or More Races 0.3 % American Indian or Alaskan Native 2.1% Filipino 0.4 % Pacific Islander

The district serves 1,583 English learners. Fifty-three separate languages comprise the home languages of our students. Of this number, 12.87% speak Spanish, 1.31% Arabic, 0.94% Vietnamese, 0.81% Indonesian, 0.66% Filipino, 0.56% Mandarin, 0.51% Korean, 0.36% Urdu, 0.30% Bengali, and 0.27% Khmer-Cambodian. Approximately 1,579 students (7.4%) participate in the district's Gifted and Talented Education Program (GATE). The District consists of 62.52% "unduplicated" students. Specifically, 7.79% of our overall population consists of English learners, 59.41% low-income students, with more than 140 foster youth.

On March 13, 2020, San Bernardino County's shelter-in-place order suddenly changed the lives of thousands of families in the Redlands Unified School District. In consultation with the County Office of Education, other San Bernardino County school districts, and the County Health Department, the district closed its 25 schools and began planning for a transition to distance learning. RUSD students and teachers participated in their regularly-scheduled Spring Break from March 16-27, 2020. This sudden closure impacted the community in a variety of ways. The following items are an example of some of the student and community concerns that were identified by stakeholders: need for student laptops; families needing support with technology; lack of internet connection for multiple students online at one time in one home; parents having to be at home to assist children with school and school work; lack of income as a result of parents losing jobs; access to food and nutrition; cancellation of traditional end-of-year and senior specific events; concerns for children's safety and health; student mental, emotional, and physical well-being; and overall student connectedness.

On March 30, 2020, students and staff moved into a two-week online enrichment learning platform using Google Sites. The Child Nutrition Services department and Central Office leaders began to distribute meals, distance learning expectations developed by instructional staff, and District Chromebooks, using a drive-through service for pick up, to students who did not have them at home. Information regarding access to no- or low-cost internet access was provided, as well as free hot spots to families without connectivity upon request or as identified by staff. During the enrichment learning weeks, students, parents, and teachers received information and instructions on how to access distance learning platforms in preparation for learning to begin. Additionally, staff participated in professional development to support a successful transition to online learning. All teachers were provided with standards-based, curriculum-aligned, daily distance learning lessons, including a variety of technology tools and resources that teachers could incorporate to create and enrich their own, ensuring base instruction for all students. On April 13, 2020, RUSD students began distance learning. Students had daily opportunities to engage with their classroom teachers and continue the learning process for the remainder of the school year. Parents and community members had access to updated information and resources through the district website, e-communications, auto-caller messages, social media, and School Board meetings shared via online platforms. Students continued with distance learning until the end of the school year, June 4, 2020.

During the summer, students and parents were provided with learning opportunities that focused specifically on essential skills in math and English language arts necessary for students entering into the next grade level. Access to the myon.com website for reading materials along

with access to Social Emotional Learning (SEL) and Wellness activities continued to be available. These learning resources were also provided and shared via RUSD Distance Learning Toolkit.

Students returned to school on Aug. 13, 2020, for the opening of the 2020-21 school year. As of Sept. 1, 2020, San Bernardino County reported 47,642 confirmed cases of COVID-19 with a projected recovery of 41,163 cases. Within the RUSD boundaries, there are 130,805 residents and 2,428 confirmed community cases. Due to the continued risk in San Bernardino County, and in partnership with the San Bernardino Department of Public Health, Redlands Unified opened the 20-21 school year in a full distance learning model. The impact of COVID-19 has been felt at every level of the organization: students, families, teachers, site and district administrators and personnel, as well as community members and community partnerships. Each and every stakeholder group has been challenged to shift their thinking and reimagine both their role and relationship within the organization. In partnership with these stakeholder groups and in compliance with Senate Bill 98 and guidance from the California Department of Education, the district has focused on the following key areas to meet the challenges that ensue from a global pandemic while moving to a Distance Learning Instructional Model:

- Boost family and stakeholder outreach and frequency
- Increase and diversify professional development for all stakeholders to meet the demands of Distance Learning (DL)
- Provide Social Emotional Learning (SEL) and Mental Health supports across all District levels
- Ensure access to quality instruction for all
- Monitor quality instruction for all

Stakeholder Engagement

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

RUSD's stakeholder engagement regarding distance learning and planning for 2020-21 began in May 2020, and has continued throughout the development of this plan. Efforts to solicit stakeholder feedback have included surveys, a series of Taskforce committees, solicitation of public comments on draft planning documents, and meetings with stakeholder groups. Additional sources of input included feedback gathered by student leaders and public comments on school reopening Board items. Families that do not have access to internet received autocaller messages to inform them of the opportunity to provide feedback in writing at the district office. Families that speak languages other than English were encouraged through autocaller messages and digital reminders to contact or visit the district office to receive support with translation to provide feedback. Staff used all feedback and input to inform their ongoing planning, which is reflected throughout this document.

Parents, pupils, teachers, principals, administrators, other school personnel, local bargaining units, community members, and the Board of Education were all involved in the development of the plan through various engagement forums to understand current needs and solicit possible solutions to make informed decisions and build trust before finalizing the plan. Interpretation/Translation services were provided

throughout this process and for all community input sessions. Information and feedback were shared and/or gathered through the following opportunities:

- Surveys of staff, parents, and students were administered during the spring and summer.
- The COVID-19 Operations Written Report was posted for public review and comment.
- Re-Opening Taskforce groups were formed (parents/community, students, facilities/safety, personnel, wellness, and education practices), meetings were held, and feedback from these stakeholders was collected throughout the summer.
- Student Taskforce meetings were held and feedback was collected during the summer.
- Negotiations and other communications with bargaining units (RESPA and RTA) were held from March 13, 2020, through Sept. 1, 2020, and will continue as the school year progresses.
- A draft copy of the Re-Opening Plan was posted for public review and comment on July 11, 2020.
- A draft copy of the Learning Continuity Plan was posted for public review and comment on Sept. 12, 2020.

Additionally, the Learning Continuity Plan was reviewed by, and written comments were collected from, the Learning Continuity Plan Advisory Committee on Sept. 2 and 9, 2020, and the District English Learner Advisory Committee on Sept. 9, 2020.

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were to be held via video conferencing. To comply with Executive Order N-29-20, public meetings are made accessible electronically to all members seeking to observe the meeting and/or address the Board of Education. Translation is available during the meeting and public notices are provided in English and Spanish. Public comments are accepted via email, from the date the agenda is posted to 24 hours before said meeting begins. The Board President acknowledges receipt of public comment, if any, and provides an opportunity for additional public comments for those joining the meeting in person. Follow-up communication from public comments has been provided in a variety of formats: individual phone calls to parents, emails to parents or staff, and staff and family letters and notifications with the additional content included. In addition, Board meetings are recorded and posted to the District website to increase access and transparency.

Stakeholder input meetings, which include the Learning Continuity Plan Advisory Committee, the District English Learning Advisory Committee (DELAC), and the Re-Opening TaskForces (parents/community, students, facilities/safety, personnel, wellness, and educational practices), were conducted via online platforms to ensure safety. Recommendations from these groups were provided to the Board of Education and Executive Cabinet to assist with the development of the District's Re-Opening Plan and the Learning Continuity Plan. The Re-Opening Plan was presented to the Board of Education for public review and comment on July 14, 2020. The plan was included with the agenda for public review 72 hours prior to the Board meeting, and was made available through our District website and through in-person posting at the District Board Room. The opportunity for public comment was available on the date of the meeting, as well as for the week leading up to the Special Board Meeting held on July 20, 2020, where the Re-Opening Plan was included as an action item. Due to the Governor's school closure order, this item was pulled from the agenda prior to voting. The draft copy of the Learning Continuity Plan was provided for public hearing 72 hours prior to the Board presentation on Sept. 15, 2020. Digital copies were available via the District website and printed copies were available at the District Office, Beattie Middle School, Clement Middle School, Cope Middle School, and Moore Middle School. Translation services were available at all five locations. The opportunity for public comment was available in English and

Spanish via a digital form on the District website and written comment cards were available at the above listed locations. In-person comments were accepted during the Public Comment section of the Board of Education meeting. The Learning Continuity Plan was adopted at a regularly-scheduled Board Meeting held on Sept. 22, 2020.

In accordance with EC 48985, any school site where 15% of the students' primary language is a language other than English provides autocallers, mailings, and electronically available information in the students' primary language in addition to English. Translation is available at District TaskForce collaborations, as well as Parent Advisory Committees, such as DELAC, PTA, and LCP Advisory, and at Board of Education meetings.

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

Stakeholder input was categorized into the areas of student and staff safety, professional development, social emotional learning support, student connectedness, a distance learning option for the entire school year, and an in-person learning option when the District is able to reopen school sites. The stakeholder input was synthesized to identify themes based on needs during this time of conducting school amid a pandemic. Stakeholders without access to the internet were encouraged to participate in providing input through autocaller messages. Stakeholders who speak a language other than English were encouraged to provide feedback through written and online input forms with translation support. Responses from stakeholders without internet and those who speak a language other than English were included with their stakeholder group feedback below. The following general themes were identified for consideration by the District:

1. STUDENT & STAFF SAFETY: Students, staff and families requested that the District ensure student and staff safety online through the use of effective firewalls, secure online learning platforms, which consist of iBoss and GoGuardian, in addition to Gaggle protections, in-person protections with appropriate Personal Protective Equipment or PPE, physical distancing, and increased and enhanced cleaning and sanitizing.

2. PROFESSIONAL DEVELOPMENT: Families and educators requested an increase in professional learning for staff in specific areas of distance learning and social emotional learning (SEL); focused professional learning for English Learners, Special Education, and other student groups.

3. SOCIAL EMOTIONAL LEARNING (SEL) SUPPORT: Families, students and educators requested an increase in counseling services, mental health support, and the request to adopt and implement an SEL curriculum.

4. STRENGTHENING STUDENT CONNECTEDNESS: Families requested that the District reduce class size and caseloads and emphasize personal relationships with students both in a virtual setting and in-person instruction.

5. LONG-TERM DISTANCE LEARNING and IN-PERSON INSTRUCTION: Families requested options for full-year distance learning and in-person learning. The in-person model is proposed to be a hybrid model to reduce the number of students at any one time on a school campus. A hybrid model would blend in-person instruction and additional independent instructional assignments.

The Learning Continuity Plan was formally reviewed and presented to the Learning Continuity and Attendance Plan Advisory Committee on Sept. 9, 2020. Translation services were available. The LCP Advisory Committee indicated that all areas of the plan were sufficient (90%+ agreement) except for the following areas: Pupil Participation and Progress (76%), Pupil Learning Loss (76%). Mental Health (29%), and Pupil and Family Engagement and Outreach (67%). The following concerns were noted:

- Pupil Participation and Progress - the amount of work and required screen time, how student progress will be monitored and determined
- Pupil Learning Loss - clearly define Student Support Time, identification of students participating, how students will be supported and monitored
- Mental Health - need for in-district mental health staff and supports, accountability for SEL instruction in classrooms
- Pupil and Family Engagement and Outreach - family support, student connectedness through Clubs/Activities

The Learning Continuity Plan was formally reviewed and presented to the District English Language Advisory Committee (DELAC) on Sept. 9, 2020. Translation services were available. The DELAC indicated that all areas of the plan were sufficient except for the following areas: Access to Technology, Pupil Learning Loss, and Students with Unique Needs. The following concerns were noted:

- Access to Technology - additional access to hotspots, technology support for parents
- Pupil Learning Loss - credit recovery opportunities for HS students
- Students with Unique Needs - clear communication about the delivery of English Language Development (ELD) instruction

The Superintendent responded in writing via email to the comments received by the LCP Advisory Committee and the DELAC and recommendations were considered for inclusion in the Learning Continuity Plan. Printed copies were provided for advisory members without internet access.

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

The stakeholder engagement process, described in the previous section, influenced the development of the Learning Continuity and Attendance Plan in several ways. The engagement process to determine how Redlands USD will ensure learning and engagement in the new school year began in May and has continued through the development of this plan. It has included the RUSD's Thoughtexchange survey, Summer Parent, Student, Staff and Wellness TaskForce groups, multiple staff and student surveys, the District Learning Continuity Plan Advisory Committee meetings, District English Learner Parent Advisory Committee meetings, and multiple opportunities for stakeholder input on the draft Re-Opening Plan and Learning Continuity and Attendance Plan, prior to the public hearing and the adoption of the plan. All RUSD students were provided with a chromebook and if needed internet connectivity to support learning and at the same time provide families the necessary tools to engage in surveys, input gathering and advisory groups meetings through electronic means. Additionally, parents and community members without electronic means could engage in the stakeholder input process by viewing a printed copy of the LCP at all middle schools and the District Office. The physical access to the Learning Continuity Plan (LCP) was made public on the Board Agenda posting on the first public hearing and adoption meeting. Also, comments provided by stakeholders on the LCP for the Superintendent were reviewed and considered through the completion of input forms available in hard copy at the locations above. Middle Schools sent the written input forms back to the Educational Services Division at the District Office.

Redlands USD responded to specific stakeholder input in the following ways:

1. STUDENT AND STAFF SAFETY: The District will obtain/repurpose student furniture to configure classrooms for six-foot spacing between students and the teacher and remove non-instructional furniture from classrooms to allow additional spacing. The District's Re-Opening Plan contains a comprehensive plan for providing personal protective equipment (PPE), personal hygiene tools and supplies, barriers and spacing requirements, and various other methods for ensuring a safe environment when students return for in-person instruction.
2. PROFESSIONAL DEVELOPMENT: The District will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2020-21 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups, such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Professional Development website, and additional pay was offered for teachers choosing to participate in extra days of professional development. The PD website has expanded to incorporate more trainings on learning management systems to support work flow in distance learning, including curriculum and instructional supports for enhancing a distance learning program.
3. SOCIAL EMOTIONAL LEARNING (SEL) SUPPORT: The Redlands Coordinated Supports and Services Office is tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning for the District. This team consists of one district administrator, a Board Certified Behavior Analyst, and a Program Specialist. The District plans to continue with the current site-based counseling model with additional Tier 3 supports provided by the Academic Case Carrier program. The District will train and provide support to school site staff with the implementation of universal screeners and coordinated SEL curriculum. The district has adopted and will implement this year a new SEL curriculum (Second Step for elementary and CharacterStrong for secondary).
4. STRENGTHENING STUDENT CONNECTEDNESS: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios, where appropriate, and minimize combo classes as much as practical; consider special circumstances, including, but not limited to, mainstreaming and student needs. Additionally, the district is determined to reduce class size to best meet the needs of an in-person hybrid model. Student connectedness is also a part of the overall multi-tiered system of support, which includes SEL. The District will continue to refine and improve these systems in order to strengthen student connectedness.
5.LONG-TERM DISTANCE LEARNING and IN-PERSON INSTRUCTION: The District has proposed an option to provide long-term Distance Learning for students and an in-person hybrid model. The District purchased student and staff laptops, webcams, microphones, and hotspots to ensure connectivity and equipment for all. The in-person hybrid model with smaller class sizes minimizes the number of students at any one time on a school campus and in an individual classroom. The hybrid model would blend in-person instruction and additional independent instructional assignments.

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.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. On July 17, 2020, the district announced that the 2020-21 school year would begin with full distance learning based on state guidance provided to schools by Governor Newsom. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return to a full distance learning model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. RUSD will continue to align decision-making to public health guidance at the state and county levels. The information in this section is the district's current plan. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Additionally, a Memorandum of Understanding will need to be negotiated with Classified and Certificated Unions and approval would need to be received by the County Public Health Department before a re-opening plan could begin.

Modes of Instruction:

When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, a 100% distance learning model and a blended learning model (which is part in-person, and part distance) will be offered. Students engaging in the blended learning model would receive part of their instruction each week at their school site, this may include every day, half day, or alternating days of attendance as negotiated with Classified and Certificated Unions and with approval by the County Department of Public Health.

- The district is preparing for the possibility of additional shifts in the instructional model after in-person instruction has resumed. It is possible that a full return to distance learning may occur, as determined by public health conditions or student need. One strategy that will be utilized is the continued use of Google Classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- During times of the week when all students are engaged in the distance learning model, teachers will provide key supports that maintain the continuity of learning and meet identified student needs. These supports include office hours for students and family,

small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Instructional Content and Assessment:

RUSD utilizes a central Scope & Sequence for elementary, middle, and high school teachers to guide their instruction in core subjects. To transition to Distance Learning and to support continuity of learning when we return to an in-person model, the Scope & Sequence at each level was revised in the following ways:

- Elementary - Although the in-person model means more of a "regular" school setting, one that teachers are used to, the need for additional support in the academic areas is necessary.Students in grades TK-3rd grade will attend school five days per week, with smaller class sizes. These smaller class sizes will be created by the natural attrition for those students who choose to stay in a Distance Learning Model, or Independent Study model, as well as utilizing temporary teachers to break larger in-person classes into two smaller ones, if needed. Extra rooms on campus will be used to house these new classrooms. Students in grades 4th-5th will attend school on alternating weeks (Group A and Group B). Group A students will attend one week, while Group B students are completing Distance Learning at home, and then the next week, Group A will stay home, while Group B attends in-person classes. This will make each 4th-5th grade classroom smaller in number, and provide for social distancing requirements set forth by the County of San Bernardino. Additionally, students with disabilities will attend in-person five days per week either in their home classroom with additional supports per their IEP, or in their separate classroom. The in-person model will meet the state's required daily instructional minutes, and will provide for targeted Student Support Time for identified student groups. Additionally, all San Bernardino County Guidance for safety will be adhered to at all times on campus.Having both in-person and Distance Learning options means consistency across the programs in Scope & Sequence, instructional content, and assessments. A Distance Learning Lead Team made up of Math Intervention Teachers, English Learner Program Specialists, Innovation Teachers, Instructional Technology Teachers on Assignment, former Reading Teachers on Assignment, and two designated administrators followed a detailed plan to identify Focus Skills in English Language Arts (ELA) and Math. These Focus Skills are the key learning that must take place in order for students to be the most prepared for the next grade level. The identified Focus Skills were compared to Achieve the Core's Priority Areas of Instruction in ELA and Math, and then highlighted in the current RUSD Scope & Sequence. A Revised Focused Scope & Sequence was created to align these priority areas with the current curriculum. In addition to the Revised Focused Scope & Sequence, the Distance Learning Lead Team creates a Weekly Lesson Template based on the identified Focus Skills and the curriculum. The lessons utilize 21st Century learning tools and skills. Classroom teachers have access to these lessons and are able to add to them to enhance student learning, reteach, and differentiate, as needed. Student academic screeners and short formative assessments are included to progress monitor student learning. Special Education Teachers in both pull out and separate class settings also use the Distance Learning Weekly Lesson Template, differentiated as needed per a student's Individualized Education Plan (IEP). Student academic screeners (STAR Reading, STAR Early Literacy and STAR Math), Education Software for Guiding Instruction (ESGI) for TK and Kindergarten students, and short formative assessments (Distance Learning Lead Teacher-created in Illuminate based on identified Focus Skills) are included to progress monitor student learning in ELA and Math. The STAR screeners will be administered five times throughout the year for all students in both in-person and Distance Learning models, and monthly for those who are participating in the targeted Student Support Time. Illuminate assessments are administered at the end of each Focus Skill Instructional "Unit" indicated in the Revised Focused Scope &

Sequence. Additional data from online programs such as Lexia CORE 5 and Dreambox Math will be used as supplemental information on student progress. Teachers may also use research-based best practices such as running records and/or Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Elementary Schedules - Daily schedules, to include 265 minutes for 4th and 5th grade, 240 minutes for 1st-3rd, and 180 minutes for TK/K, for both synchronous and asynchronous instruction in Social Emotional Learning, ELA, Math, Science, Social Studies, and English Language Development (ELD) were provided for all teachers and published for parents/stakeholders. Additionally, targeted Student Support Time for identified student groups is clearly identified in each teacher's daily schedule. Universal time for teacher collaboration within grade levels, across grade levels, across schools, and with the Distance Learning Lead Team provides an added layer of competency in the Distance Learning environment.

- Secondary - Teachers representing each grade level (6-12) and core content area (Math, English, Science, and Social Studies) worked collaboratively to developed a Focused Scope & Sequence aligned to the current curriculum, including only the essential skills and standards required for adequate preparation for the next grade level. In addition to the standards and skills taught, Illuminate SBAC aligned pre-assessments (high school) and STAR academic screeners (middle school) as well as teacher created common formative assessments after every fourth week of instruction were created to provide progress monitoring data for learning loss and additional student support time.This work has provided the foundation necessary for an effective instructional program in a Distance Learning, In-Person or Hybrid model of instruction. While full Distance Learning is the current model, plans have been developed for an in-person instructional model. At this time, the proposed model for in-person instruction at the secondary level includes students physically attending school two days a week with each day being 50% of their classes in a block schedule, and three days a week engaging in synchronous and asynchronous learning. This will make each secondary classroom smaller in number, and provide for social distancing requirements set forth by the County of San Bernardino. The in-person model will meet the state's required daily instructional minutes, and will provide targeted Student Support Time for identified student groups. Additionally, all San Bernardino County Guidance for safety (outlined below) will be adhered to at all times on campus. Having both in-person and Distance Learning options means consistency across the programs in Scope & Sequence, instructional content, and assessments. The schedule includes time for regular teacher collaboration and additional student support time for learning loss. Students who elect to remain with Distance Learning will be provided synchronous instruction following the Distance Learning program outlined later in this document. The in-person models are subject to the approval of an MOU with the association.

Professional learning was provided to all secondary teachers focused on flipped classroom and block schedule strategies, as well as the use of 21st Century learning tools and skills enabling teachers to create accessible engaging distance learning lessons. Daily student schedules have students actively engaged for 270+ minutes daily, with both synchronous and asynchronous instruction in ELA, Math, Science and Social Studies, English Language Development (ELD) and a variety of elective courses. Additionally, targeted student support time for identified student groups is also clearly outlined in each teacher's daily schedule. During this time, teachers use data from the pre-assessments/screeners and formative assessments to provide ongoing support for learning loss.

- Social Emotional Learning - A Wellness Taskforce, consisting of more than 40 district and community experts, gathered resources to provide all teachers with a relationship building slidedeck to be used daily for the first eight weeks of school. These daily relationship building activities were scaffolded to initially provide low risk conversation opportunities that transitioned into higher risk

opportunities to allow staff and students to build deeper connections in the virtual setting. At the end of the eight weeks, staff will move into the newly adopted curriculum (Second Step for elementary, CharacterStrong for secondary) and will follow a prescribed scope and sequence to ensure continued social emotional learning at all grade levels. This work is continuously supported by the Redlands Coordinated Supports and Services office and the site-based counselors. Universal Screeners will be utilized during the first and third quarter marking periods to monitor student need, and teachers can refer students in need of Tier 2 and 3 supports at any time to site-based counselors. Additional supports are available at the district level through a referral process.

Health and Safety:

The district's plan to mitigate risk of COVID-19 transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- Face Coverings: Wearing a cloth face covering is required for all Redlands USD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated and assessed, and then wait to be taken home.
- Classrooms: Good hygiene will be modeled and reinforced. The sharing of materials/supplies will be limited, and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limited activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Activities are limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to, door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. All products were reviewed and selected to ensure student/staff safety and maintain high quality effectiveness. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer,

disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff and students will be encouraged and provided with instructions to self-screen for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. Staff will work with San Bernardino County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. RUSD recognizes that each student and family has different preferences for returning and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July and early August to drive District planning. Continued communication with families will occur when the District is able to resume in-person learning.

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

Description	Total Funds	Contributing
Hire additional teachers to reduce class sizes	650,000	Yes
Hire/Provide additional site and night custodians for each school to allow frequent disinfecting of high-touch surfaces and restrooms	3,100,000	No
Hire/provide additional Campus Monitors/Aides to supervise students in classrooms during lunch and in the isolation spaces/care rooms	1,400,000	No
Hire/procure additional Health Clerks and/or Licensed Vocational Nurses to address increased health needs of students, including the isolation spaces/care rooms	60,000	No
Procure additional supplies, materials, equipment, and contracted services for disinfection and personal protection, hygiene, and health and safety.	4,000,000	No
Provide additional budget allocation to schools to purchase additional student supplies and books to avoid sharing	500,000	No

Description	Total Funds	Contributing

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.]

The Board of Education approved the Distance Learning Model as an alternative to the Hybrid Model originally presented, due to the guidance of the San Bernardino County Health Department and the State of California. Students participating in Distance Learning, were assigned an appropriately credentialed teacher. The Redlands Unified School District utilizes a central Scope & Sequence for elementary, middle, and high school teachers to guide their instruction in core subjects. To transition to Distance Learning, the Scope & Sequence at each level was revised in the following ways:

Elementary - A Distance Learning Lead Team made up of Math Intervention Teachers, English Learner Program Specialists, Innovation Teachers, Instructional Technology Teachers on Assignment, former Reading Teachers on Assignment, and two designated administrators followed a detailed plan to identify Focus Skills in English Language Arts (ELA) and Math. This Distance Learning Lead Team has participated in professional development specific to Distance Learning. Professional Development such as The Distance Learning Playbook, by Doug Fisher, Algebraic Thinking in Distance Learning, from California State University, San Bernardino, in addition to multiple Distance Learning platforms, websites, and application trainings. Additionally, this Distance Learning Lead Team all participated in the Spring Distance Learning Lead Team, creating base lessons for teachers, providing online resources and online application learning. The two Distance Learning administrators also participated on the Spring Distance Learning Lead Team and have extensive knowledge in teaching and learning, as well as 21st Century skills needed for student access and application. Teachers utilize the base lessons as a place to begin instruction, but have the liberty to add, as needed, in relationship to the identified Focus Skills. These Focus Skills are the key learning that must take place in order for students to be the most prepared for the next grade level. The identified Focus Skills were compared to Achieve the Core's Priority Areas of Instruction in ELA and Math, and then highlighted in the current RUSD Scope & Sequence. A Revised Focused Scope & Sequence was created to align these priority areas with the current curriculum. The Revised Scope & Sequence includes a Scope and Sequence for English Learners at every grade level. In addition to the Revised Focused Scope & Sequence, the Distance Learning Lead Team creates a Weekly Lesson Template based on the identified Focus Skills and the curriculum. The lessons utilize 21st Century learning tools and skills. Classroom teachers have access to these lessons and are able to incorporate them to enhance student learning, reteach, and differentiate, as needed. Special Education teachers in both pull out and separate class settings also utilize the Distance Learning Weekly Lesson Template, to differentiate as needed per a student's Individualized Education Plan (IEP). Student academic screeners and

short formative assessments are included to progress monitor student learning in ELA and Math. All of these new Distance Learning resources for elementary teachers are available in the New 2020-2021 Elementary Resources Shared Google Drive.

Secondary - Teachers representing each grade level (6-12) in the core content areas (Math, English, Science, Social Studies) came together to create a focused Scope & Sequence aligned to the current curriculum, including only the essential skills and standards required for adequate preparation for the next grade level. In addition to the standards and skills taught, pre-assessments (high school) and academic screeners (middle school) as well as four-week, common formative assessments were created to provide progress monitoring data for learning loss and additional student support time. Secondary teachers participated in Doug Fisher's Distance Learning Playbook training in addition Flipped Classroom, Teaching in a Block Schedule, and the use of 21st Century learning tools and skills, enabling teachers to create accessible, engaging distance learning lessons. Time for teacher collaboration and lesson preparation is embedded into teachers' daily schedules to support both rigorous and engaging lesson design. Special Education teachers also utilize the Focused Scope & Sequence but differentiate as needed per a student's Individualized Education Plan (IEP).

Additional Distance Learning components have also been implemented. District-wide Daily Schedules, Technology platforms, and support software has been made accessible and training provided to all staff. Daily schedules for both synchronous and asynchronous instruction in Social Emotional Learning (SEL), English Language Arts ELA), Math, Science and Social Studies, and English language Development (ELD) were provided for all teachers and published for parents/stakeholders. Additionally, targeted Student Support Time for identified student groups, including, but not limited to: English Learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness is also clearly identified in each teacher's daily schedule. Universal time for teacher collaboration within grade levels, across grade levels, across schools, and with the Distance Learning Lead Team provides an added layer of competency in the Distance Learning environment. Daily schedules exceed the state's minimum requirement for instructional minutes at every grade and level. Teachers also have designated Office Hours for parent communication and support with either technical issues or academic content and access concerns. Google Meet and Zoom are the virtual daily content delivery platforms utilized by all teachers. Extended applications in both have been purchased, and all staff has had training available on both platforms. A variety of technology applications have been purchased, or are available for free, and all teachers and staff have had training options on those that are most applicable for their area of teaching and learning. These applications comply with student privacy requirements, and enhance the Distance Learning experience for both the teacher and the student.

Parent communication continues to be a priority in Distance Learning. All parents are highly encouraged to create and update their Aeries Parent Portal to ensure timely communication between school and home. Our Aeries Parent Portal usage has seen increases, with several schools at 100% participation, and several others over 90%. Continued efforts to communicate with parents include recorded phone calls, marquees, school websites, and electronic flyers. Additionally, a parent training series for Distance Learning has been made available and can be found on the RUSD website under the Distance Learning Toolkit.

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.]

Redlands Unified School District ensures that all students have access to devices and connectivity for distance learning support.

Through the use of current and recently purchased Chromebooks, RUSD has supplied all school sites with enough devices to send home to every student who needs one. This includes state preschool, Redlands Supporting Early Education Development (RSEED), and Transitional Kindergarten all the way to seniors in high school. The Chromebooks are protected with web-filtering software to meet E-RATE requirements. Each of the school sites conducted a 'Grab and Go' process where students and families picked up textbooks, school supplies, and Chromebooks using county social distancing guidelines. Families had an opportunity to "opt-out" of checking out a Chromebook if they already had a preferred device at home. Opt-outs are recorded in the district's Student Information System. The 'Grab and Go' procedure was completed prior to the start of the 20-21 school year to ensure that the majority of students residing within our district would have the necessary technology for distance learning on day one of school.

RUSD Site Administration, Student Services, and Counseling identified students who did not show up to the 'Grab and Go' opportunity, or who were not present during the first days of school. RUSD personnel have reached out to the families and have conducted home visits to further ensure that they have the resources necessary to participate in a distance learning environment.

Internet connectivity is also an issue for some RUSD families. In the spring of 2020, the district distributed nearly 100 T-Mobile Hotspots to families who requested support for internet connectivity in their homes for the initial distance learning needs. In the fall of 2020, Site Administration and counseling broadened their search to determine which students were struggling to participate in school due to weak or non-existent internet services. As a result, the district has supplied four times the amount of hotspots to families in the fall as it did in the spring. No request has been unfulfilled, and when district supply runs out, more will be purchased.

As a result of this concerted effort by district staff, initial attendance reports indicate that student participation is similar in the distance learning environment as it was during normal in-school operations.

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.]

Attendance, Engagement, and Participation

The Redlands Unified School District has a plan to meet the state requirements for keeping records of attendance, engagement, and participation of students during distance learning. That plan consists of five parts: the distance learning schedules for each level, attendance record keeping, the creation of an attendance code for engagement, the scope and sequence of the curriculum, and weekly or biweekly attendance verification by each teacher.

1. The scheduling of courses during distance learning was developed to exceed the state minimum required minutes of instruction for each day (TK-K Half Day: 180 minutes, Full Day K: 255 minutes, Grades 1-3: 240 minutes, Grades 4-5: 265 minutes, Grades 6-8: 270 minutes, Grades 9-12: 275 minutes). Teachers provide live interactive instruction each day for the entirety of the schedule. Beyond the scheduled instructional time each day, student support time is embedded into an afternoon schedule. Although the scheduled minutes for synchronous

distance learning at each level are greater than the state requirements, which is reflected in the attendance keeping, each teacher also provides resources, activities, assignments, and guidance through their asynchronous Google classrooms.

2. On a daily basis, teachers keep records of attendance for all students in their classes. Students who attend class and engage in the live, synchronous lessons and activities receive a 'no mark,' which indicates that they were fully present for the session. Students who attend partial sessions, less than 80% of the time, are marked with a 'T' indicating either a tardy for the class period or less than full participation or engagement for the class time. Students who miss class altogether receive an 'A' mark for absent from the class. The 'A' mark indicates that the student had zero engagement for that session of distance learning.

3. If a student is absent but then engages in the asynchronous activities or assignments for the session of learning the teacher will indicate the engagement through a 'G' mark on the attendance. The 'G' mark indicates that the student was absent from the synchronous learning session but did participate in the learning through engaging in the assignments and activities listed on the teacher's Google classroom.

4. The district has developed a Scope and Sequence of the curriculum to help guide teachers on pacing lessons for the distance learning sessions. Teachers use this guide to prepare, deliver, and assess learning through this model.

5. Finally, either weekly or biweekly, teachers will verify attendance by reviewing the attendance record for each student and signing the verification form before returning it to the school site. The record verification form will be kept by each site. Because some teachers are working from home exclusively, they will receive the form through electronic means for verification and signature and then return it to the site.

These five aspects of the distance learning program for RUSD meet the state requirements for providing instruction, support, and record keeping. It is the intent of the district to not only meet the requirements of the state, but more importantly, deliver an instructional program that provides rigorous instruction, appropriate supports, and continuous live connection to the students.

Time Value of Student Work:

The live interactive schedules outlined above exceed the state's required minimum minutes of instruction and therefore there is no need for a calculation of time value of asynchronous student work. Pupil progress will be measured through standards based classroom assignments, district and curriculum based formative and summative assessments, and online supplemental learning opportunities.

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.]

With the onset of the COVID-19 crisis and the shutdown of California's schools, RUSD quickly began to create professional development resources to assist teachers and families with Distance Learning. Existing Instructional Technology personnel and Professional Development staff coordinated and facilitated a variety of online trainings critical to distance education. Emphasis was placed on learning the capabilities of

Google Classroom which is the District's Learning Management System (LMS). RUSD had already been training teachers and administrators on using Google Classroom for the delivery of educational materials and lessons. Many classroom teachers were already using Google Classroom for instructional tasks. When COVID-19 forced all California districts to rethink their instructional delivery models, RUSD took its existing LMS work with Google Classroom and expanded knowledge of the tool and its capabilities. Utilization of Google Classroom had already been growing among teachers and administrators. As schools were shut down, resources were quickly created to boost teachers' Google Classroom skills. Emphasis was placed on creating greater depth of knowledge in staff as to how the resource could be utilized to an even greater capacity to simplify online classroom tasks. Thus, RUSD switched emphasis from the novice knowledge of common classroom tasks within Google Classroom to deploying the LMS' full capacity for Distance Learning.

With the move to full online instruction, the Educational Services division moved into supporting teachers, administrators, and parents with professional learning resources. In response to the March 2020 lock-down, RUSD staff created a new website called the "RUSD Toolkit." This resource contained three sections for school stakeholders. Teachers, administrators, and parents could access resources within the Toolkit that were specifically geared toward their usage. Knowing that all three stakeholder groups were critical for RUSD's distance learning success, the District advertised the accessibility of its new resource with all parties. In addition, staff had access to new trainings on how to use Aeries, the District's student information system (SIS), to communicate with students and families. Aeries can now be used quickly and easily by site administrators and teachers for any communiques about school and/or district news. Furthermore, 96.36% of all families use Aeries online now to receive communications from their children's teachers and administrators.

Recognizing the need to educate families and caregivers about Distance Learning, the District created six groupings within its new Toolkit to assist parents and families. Five of the subsections are: Distance Learning Tools, Enrichment Resources, Digital Citizenship, Nutrition Information, and Community Resources. Because of its critical nature, a sixth section regarding Social Emotional Learning and Behavior was also included as a key component within the Toolkit for families. Staff members within the Redlands Coordinated Supports and Services (RCSS) department contributed valuable parent information to this subsection of the website as the RCSS personnel normally provide expertise and assistance in meeting the academic, behavioral, and/or social emotional needs of students. This parent resource component of the Toolkit also provided student enrichment opportunities and information about community resources during COVID. Topics included accessing student information using the District's student information system and using a student Chromebook at home. Resources were added to the Special Services site for parents and students who have students with an IEP.

District educators had access to resources within the Toolkit to assist with Distance Learning, and staff also had access to useful professional learning resources on Google classroom, RUSD's LMS, as well as curricular tools for instruction. Training on the District's communication system, Aeries' Parent Portal, and Special education resources, within a comprehensive distance learning program, were also made available. Finally, quick start guides for supplemental programs within the District's distance learning plan were included.

All stakeholders were able to take advantage of many useful professional learning resources that explained how to use technological tools such as Zoom, Google Meet, etc. RUSD's Technology Department (hardware and software) and the Instructional Technology Department (student Information, online textbook resources, district technology subscriptions, and digital tools) provided daily technical support to teachers. Four teachers on assignment within the Instructional Technology department focused their efforts on Distance Learning training. These pedagogical experts also offered daily support to classroom teachers focusing on how to use distance learning tools effectively and wisely. Moreover, parents too could receive assistance on technology matters from the District's Instructional Technology department.

Resources were not solely for classroom teachers. Finally, trainings were coordinated for all substitute teachers and hourly intervention teachers because these two groups remained working during COVID to assist District programs and also needed to understand how to use technology like Google classroom and Zoom for remote learning.

The Toolkit website also contained tools for administrators to remotely lead their schools. Administrators, too, had to learn new ways of working with staff and students while in lockdown at home. Online meetings for administrators were held weekly, even during the summer break, to prepare site leaders for the possible opening of school in a distance learning only format.

Prior to the close of 2019-2020, staff members were sent a survey asking how prepared they felt for the spring's Distance Learning initiative. They were asked questions, which focused on their comfort with the District's Learning Management System (Google Classroom), their use of resources within the District's new Toolkit website, and their professional learning needs for the future. From the results of the survey: 87% of respondents noted that they were confident in using Google classroom, 82% were confident in using Zoom or Google Meet, and 99% of respondents noted that they used District-created weekly base lesson plans. In relation to their needs, the teachers noted that they wanted training on student engagement strategies for remote instruction. Furthermore, they noted they wanted to further their instructional skills within a distance learning environment. Both of these key needs were used to guide the District's 2020-21 pre-service professional development offerings. Based on survey data, staff clearly indicated that they had concerns about the social emotional needs of students. The social emotional needs of students, within a distance learning program, also became an emphasis for the new school year's professional learning offerings. A one-day pre-service live training course was offered to staff, which focused on building positive relationships with students within a remote learning format. Two hundred and fifty staff members participated in the voluntary online training which equates to about 25% of all certificated employees. RUSD will continue to use surveys to determine the efficacy of professional learning opportunities related to distance learning. Results from the surveys will also steer district staff in developing and coordinating ongoing and/or new professional learning opportunities.

With the start of the 2020-21 school year, another new professional learning website was created to further the knowledge and skills of teachers, administrators, and parents, who would now need to begin school within a distance learning framework. Educational Services staff ensured school stakeholders were aligned in focus for distance learning by designing and promoting professional learning for stakeholders at all levels within the organization. In preparation for the start of the new academic year, district administrators participated in a live online professional learning session on how to help students and staff cope with crisis and loss that arose during the pandemic. This live interactive webinar was facilitated by Dr. David Schonfeld, a consultant hired by the District. Dr. Schonfeld is a developmental-behavioral pediatrician and professor of Clinical Pediatrics at the Keck School of Medicine of the University of Southern California (USC) and Children's Hospital Los Angeles. Dr. Schonfeld's presentation was timely and pertinent to the reopening of school. He reviewed the losses students and staff may have faced during the pandemic and the underlying mental health issues that can manifest through loss. Finally, to prepare for the new academic year, all employees participated in a mandatory online Corona-virus Awareness training, which focused on the critical prevention and safety items all staff should know in relation to the virus.

Parents were provided with new information for 2020-21 that was published on the District's website in English and Spanish. Parents were able to learn about District technology tools, Social Emotional Learning (SEL_ resources, and district-created videos about working with students online. Parents also received updated information on how the District's Distance Learning program would begin for 20-21. Finally, families were provided with information on how to reach District staff with their technology needs and/or issues.

Prior to the start of the 2020-21 academic year, the District offered a multi-day menu of professional learning opportunities for staff. Teachers could choose from a variety of training sessions in relation to their personal professional growth needs. To highlight the importance of continuing education, the District offered these workshops in a voluntary, paid format. Live webinar trainings from outside consultants were utilized as well as in-house topic experts. For example, teachers were able to participate in a day of Social Emotional Learning (SEL) training from the group CharacterStrong. Our 240 participants learned how to connect virtually with students on the first day of school and how to build on these initial relationships as the year progressed. RUSD certificated staff were also offered the opportunity to receive training, by Doug Fisher's group, on "The Distance Learning Playbook." This training provided ready-to-use, research-based tools which will enhance their online instructional program in order to create high impact learning in an online, virtual, and distributed environment. Training participants received an e-copy of the accompanying book, which contained resources presented in the webinar. Hard copies of the text were purchased for all certificated staff and administrators in order to emphasize the District's belief in the importance of this topic. In addition to webinars presented by outside consultants, District staff also offered live training opportunities for employees. These sessions occurred prior to the start of school, as well. Both live and recorded trainings were available during pre-service days through a new RUSD professional learning website for 2020-21. More than 900 certificated staff members participated in these voluntary staff development opportunities. All of the trainings are now sessions that staff can access all year via RUSD's professional development website. As we move further into the 2020-21 academic year, the District will continue to offer new professional learning opportunities to employees in order to continue the progress we have made in Distance Learning.

Staff Roles and Responsibilities

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

Modifications

Due to the 100% Distance Learning instructional model that has been implemented since March 2020, the following modifications have been made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

Instruction, Services and Support

All meetings, instruction, services and supports to students are provided virtually through an online platform such as google meet or Zoom. All certificated and identified (primarily instructional paraprofessionals and SLPA's) have been training in district distance learning protocols and instructional delivery platforms. Further, professional development opportunities on the revised scope and sequence have been provided to all applicable certificated and classified staff. Allowing teachers and instructional paraprofessionals, the opportunity to work remotely allows the educator to take care of any school aged children while performing his or her job duties at home. This has provided teachers and paraprofessionals with the socio-emotional support necessary to thrive in in the workplace. Further, the 100% Distance Learning Model instructional schedule provides students with daily Social Emotional Learning instructional support.

Certificated Substitute Teachers

Due to the challenges in providing students with highly qualified certificated instructors when their contract-based certificated teacher is absent, the District has hired 35 district and site-based certificated resident substitute teachers. These employees have been trained in the District's Distance Learning platforms (google meet & Zoom), modified 2020 – 2021 Scope & Sequence, and have district issued Chromebooks. Their services are provided daily through December 30, 2020.

Changes

Due to the 100% Distance Learning instructional model that has been implemented since March 2020, the following information documents changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

Elementary Math Interventionists

Due to the 100% Distance Learning instructional model, the need to develop a revised scope and sequence to best meet the academic and social-emotional needs of the District's student population has

been identified as a critical priority. The District has shifted the responsibilities of Elementary Math Interventionists from elementary math intervention to that of curriculum and instruction developers. These employees now work in grade specific teams on the development of a modified scope and sequence for the 2020 – 2021 school year. The services that these curriculum and instruction specialists provide is fluid and requires constant development, monitoring, and revision based on the needs of the District's student population.

Temporary Elementary Teachers

In order to mitigate potential challenges with curriculum, instruction, assessment and student support, the District has eliminated combination classes at the elementary school level. An addition nineteen (19) teachers have been hired to allow the District to provide singular grade specific classes at its sixteen (16) elementary sites through December 30, 2020.

Temporarily Reassigned Classified Employees

Several of the District's classified employee groups, including but not limited to campus monitors, bus drivers, some child nutrition workers have been temporarily reassigned to duties outside of their job classification as a result of the District's 100% Distance Learning instructional model. These classified job types day to day duties are dependent on students coming to school daily in a traditional in-school/on campus model. In order to provide much needed services and support to students and staff, employees in these classifications have been temporarily reassigned to duties in the following areas: clerical, custodial, disinfecting, grounds, maintenance and operations, student support (1:1 instructional paraprofessionals), and childcare*. Furthermore, child nutrition workers have modified their work to provide students meals for the week in a "Grab and Go" delivery model.

Custodial/Disinfecting Staff

Existing custodial staff have been trained in cleaning and disinfection technics to reduce the risk of COVID-19 transmission. Desks, work surfaces, doors, restrooms and classrooms and playground equipment are cleaned and disinfected at regular intervals throughout the workday to mitigate the impact or transmission of germs. Further, the district is poised to employee short-term classified disinfecting staff whose sole purpose is to disinfect work and play areas as necessary.

*Due to state implemented restrictions on in-person instruction, a district childcare program is not yet implemented. However, the District has applied for waiver through San Bernardino County, that is approved, will allow the District offer childcare to its employees (as long as the employees children are currently students in the District).

Supports for Pupils with Unique Needs

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

Redlands Unified School District will continue to coordinate supports and services for students with unique needs, including, but not limited to, English Learners (EL), Students with Disabilities (SWD), homeless, foster youth, as well as socio-economically disadvantaged students. Students identified as needing additional supports are offered a tiered system of support that begins with the classroom teacher during the scheduled school day. Teachers utilize the core curriculum and differentiate for students needing additional supports. In addition, teachers progress monitor student growth determined by both formative and summative assessments. Daily Student Support TIme is utilized to address specific learning loss and/or gaps in relation to grade level standards mastery. Additional school personnel, such as paraprofessionals, intervention teachers, Specialized Academic Instructors, and school counselors, work with students on the next level of tiered supports based on data collected from a variety of sources such as academic and social-emotional screeners, formative and summative assessments, and progress towards standard mastery. Supports for specific student groups are as follows:

To support the educational needs of English learners during distance learning, RUSD developed a plan that is guided by the California English Learner Road Map. Designated English Language Development (ELD) standards-based lessons are being provided for teachers each week during distance learning instruction. Non-technology instruction is available upon request. These lessons address the needs of English learners and utilize English Language Proficiency Assessment for California (ELPAC) levels to scaffold instruction. Essential ELD standards have been identified to promote rigor that will yield accelerated learning. In order for teachers to monitor student progress during distance learning, Designated ELD lessons will include ELPAC task type assessments. These Integrated and Designated ELD lessons are accessible to all teachers in RUSD via an online platform called the RUSD Scope & Sequence. In addition, the Progress Profile Monitoring card and the use of the Ellevation online platform assists teachers with tracking progress and scaffolding lessons to meet the needs of each student. Prior to the first day of school, essential professional development was provided to all teachers on best practices and strategies to use for English learners (EL) during Distance Learning. All students are receiving appropriate language services through their school site and classroom teacher with the support of the district office as necessary. In addition, monthly EL site representative meetings for all schools are held via an online platform to articulate RUSD expectations and State policy regarding the education of English learners. English learner specialists and other EL support teachers are available to offer live and online support to both teachers and families during distance learning.

Using the RUSD online enrollment process and Home Language Survey (HLS), EL students new to the district were enrolled and began the Initial ELPAC testing on July 6, 2020. To date, more than 130 Initial ELPAC assessments have been completed with pre-scheduled testing appointments. Additional appointments for students who are close to meeting the criteria for reclassification and need to complete the 2019-2020 Summative ELPAC assessment will have the opportunity to complete their testing from last spring beginning on August 20 through October 30, 2020, with a focus on grades four through twelve. The District's Language Assessment Center continues to monitor testing and student placement for all English learner students.

Parent and community information flyers were distributed in three phases with instructional "How to" videos and quick reference guides in both English and Spanish to adequately notify stakeholders of meaningful DL information. These "How to" videos included how to access online information in a variety of languages. School site and district callouts, correspondence and website information are regularly translated in English and Spanish. In addition, live support from the English Learner Program Specialists, Technology Teachers on Assignment (TOAs) and Redlands Coordinated Supports and Services (RCSS) team is offered to all parents on a weekly basis and at a variety of scheduled times. All schools meeting the 15% translation and interpretation services requirement were notified at the beginning of August, and the district continues to support these services with district translators and/or contracts with Language Line and Alboum.

Special Education, related services, and any other services required by a pupil’s individualized education program (IEP) will be made available as appropriate with accommodations necessary to ensure that IEPs can be executed in a distance learning environment. Individual 'check ins' and communication through virtual environments with students support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content. Existing IEPs will remain in effect until school resumes in an in-person model. Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided. IEP statements outlining the educational plan in the event of physical school closures (in excess of 10 days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided with additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Distance Learning supports specific to Homeless Youth will include coordination and communication with shelters and homeless agencies to engage students and expand awareness of RUSD's Homeless Services, as well as continued communication with schools/teachers and parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and the identification of special needs or services. The District will contact parents/students to assess needs including access to devices and connectivity, and coordinate with parents/students and schools as necessary for optional delivery of assignment materials and school supplies. The District will provide community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc., and make referrals to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified. Finally, the District will coordinate with county LEA Homeless Liaisons to provide continuity of educational services as students transfer to RUSD.

Distance Learning supports specific to Foster Youth will include case management to support all eligible foster youth, weekly and/or bi-weekly check-ins with students and foster parents via phone, Zoom, and/or e-mail, monitoring of attendance/engagement, communication

with teachers and administrators when needed, and referrals to both district and community agencies for additional support/resources as needed.

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

Description	Total Funds	Contributing
Information Technology staff, programs, and resources including student and staff computers and supporting resources like Zoom, Screencastify, MyOn	5,200,000	Yes
Education Services and district staff and resources to develop and provide on-going training and support on how to instruct in a virtual environment, conduct assessments virtually, access data, and use assessment data to drive instruction, and scope and sequence development	5,900,000	Yes
Two additional days of professional development for teachers including The Distance Learning Playbook by Doug Fisher and Relaunching Relational Roadmap by CharacterStrong	50,000	Yes
Reduce class size and eliminate grade level combination classes	620,000	Yes
English Learner support staff, programs, and resources	2,510,000	Yes
Special Education support staff, programs, and resources	800,000	Yes
Foster Youth, Homeless and Low Income support staff, programs and resources	1,005,000	Yes

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.]

All RUSD daily schedules include specific Student Support Time to address learning loss in English Language Arts (ELA), Math, English Language Development, and the needs of specific student groups. The District will measure learning status through a variety of formative and summative assessments. The Distance Learning Lead Team will provide short, formative assessments through Illuminate after each Focus Skill has been taught according to the Focused Scope & Sequence. As students show improvement through progress monitoring, students will rotate through Student Support Time as needed. School site teams will work collaboratively to determine the needs of their students and develop specific learning tools that address the areas of need. Students may work with their own teacher or another certificated teacher based on their specific need at that time. Parents are informed of their student's academic need regularly during Office Hours with the teacher, Aeries Gradebook and Communication, as well as screening reports. Feedback is given to students based on current level of mastery, specific areas of need to reach mastery, and overall progress monitoring plan to support mastery.

Elementary - Targeted Student Support Time is scheduled daily with each elementary teacher. This time is focused on identified student groups, as well as students with learning loss, identified by academic screeners such as Renaissance Learning STAR Reading and STAR Math, Illuminate Formative Assessments, Interim Assessment Block (IABs), and District-supported online learning platforms such as Lexia CORE 5 and Dreambox Math. Teachers use data to identify what students need in English Language Arts (ELA), Math, and English Language Development (ELD), and either develop lessons to reteach and close the achievement gaps, or utilize pre-made lessons found in the District-wide online platforms. Teachers use collaboration time to discuss strategies and areas of need through virtual collaboration. Best practices are supported by the Distance Learning Lead Team, as well as materials and/or training for Professional Development, accessible through virtual means. Live,targeted Student Support Time is scheduled in both the Distance Learning and In-Person Models for instruction. Student progress is assessed every four weeks to determine growth or continued areas of need. Some of the required screeners and progress monitoring resources are Educational Software for Guiding Instruction (ESGI) TK-K; STAR Screeners K-8 and 9-11, and District formative assessments for ELA and Math through Illuminate. Specific curriculum and strategies, which both general education and special education teachers will utilize during Targeted Student Support Time, will incorporate the District-adopted curriculum intervention components in ELA and Math, as well as research-based intervention practices. Our English Learner Program Specialists will support teachers with specific strategies and elements to meet language needs, and progress will be monitored through our academic screeners.

Secondary - Learning loss has been identified through Illuminate SBAC aligned pre-assessments for grades 9-12, and Renaissance Learning STAR Reading and Math assessments for grades 6-8. These assessments were given within the first week of instruction. The data from these assessments has provided the information needed to support those who struggled with Distance Learning last spring (learning loss). Support for learning loss is provided daily through targeted Student Support Time (SST), which is embedded in teacher daily schedules. Teachers use data to identify what students need in ELA, Math, and ELD and either develop lessons to reteach and close the achievement gaps, or utilize pre-made lessons found in District-wide online platforms (PowerUp, MATHia, Moby Max, to name a few). Teachers use collaboration time to discuss strategies and areas of need through virtual collaboration. Ed Services also provides daily Professional Learning Network (PLN) opportunities to provide additional support to teachers around strategies for learning loss. Targeted Student Support Time is scheduled in both the Distance Learning and In-Person Models of instruction. In addition to ongoing (bi-monthly) learning loss assessment

and progress monitoring for learning loss, student progress is also assessed every four to five weeks using SBAC aligned formative constructed response assessments through Illuminate to determine growth or continued areas of need. These formative assessments are provided for all four content area courses (ELA, Math, Science, Social Studies) for ongoing progress monitoring for current learning and can also assist with instruction during Student Support Time throughout the course of the year.

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.]

All students must have access to supports and resources to help them achieve their academic goals. These academic goals were clearly defined through the Focused Scope and Sequence to ensure the key skills and standards are taught and assessed. Processes for supporting effective targeted instruction and student learning at the school and district level have been established to address learning loss, and accelerate learning progress for all students, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs, and students experiencing homelessness. Stakeholder recommendations, including parents, teachers, and classified staff, have been coordinated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards. Likewise, social-emotional supports, based on need, are also included in this implementation to ensure equity for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to identified student groups as described below.

All Students:

- Structured daily time (Student Support Time) for direct instruction and/or supplemental support focused on assessment identified learning loss, and/or lack of progress with current learning as identified through ongoing formative assessment data. Every teacher supports students during this time with careful attention given to identified student groups.
- Counselors also use this time to attend to social emotional needs, with the lens of Tier II support, in addition to the daily SEL lessons teachers provide through the Second Step & CharacterStrong SEL curriculums.
- Various support resources and platforms, such as Core 5, Lexia, MyOn, and PowerUp for English, and MATHia and Dreambox for Math have been identified for use with a variety of student groups to support learning loss.
- Small group targeted instruction for English/Reading and Math utilizing the Renaissance
- District adopted elementary intervention components in ELA and Math will be utilized to address learning loss.
- Renaissance STAR Intervention Resources K-8
- A structured 7th period class at each high school provides reteach lessons for students experiencing learning loss, with a focus on unduplicated students.
- Credit Recovery opportunities are provided during Student Support Time using Edgenuity and Acellus to support progress towards graduation.

Foster Youth/Homeless:

- Academic Case Carriers (ACCs) are counselors specially identified and trained to assist Foster Youth and homeless students to ensure learning progress. The support structures provided are recorded and analyzed through Aeries Analytics for student monitoring.
- Foster Youth often need partial credits. Priority is given to Foster Youth for Credit Recovery opportunities provided during Student Support Time using Edgenuity and Acellus to support progress towards graduation.

Students with exceptional needs:

- Monitoring present levels of performance for Students With Disabilities (SWD)
- Monitoring progress towards IEP goals.
- Collaboration with both Special Education and General Education staff for standard-specific support and access.

English Learners:

- Dedicated resources to support English learners and other targeted student groups in developing literacy, with engagement in meaningful synchronous and asynchronous instruction supported with ongoing professional development for teachers.
- District English Learner Program Specialists work with sites/teachers to ensure support ongoing English Language Development, including ongoing support to families during Distance Learning.
- ELD lessons are scaffolded to accommodate the EL proficiency levels.
- Ellevation is an online platform available to all teachers for use in monitoring EL student progress. This helps teachers target Integrated and Designated ELD services.
- iLit EL intervention program at the secondary level will be implemented to support newcomer students.
- Summer backpacks with instructional materials in ELA and Math for EL students in grades TK-5 were distributed to EL students.

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.]

Student learning loss was identified through screeners and pre-assessments, providing the data for learning loss support. A daily schedule was developed to include designated time (Student Support Time) to address identified learning loss. Ongoing use of screeners will measure the reduction of learning loss. In addition, a teacher developed Focused Scope and Sequence was implemented with regular ongoing formative assessments for progress monitoring of current grade level learning as well. Data from online reading and math programs (Lexia, Dreambox, MATHia) is also being used to monitor progress and provide intervention lessons for students needing more practice with an identified skill. This data, along with student grades, and attendance (learning engagement)l provide the information needed for regular monitoring of program effectiveness. Along with Student Support Time, daily schedules include time for teacher collaboration to support data analysis and shared best practices to ensure student progress.

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

Description	Total Funds	Contributing
Coordinate and implement English Language Arts and Mathematics programs and professional development for teachers and administrators to address learning loss	1,000,000	Yes
Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English Learners	10,000	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.]

RUSD acknowledges that integrating SEL and mental health supports into distance learning is essential. Students need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts. As students continue virtual learning and eventually return to campus in classrooms adapted to ensure physical distancing, SEL and mental health supports will remain vital to supporting student access to academic content through building essential self-management skills, resilience, and connections.

The COVID-19 pandemic has created a variety of traumatic experiences and high levels of stress for many of our students, families and staff. This experience emphasizes the importance of social emotional well-being for all. RUSD has placed the emotional recovery of students, staff, and families at the forefront of its planning and decision making. When educators and students practice physical distancing at school or through distance learning, they must not lose vital social and school connections.

During the summer of 2020, Redlands USD brought together a team of more than 40 educators, counselors, mental health professionals, and other experts from the district and local community to create a Wellness Taskforce. This team put together a comprehensive plan to meet the basic wellness needs of all RUSD students, staff, and families through creating and maintaining connectedness, prioritizing stakeholder mental and physical wellbeing, and providing tiered services and supports to embed social emotional learning district-wide.

RUSD is engaged in the following comprehensive mental health and SEL plan:

Professional Development: RUSD is providing professional development for School Staff covering topics that include Trauma-Informed Practices, Behavior Supports in the Classroom, Restorative Practices in both the physical and virtual settings, Youth Mental Health First Aid (YMHFA) and Applied Suicide Intervention Skills Training (ASIST), as well as strategies for Integrating Mental Health and student leadership. RUSD has worked to actively engage all staff in the practice of self-care to assist staff with learning how to cope and maintain well-being for themselves. District-wide mandatory professional development focusing on the importance of self-care and self-care practices has been provided to all staff. Additionally, all school counselors will receive professional development supported by the content developers on comprehensive, data-based school counseling programs aligned with the Multi-Tiered, Multi-Domain System of Support (MTMDSS).

Family Engagement:
RUSD is committed to effectively engaging families in mental health and social emotional learning. Through the “Connect, Equip, Support” initiative, Family Distance Learning and SEL Support will be provided through virtual family informational events including presentations for families on district-wide SEL curriculum, restorative practices, and Clinical Parenting.

Supportive School Climate/ Student Engagement:
RUSD is engaged in the work of promoting a supportive school climate through the district-wide implementation of a daily, CASEL-Aligned, K-12 SEL curriculum. The team put together a collection of relationship building activities for teachers to lead every day for the first eight weeks of school. For elementary students, these activities occur during the designated SEL time in the daily schedule. At the middle and high schools, site administrators selected a designated period to ensure that all students had the opportunity to build their relationship skills every day. After the first eight weeks, elementary students will transition to a weekly themed lesson from the Second Step curriculum, and our secondary students will transition to advisory lessons from CharacterStrong. These lessons will teach more complex skills like growth mindset, self awareness, and emotional intelligence. Our teachers, counselors and administrators had the opportunity to participate in training over the summer and will continue to receive professional development throughout the school year to support students. School counselors also offer small group supports for students who need additional opportunities to connect with others, and students in need of even more focused support can be connected with a mental health professional through our community partnerships. Professional development for instructional, administrative, and counseling staff has been provided by the content developers. Staff were also able to voluntarily participate in an additional day of SEL training from the group CharacterStrong. Their curricula and trainings focus on fostering the whole child with vertically-aligned lessons that teach social emotional learning side by side with character. RUSD has actively engaged in a district-wide implementation of Universal Design for Learning (UDL) in developing systems and classrooms that align with a design for comprehensive trauma response. Instructional and support staff are provided professional development covering the ACEs study, the signs of trauma, the effects of trauma-exposure on learning and classroom behavior, as well as trauma-informed universal and intervention support design. Staff are also offered strategies to positively affect school climate through the integration of restorative practices and instruction. RUSD is also committed to engaging students in the work of advocating for SEL and mental health. RUSD’s adopted SEL curriculum has been integrated with student leadership programs for the purpose of offering students a voice and an opportunity to co-lead the work of school climate improvement and mental health stigma reduction.

Community Mental Health Partnerships:
RUSD is working to increase access to trained mental health specialists. An effective system for managing mental health referrals has been developed, leveraging partnerships with community service providers. This process includes a streamlined referral process, shared intake conferencing/case conferencing protocols, and active collaboration for scaling community partner capacity based on RUSD need.

RUSD is engaged in continuous program quality assessment, covering ongoing professional development needs assessments, as well as mental health promotion and social emotional learning, through collaboration with school site teams.

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.]

In RUSD, tiered attendance and reengagement procedures and strategies will be utilized to determine the level of student need.

The following tiers of reengagement are based on the number of absences. The three levels of response are: teacher/classroom-based interventions, the school administration-based interventions, and the district-based interventions. The intent of these strategies is to employ supports to students and families to help students connect and stay connected to instruction throughout the period of distance learning. These strategies are designed to be progressive with supports along the way engaging teachers, counselors, and administrators. All of the attendance codes are explained in the Distance Learning Program section.

Tier One Strategies (on or before absence #3)

- Classroom Response
- Notification to parents/guardians about absences and verification of contact information
- Referral to Attendance Clerk, School Counselor, ACC (if appropriate), or EC
- T (Tardy) codes may generate this response as well
- School Response Daily Dialer (A and T codes)
- Identify and remove barriers to school attendance (i.e. internet or device)
- Communication documented in AERIES Distance Learning Log
- Attendance letter 1; possible SART meeting
- Five Tardies equates to one absence
- Letters produced at the beginning of each month

Tier Two Strategies (on or before absence #6)

- Classroom Response
- Continued communications to parents/guardians

- School Response
- Referral to Attendance Clerk, School Counselor, ACC (if appropriate), or EC follow up
- Possible connection to Health and/or Social Services
- Possible referral to third party counseling services
- Possible home visit (by School Site)
- Attendance letter 2
- Hold a Student Attendance Review Team (SART) site meeting

Tier Three Strategies (on or before absence #9; absence #10+)

- School Response
- Attendance letter 3
- Referral to District Student Services or Counseling Team
- District Response
- Student Services communication to parents/guardians
- Home visit by Student Services
- Student Services identify and remove barriers to school attendance, if possible
- Possible referral to third party counseling services
- Possible referral to Student Attendance Review Board (SARB) district meeting
- If feasible, the student may be transitioned to a full-time in-person instructional program

**Site and District Response Strategies will be considered based on full-day absences.

Students who are determined to be at risk of learning loss will be included in the Student Support Time outlined in the District's Learning Continuity Plan under the Learning Loss section. When feasible, all students will have the options to transition back to in person learning as outlined in the In Person Learning section of this plan. Additionally, bilingual support staff, district translators and the use of Language Line will ensure staff is able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement. All school sites with 15% or more EL students have been notified for outreach to parents in English and Spanish. District correspondence continues to be translated and shared in English and Spanish. Language Line is a service available at all schools for live interpretation with more than 240 languages. In addition, the district utilizes a service called Alboum, which helps translate documents and notifications in more than 69 languages. Distance Learning instructional videos for parents were provided on a variety of topics prior to the first day of school, including a "How To" video titled, "How to access information in different languages." PTA Redlands Council is working with all sites to ensure outreach to families regarding appropriate activities and resources to assist during Distance Learning. Redlands Council actively equips and supports site based PTAs as well as the entire Redlands community. They sponsor activities such as Reflections, Parent Summits, hosted webinars, and other informational and culturally relevant events. Additional community partnerships like the Redlands Educational Partnership (REP) Foundation, which coordinates the After School Education and Safety (ASES) grant, Micah House, Building a Generation, South Coast Community Services, and Redlands Christian Counseling Services are integral parts of our pupil and family engagement efforts.

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.]

Upon notification of the mandated school closures, the RUSD Child Nutrition Services Department took immediate action to provide nutritionally compliant meals to students. Meals are packaged in the RUSD Central Kitchen and distributed at five school locations: Mission Elementary School, Cope Middle School, Clement Middle School, Beattie Middle School, and Redlands East Valley High School. At the Central Kitchen, strict guidelines are adhered to for meal preparation: COVID-19 signs on how to stop the spread are visibly posted, staff are temperature- and symptom-checked upon entering the building, and they adhere to strict sanitization protocols, and they wear masks and gloves and observe social distancing guidelines while working. Detailed protocols were also created that outline expectations to ensure sanitization of outdoor distribution areas and equipment. A drive up 'Grab and Go' service system was implemented to ensure social distancing requirements were met. This is a contactless service. In addition, staff wear masks and wash hands and/or change gloves every 30 minutes or as necessary. Whenever possible, staff members place meals in vehicle trunks, effectively avoiding all physical contact with parents and students. The initial distribution schedule began on March 30, 2020, as a daily meal pickup (one breakfast and one lunch) and was modified to a weekly service where each child receives a week's (7 days) worth of meals; breakfast, lunch, and afterschool meals. When the school year began on August 13, the weekly meal service continued with the modified USDA reduction in service to five breakfast, five lunch, and seven afterschool meals. From March 30–August 11, 2020, 1,854,562 meals were served to our RUSD community. Parents and families continue to tell us how much the weekly service is helping during these uncertain times.

RUSD qualified for 100% Community Eligibility Provision beginning School Year 2020-21. As a result, all students will have access to no-cost meals. To support the USDA requirements, RUSD established an enrollment verification process at each of the 'Grab and Go' service locations. Through the parent communication system, all families were notified to show proof of RUSD enrollment in the form of school ID cards, class schedule, or parent or portal printout. Utilizing a bar code system, the team member scans the school where each student is registered. Once this is verified, the parents/guardians proceed through the line to receive their meals. Each week, more than 80,000 meals are distributed to area children.

Upon return to an in-person/hybrid model at the secondary level, 'Grab and Go' carts will be utilized for both breakfast and lunch meals. Multiple carts and staggered meal service will be implemented to promote physical distancing and to reduce the amount of students in one location. Staggered meal service will also allow for proper cleaning and sanitization of carts between meal service. To receive meals, students will remain at least six feet apart while in line adhering to the designated markings on the floor to ensure that proper distance is maintained. Upon reaching the front of the line, students will present their identification card on their lanyards, which will be scanned into the POS by Nutrition Services staff with a handheld scanner to reduce contact. Nutrition Services staff will wear masks and gloves while using the POS. Meals will then be consumed outside at a designated location by the site.

Elementary students will be served in their classrooms when we return to school, and class rosters will be used to verify meals consumed.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health, Public Health, Social Emotional Learning staff, programs, resources, and professional development	475,000	Yes
Pupil Engagement and Outreach	Family Engagement staff, events, and resources	20,000	Yes
School Nutrition	School Nutrition Services staff, materials, and resources	50,000	No

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
16.26%%	$4,518,412

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 needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, closing of learning gaps, and social emotional and mental health intervention. Consideration of the needs of these student groups was based on gaps identified before the impact of COVID-19 on their learning and well being, as well as on screeners conducted with students upon their return to school in August 2020. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning. Teachers and school staff are monitoring learning in both in-person (when school resumes) and through distance learning programs.

The actions listed below are effective in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning for low-income, foster youth, and English learners. Also, our actions support the needs of Special Education students and students in transition (homeless). Effective implementation of staff development will ensure our instructional staff maintains rigorous instruction and regularly collects formative assessment data to plan for timely intervention. All in-person and online learning instructional schedules support collaboration time where teachers work as a team to identify areas of student learning that need remediation. These efforts are supported by ongoing communication to families so students receive well-rounded school and home supports to ensure their success.

Actions to support low-income, foster youth, and EL access to grade-level standards, and identify and remediate learning gaps during online learning and in-person blended learning (when safe to return):

- Reassign and create a team of Elementary Innovation Teachers and Math Interventionists to support professional development, data analysis, and online lesson planning and delivery
- Dedicate additional staff to assist with tracking students, particularly those students in transition, who have not reported to their online classroom and may be experiencing learning loss, to ensure these student needs are met
- Assess kindergarten students' foundational reading and mathematics skills utilizing STAR Early Literacy and ESGI assessments
- Establish a dedicated 'parent support line' for parent/student technology questions and needs
- Establish a dedicated 'parent support line' to address parent behavioral questions and needs
- Continue to revise the scope and sequence in all secondary academic areas to ensure access to focus standards that will maximize standards-based learning opportunities
- Assess 1st - 8th grade students reading and mathematics skills utilizing STAR Reading and Math assessments
- Assess 9th - 11th grade students reading and mathematics skills utilizing District-created benchmark assessments
- Progress monitor students using district- and curriculum-created formative assessments
- Participate in additional instruction during designated 7th period and extended day learning opportunities
- Provide designated and integrated teacher professional development and instructional support
- Provide parent education and instructional videos to in multiple languages to include online learning
- Provide timely and appropriate interpretations to support parents with online student learning
- Establish a dedicated 'parent support line' for English learner families

- Provide teachers with strategies to support online synchronous and asynchronous learning specific to EL students with the purpose of accessing academic content and increasing English proficiency
- Provide EL coaching, professional development for teachers, administrators, EL staff, and other school personnel
- Implement and monitor supplemental support for EL students via programs such as iLit, English in a Flash, Rosetta Stone, and English 3D
- Monitor all schools to ensure that English learners are achieving English proficiency based on the State's English language proficiency assessment and meeting challenging state academic standards

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of social-emotional learning (SEL) support and mental health interventions. The SEL needs were considered based on the impact of COVID-19 on low-income students, foster youth families, and English learners. Many families have experienced a loss of income as primary sections of the economy have shut down, which negatively impacted the source of employment for many families in our communities. Many students are bearing a greater responsibility to care for siblings at home while parents are finding work or working as essential workers. Students may even face increased stress and possible increased domestic violence and poverty.

The actions below are effective in meeting the goal of ensuring continuity of learning while recognizing the need for increased SEL and mental health services, including case management and crisis management for these identified student groups: low-income, foster youth, and English learners. Also, our actions support the needs of Special Education students and students in transition (homeless). The district is monitoring student SEL and mental health and working with school sites to create SEL curriculum while implementing a tiered system of supports. Daily classroom SEL instruction is occurring to support students with Tier 1 SEL supports. School counselors support the Tier 1 work and offer small group and individual opportunities for students in need of Tier 2 or 3 supports. School administration and counselors may seek additional tiered support, as informed by student needs, through a coordinated referral process that provides access to outside mental health services.

Actions to support low-income, foster youth and EL access to tiered Social-Emotional Learning services, in order to address unique challenges because of poverty, transition, language barriers, and/or immigration experiences during online learning and in-person blended (when safe to return) are listed below:

- A team of teachers, counselors, and subject matter experts will prepare a Social Emotional Learning (SEL) scope and sequence
- Professional Development will be provided in recognizing signs of trauma, secondary trauma, ACEs, and the importance of self care
- District-staffed case management and mental health services teams will be in place to provide case management and referrals to mental health services for students and families in need
- Teachers and support staff will receive professional development on implementing Relationship Building strategies to support the social-emotional and mental wellness of students to provide better access to learning and instruction
- School site teams will prepare for virtual PBIS implementation. This will provide resources to students, staff, and families to support student behavior in the online learning environment to increase the likelihood of academic success

- A team of teachers, counselors, and subject matter experts will develop the Redlands USD Wellness Plan. This will provide resources for teachers to deliver SEL lessons to support social-emotional and mental wellness and to recognize the need for on-going self care.
- Professional Development will be provided to support elementary staff using the Second Step curriculum and secondary staff using the CharacterStrong curriculum
- Universal Screeners and student surveys to identify trends in student need will inform professional development and specific student supports

Additionally, school site planning meetings were held with administration to ensure that site resources have been allocated to address the unique needs of low-income, foster youth, and EL students. Site expenditures are expected to be principally directed toward meeting the needs of these student groups.

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

During these unprecedented times, RUSD continues to prioritize and maintain regular communication with - and to provide focused and intensive support to - our English Learners, Foster Youth, and low-income students. Our English Learner district staff and site representatives communicate with families via phone calls, online meeting platforms, e-communications, and social media to collect information and provide direct support to ensure high levels of learning, as well access to supervision, meals, and social-emotional supports.

District staff in the curriculum and school improvement office, as well as our district level Academic Case Carriers, use similar means of communication to communicate with our Foster Youth and low-income students. The District's nine Academic Case Carriers (ACCs) each maintain a caseload of approximately 50 of our district's most 'at-promise' secondary students (grades 6-12), focusing especially on our foster, McKinney-Vento, and low-income youth. The ACCs work with their students (and their site guidance counselors) through graduation, allowing for a consistent, supportive adult figure to remain in their lives througout their secondary schooling experience in RUSD. While the ACCs initially work on building rapport and trust with the students and focusing on their students' social-emotional health, the ACCs' attention gradually shifts toward attendance, academics, and post-graduation plans, as students become better equipped to focus on their schooling with the on-going emotional support that is provided. While the focus is on the increased social-emotional and academic support and success of our secondary foster and low-income students, the realization that our families often require support is also a vital part of the program. The ACCs work not only to provide emotional and academic support to their students, but also material supplies, such as school supplies, clothing (through the local non-profit, Angels' Closet), housing (via local non-profit agencies) when possible, food (via local non-profits and churches), and outside counseling referrals (via a local counseling agency with whom they closely work). In short, ACCs check in regularly with students, their families, and their classroom teachers to ensure students have access to additional academic resources and services. When Distance Learning in RUSD first began in March 2020, ACCs continued to check in with students - via online platforms instead of in-person meetings - to ensure students have the ability to access learning and meet their basic needs, to confirm that students are regularly participating in class and completing assignments, and to determine if students' social-emotional needs are being met.

RUSD also utilizes Elementary counselors, who focus on supporting the foster and homeless youth at their respective school sites in the same way that the ACCs focus on supporting their students and utilizing the same community agencies outlined above. The Elementary counselors (ECs) and Academic Case Carriers (ACCs) work to maintain contact with their students and parents via email, phone calls and text messages (via Remind and Google Voice), home visits, delivery of Chromebooks, hotspots, and school supplies as necessary, and via daily Zoom office hours. ECs and ACCs monitor student attendance daily, and will attempt to contact home when they see that students are absent to encourage student attendance. The positive, trusting relationship created between students/families and the EC or ACC is such that the ECs and ACCs will often be contacted after office hours for support, or if the family is facing some type of immediate need.

The Academic Case Carriers, Elementary counselors, intervention teachers, and school counselors continue to work via online platforms and phone calls with small groups and one-on-one with students as needed. Students participate in SEL lessons, via CharacterStrong at the secondary level and Second Step at the elementary level, via Zoom classroom lessons on an on-going basis. Additionally, a hotline and online support form have been established to assist parents in need of individualized assistance with behavior or social/emotional needs for their child. Redlands offers a robust system of tiered supports which includes access to Academic Case Carriers and Elementary counselors, in addition to secondary, site-based guidance counselors, for Foster Youth and other 'at-promise' student groups in need of higher levels of tiered supports.

Additionally, the ACCs and ECs provide group and one-on-one counseling opportunities for students to be heard and to receive support during these challenging times. In addition, ACCs, ECs, intervention teachers, and school counselors continue to work via online platforms and phone calls with small groups and individually with students as needed. Weekly social/emotional learning lessons are provided to all students via Google classroom, and a parent hotline and online support form has been established to assist parents in need of individualized assistance with behavior or social/emotional needs for their child.