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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rim of the World Unified	Heather Dominguez-Director of Educational Services	Heather_Dominguez@rimsd.k12.ca.us 909-336-4111

General Information

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

In March of 2020, schools transitioned to distance learning for the remainder of the 2019-20 school year due to the COVID-19 pandemic. In response to stay-at-home orders, districts across the nation had to provide supplemental work and other supports via distance learning. We went right to work communicating with our community and creating supplemental learning packets for mass distribution. It was a time of unsettled uncertainty and high emotions. Initially, we were hopeful that this would be a short-term situation and did not anticipate the longevity of the campus closures. Soon, it became evident that the campus closures would have a much longer duration than originally anticipated. There were many decisions faced by our district: bandwidth, device deployment, curriculum, platforms, grading, graduation, food distribution, essential employees, professional development, and safety guidelines. Rim of the World Unified School District staff responded with flexibility, collaboration, and determination to provide our families and students with support, optional learning activities, and caring. We began the long planning process to address the multitude of details presented by the pandemic.

COVID-19 impacted all aspects of our community. Families were fearful of basic needs not being met and staying healthy. Teachers were concerned about how to communicate with and instruct their students away from campus. The uncertainty of the situation created fear, anxiety, stress, and loneliness. Many families found themselves out of work and not sure about the future. Some had to leave the mountain to find support from friends and family who lived in other communities. Lack of income led to uncertainty about basic food and shelter needs being met. The need to rely on technology increased exponentially like never before. Access to devices and connectivity was limited for many. Parents struggled to facilitate learning from home with several students and limited devices. Initially, Rim did not have enough devices to deploy for families during the onset of the pandemic. A combination of learning packets (paper/pencil) and Google Classroom were utilized to provide learning experiences, however it was not as consistent as we would have liked. Facebook posts and other social media outlets communicated the isolation and even anger people were experiencing. Kids wanted to see their friends, adults wanted to see their extended family members, trips were cancelled, family members could not visit loved ones in the hospital or long-term care facilities. We heard about instances of increased social emotional needs, depression, anxiety, neglect. The information and guidance changed daily, sometimes hourly making it very difficult to navigate.

There were also tremendous efforts made to reach out to those in need. The community came together with support, positive signs, and messages on the side of the road, home delivery of food, virtual treasure hunts, drive by hellos, offers to tutor, and other expressions of hope.

This document represents hours of planning, doing, revising, evaluating, and responding, to the ever-changing circumstances and guidance. We have provided opportunities for input, listened to our stakeholders, and modified the plan as we moved forward trying to incorporate the concepts of plan, do, study, act along the way. We began distance learning on March 16, 2020 and remained in that environment for the remainder of the 2019-20 school year. Our seniors graduated in a socially distanced drive up ceremony, no prom, no homecoming, no senior ditch day, but lots of spirit and adaptability. We saw our community come together with a sense of hope and encouragement for the future. Despite being apart physically we were together in spirit. There was much uncertainty and changing guidance about what the 2020-21 school year would look like. There was lots of planning over the summer and hope for seeing our kids in person come August.

Then, on July 17, 2020, Governor Newsom required all schools located in a county deemed “at-risk” to start the 2020-2021 school through a district learning model. San Bernardino County has been identified as one of the “at-risk” counties. Based on the Governor’s executive orders, Rim of the World Unified School District began moving full force to start the school year through distance learning. The ideas presented in this document were initiated in collaboration with a variety of stakeholder groups. Our Learning Continuity and Attendance plan has been informed by stakeholder meetings, a COVID task force, surveys, collaborations with surrounding San Bernardino county districts, and guidance from the county health department. Many of the components are taken from our district strategic plan which is on its third revision in response to the changing data and feedback.

Stakeholder Engagement

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

Following our campus closures which began on March 16, 2020 we began gathering stakeholder feedback. Initially we were uncertain about the duration of the closures and focused our attention on distribution of learning packets and meals. As it became apparent that the closure duration would be longer than originally anticipated we began reaching out to our various stakeholders for input. Our first event in March involved calling upon both labor unions, RTA and CSEA, community members, teachers, and administrators for a brainstorming session at the district office. Charts with various topics pertaining to our situation were posted so each participant could provide ideas and suggestions on each topic. They were also asked to put a star next to the ideas that they believed would work best for Rim. That information was gathered, summarized, and utilized to inform the first strategic plan draft. We then provided multiple opportunities for input from each stakeholder group including students, families, educators, and the governing board. Problem solving sessions with both bargaining units, and the administrative team, were held weekly, as needed or requested, to provide updates and receive input.

Ongoing opportunities for input were provided to stakeholders through a variety of forums. Stakeholders without internet connectivity were able to participate via text messaging and paper/pencil ballots. Below is a summary of the input opportunities provided.

Survey Opportunities via the district messaging system, text messaging and paper pencil ballots

April 23-May 5, 2020- Student Technology Questionnaire

May 6-31, 2020- Parent Guardian Home Technology Questionnaire (Provided in English and Spanish)

May 27-June 7- Classified and Certificated Teacher Reopening Survey

July 23-29-Technology Request for Parents (Provided in English and Spanish)

September 8-14- Distance Learning Survey for Families and Staff (Provided in English and Spanish)

Learning Continuity and Attendance Plan (LCP) Stakeholder Meetings

Three input meetings were held on Aug 18, 2020, September 9, 2020, and September 21, 2020 prior to the public hearing and adoption of the LCP. The public hearing took place on June 24, 2020 and the adoption on June 29, 2020. The LCP stakeholder group was comprised of community members, parents, students, teachers, and administration.

Parents who speak a language other than English were invited to participate in the DELAC meetings on August 23rd and September 24th, 2020 to provide input on the LCP. In addition, parent support workshops were provided, in Spanish, at the district office by our EL specialist to help parents understand the tools required for distance learning and support available. They were also able to offer input to support learning for English Learners and the development of the LCP.

Stakeholders who did not have access to internet were encouraged to provide feedback in writing, via text message or phone calls.

Specific outreach was made to EL parents who did not engage initially in distance learning to find out what they needed to be engaged.

As we considered the input from our stakeholders, we modified the LCP and COVID strategic plan, now on its third revision, as we evaluated consistent trends and recommendations from stakeholders. The surveys were very helpful to get a feel for how the community was feeling about the development and implementation of the plan. Some of the specific areas addressed due to feedback were: Continuing the Care Solace contract for counseling and social emotional support, increasing access and information for El parents, targeting our special education cohorts for in person instruction, unifying the instructional platform to Google Classroom, deploying devices and hot spots to families expressing a need, applying for the elementary waiver, the configuration of the 50% in person model and schedule, just to name a few.

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

In order for all stakeholders to participate in remote public meetings and adhere to social distancing guidelines a variety of video conferencing tools were utilized. Public meetings and hearings were held on zoom, You Tube, and Facebook live. All members of the community received access to the video link for each board meeting prior to the meeting. All public comments were required to

be submitted in writing to the executive secretary to the superintendent by 12:00 the day of the meeting. Any public comment documents received in alignment with the protocol were read aloud during open public session during the board meeting. Rim of the World has 10.9% of its students designated as English learners and does not meet the 15% which requires material provided in the primary language. However, we still offer translation services as requested by parents to support participation of English learner families.

The LCP was presented to the public for review and comment at a special board meeting September 24, 2020. The agenda for the public hearing was posted on September 21st on the district office website as well as in the window of the district office.

The LCP was available for public inspection September 21, 2020 in the front office of the district office and the district website under educational services.

The LCP went to the governing board for adoption at a special board meeting on September 29, 2020.

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

The first LCP meeting was informational and explained the change from the LCAP to the LCP. The components and prompts for the plan were shared with participants. A survey was provided to the LCP stakeholder participants as a means of gathering feedback following the first meeting. There were 4 respondents representing 25% parents, 25% students, 25% administration and 25% community members. The input they provided is provided below:

What information did you find to be the most interesting or surprising?

4 responses

It was good to hear that distance learning is working well for some, like Karla. And also difficult for others, a teacher was mentioned having a hard time. What kinds of support are available for teachers having tough times? Not just with technology but the emotional support as well?

No leniency for parents struggling to initiate distance learning.

All the new information given to us about school procedures and new procedures coming.

I liked hearing how the one parent expressed how well her student was doing

What questions do you have about the Learning Continuity and Attendance Plan (LCP) ?

4 responses

I would like continued updates as to attendance in the different schools. And how Home Choice is doing, numbers and if parents are being responsible in their teaching, and how this is evaluated.

It would be nice to have a list of what is already being done to support LEarning Continuity and Attendance to prevent duplication.

If we do return to school, what kind of guidelines will be placed?

I think I understand it.

What ideas do you have to support the Learning Continuity and Attendance Plan (LCP)?

4 responses

#1. I remember Care Solis being "advertised" when it first was put in place. Has there been more "advertisement" since then? I haven't seen it on the communications that have been sent from the district. perhaps I miss it. Or even communication just on CareSolis.#2.Not sure where to ask this question: I hear clearly the Elementary Waiver is very long with many requirements. And that the staff and community has changed it opinions regarding in-class instruction. And I know the district has protocols if it were to return to in-class instruction. With those guidelines there, could the RTA and CSEA write MOU's now that would be applicable to returning to in-class instruction? If there was an awareness of what that would look like, maybe they would be more willing to go back to the classroom. Just a thought.

Learning pods within the community. Use 1 learning platform that can support all functions needed for learning. Provide webinars specific to RWUSD to teach parents how to be teachers. Stager times for distance learning to accommodate parents with multiple students.

I think it would be a good idea to include a couple teachers. Mabe one or two representing elementary, middle school, and the high school, just to gain their perspective and I know they have ideas on how to make things easier on their end that could help.

More support and PD for teachers and parents. More help for the IT department.

We value your feedback. Please tell us what you appreciated about our time together and how we can improve. Thank you

4 responses

Appreciate that in light of Covid that you are continuing meetings via Zoom. If there are any documents that would be helpful to us, that they could be sent us via email before the meeting such as the requirements for the new Learning Continuity and Attendance Plan. I appreciate your clear presentation on Tuesday.

I enjoy being informed and engaged LCP will help fulfill that need.

I liked seeing everyone and listening to everything going on in other schools and households.

I appreciate that all stakeholders can express their thoughts

For the second meeting, on September 9, 2020, the team requested more information about what had already been done to address the components of the LCP. A review of each section and the actions already implemented was provided to the team.

Student feedback was mixed with some enjoying the virtual setting and others wanting to come back in person. Health and safety were the number one concern for students, parents, community, and staff.

Other surveys administered across the entire district to parents, and staff indicated mixed results regarding returning for in person instruction. The results would vary from survey to survey as the pandemic progressed. The uncertainty of the situation and changing county health data and guidance was reflected in our survey data. There was a clear divide between those who felt strongly about coming back for in person instruction and those who wanted to remain in virtual distance learning.

It became clear that the focus for all stakeholder groups was quality instruction and safety. How do we best achieve these two outcomes.

The LCP was presented to the Parent Advisory Committee (PAC) on September 21, 2020 for review and comment. It was presented to the English Learner PAC on September 23, 2020 for review and comment.

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

Our distance learning plan has been fluid since the beginning of the pandemic with several revisions. As the number of COVID cases fluctuated each week so did the recommendations and guidance. Each week presented a new set of data points, issues to be

addressed, and suggestions about how to best respond. We considered stakeholder feedback which was gathered from a variety of sources: surveys, working committees, emails, meetings with the community, social media outlets, and phone calls to name a few. For example, the three learning plan structures, 0% of students on campus-full distance learning, 50% of our students on campus with alternating days, and 100% of our students back on campus was a direct result of stakeholder feedback coupled with health guidelines. Other examples of how this plan was influenced by stakeholder feedback includes:

- The first few weeks of the pandemic, many stakeholders preferred paperwork packets to computer-based enrichment work due to the lack of available technology at that time. Those packets were provided to all who requested them, and we began to work on a plan for computer attainment and deployment.
- The continued use of Care Solace as a referral system for Counseling needs and social emotional support
- We dismantled all of the CHROME book carts (Computers on Wheels-COWS) across the district in order to deploy all needed CHROME books to students. More CHROME books were ordered to meet the need.
- Hot Spots were ordered in the quantities identified by the technology survey results and distributed in order of request and highest need.
- Stakeholders were concerned about health and safety once schools reopen. PPE was ordered along with site signage, plastic shields, plexiglass stations, temperature stations, face coverings, disinfectant, cleaning supplies, flow of traffic floor stickers etc.… Deep cleaning was performed at all sites over the summer and is ongoing.
- Many parents expressed a desire for teaching their students at home long term, even after the pandemic. A Home Choice program was launched for grades TK-5 and Independent Study for grades 7-12 was increased.
- A unified instructional platform, Google Classroom was selected for consistency. Training was provided to all teachers at the end of the 2019-20 school year and is ongoing for the 2020-21 school year.
- A distance learning schedule was developed to facilitate students of different grade levels

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.]

Rim of the World Unified began its 2020-21 school year on August 12, 2020 in a distance learning format.

Our plan has provided a few scenarios for in person instruction when possible. The plans below are sequenced from serving the most students in person to servicing very targeted groups of greatest need.

100% of Students and Staff Returning When Possible:

Rim of the World Unified School District has a mission to provide quality and impactful instruction regardless of the mode of delivery. We have developed an instructional framework to focus our work and instructional priorities which includes the following components:

- Rigorous and relevant standards aligned curriculum
- Data informed responses
- High impact instructional practices
- Common formative assessments
- Learning environments (physical and social emotional)

At Rim of the World Unified School District, we are committed to providing rigorous instruction in a safe and an engaging environment to all students to make them successful in college, career and beyond.

This commitment is best achieved in an environment where students can attend school, in person, on a regular basis, each week. Our teachers work collaboratively to teach the standards, assess learning, utilize effective instructional practices, reteach as needed and create positive learning environments for all students. English learners are provided both designated and integrated English Language Development (ELD) to scaffold their learning and support success. Instruction is differentiated to provide an appropriate level of support based on students most recent ELPAC score. Teachers and instructional aides will be required (based on current state and local mandates) to be in PPE's to better serve our special education students and their daily needs while at school. Mainstreaming may look different for students identified as "medically fragile," which would require higher levels of protection. Transportation may also reflect different times of arrival or departure to help ensure less contact with other students.

Safety measures in place for 100% of students returning to campus in Rim of the World Unified School District are not limited to, but include:

Hand sanitizing stations in all multi-purpose rooms/cafeterias, classrooms, and libraries for students.

Student belongings should be labeled with first and last name and not be shared with other students. Classroom supplies will be labeled with either names or using a numbering system to reduce the sharing of supplies when possible.

Plexiglass barriers are being installed during the summer of 2020 for all front office staff and security desks.

Visitors and volunteers will need to follow all site protocols and check in procedures. The number of visitors on campus and those procedures will be dictated by state executive orders at that time. Volunteers must attend site volunteer training to learn about any new routines prior to serving on campus.

Teachers are encouraged to move outside daily for teaching and activities, & open windows/doors when weather allows. Fans have been purchased for every classroom to circulate the air which is a recommended CDC protocol.

Hallway traffic patterns have been established at each school by site staff, which will be highlighted on the ground with stickers, and student training will take place on the first day of school. Physical distancing is not possible in many of our hallways. Masks are currently required for all students in grades 2 – 12. We will follow state and local mandates when we can open. Guidelines currently state that students can be excluded from campus for not wearing a face covering/mask. (This policy remains in place)

Digital, no contact thermometers have been purchased for each school site for when temperature checks are needed.

Passive wellness self-checks will be in place for both students and staff. Banners at each school site will display passive wellness check guidelines.

Two washable masks will be given to all students and staff if still required by San Bernardino County Department of Public Health. Teachers will be given the option to have both face shields and masks. As of July 17, 2020, masks are required for all staff and students in grades 2-12. Staff or students choosing to bring their own masks must follow dress code that cover nose and mouth only (costume type masks will not be permitted). Guidelines currently state that students can be excluded from campus for not wearing a face covering/mask.

Desk shields have been ordered for every student and teacher.

All buses have added daily wipe-down procedures for seats with disinfectant. Students will be asked to practice social distancing at bus stops, wear face masks, both at the stops and on the bus, and follow bus spacing guidelines. If we need to reduce bus capacity to 1 per seat, the district will have to reduce the amount of bus stops and move to a satellite stop routine where there is one stop per geographic region. Bus passes will be purchased online to reduce contact between parents and employees when possible.

Custodians have added to their daily, cleaning procedures of bathrooms, classrooms, and common areas the cleaning of all door handles on each campus nightly. Custodians have had training and are disinfecting all campuses during the summer of 2020. Cleaning solutions, new sprayer backpacks, and bathroom sanitizing equipment will disinfect for COVID-19 daily. Priority will be placed on disinfecting common areas once school resumes. Playground equipment will be wiped down on a scheduled routine if allowed to open per guidelines and orders.

Classroom configuration: all “extra” furniture was removed from each classroom All desks/tables/2 person desks will face forward and be spaced apart as square footage will allow. A few tables were replaced in classrooms over the summer as extra desks and chairs were available from our previously closed campus locations. Desk shields were ordered for each student and teacher.

Parents will sign an acknowledgement letter at the beginning of the school year or prior to the return to in-person school outlining new procedures. Employees will receive COVID-19 guidelines for ROWUSD that will need to be signed by each employee.

Fine Arts, Music, Drama and CTE courses often require proximity and the sharing of equipment. All supplies will be assigned to individual students when possible and classroom social distancing and cleaning routines will be established by the teacher. It is not our desire to cancel said classes unless directed by the state of California.

Field trips, large events, and assemblies will follow state executive orders for locations and crowd sizes.

We recognize that in response to the pandemic and an extended separation from school, peers, and other “normal” operations. Students and families may be apprehensive about returning for in person instruction and may experience anxiety and stress about

coming to school. The social emotions supports outlined later in this document, in the mental health and social emotional well being section, will continue to be supported when we return to campuses for in person instruction.

Teachers will adhere to the district benchmarking schedule to monitor student performance and progress. Assessments will be both formative and summative and include, STAR, Interim Assessments (IAB's, ICA;s and FIAB;s) provided by the Smarter Balanced Consortium, curriculum embedded, writing prompts, teacher created or selected tests in our data management system Illuminate DNA, CAASPP practice and training tests, teacher created quizzes and other more informal tools.

50% of Students on Campus on a Daily Basis:

In a 50% delivery mode, the foundation of the elements described in the 100% in class model will still be expected. The need for creative engagement strategies and technology is increased. Teachers will still provide quality standards aligned instruction relying more heavily on blended resources based in technology and in person tools. The content will remain the same, but the teaching tools and resources will vary. All teachers in Rim of the World Unified School District will utilize Google Classroom as their instructional platform. Teachers have received training in the use of Google Classroom and will continue to be supported throughout the year in the use of this tool. Students will be expected to check in with their teacher either in person or virtually each day. Assignments will be completed both in person and online. English Learners will be provided daily English Language Development (ELD) aligned to their English proficiency level as determined by their most recent ELPAC score. For special education students in elementary moderate/severe or mild/moderate classrooms may have an opportunity to return to the classroom daily based on state and local guidelines. Instructional aides would be used to assist in online classes to help in breakout rooms and mainstreamed classes for special education students.

The structures above will be in place plus the following:

Distance learning will take place on days students are not physically on campus. Attendance will be taken daily, and assignments will be graded. Google Classroom will be required for all students in ALL grades. Virtual Instruction will be required (homeroom idea next bullet). The Zoom platform or Google Meets will be utilized by all teachers and students, and attendance will be recorded in Aeries.

All students will be "present" the first part of each day for attendance whether the student is at home or on campus for announcements and whole group instruction, like a homeroom. What this looks like will vary between elementary and secondary. Teachers can choose to stream their live class to the students that are at home for distance learning if they choose.

At this time the county safety guidelines do not permit us to bring back larger groups of students due to safety constraints, we have developed a plan to bring smaller groups of students back for in person instruction with social distancing guidelines being adhered to. The current guidelines specify no more than 16 people in a room together for instructional purposes. We have targeted our most at need student groups in the following order, special education preschool, moderate to severe special day classes (SDC), mild to moderate special day classes (SDC) students, small groups of English Learners who have experienced the greatest learning loss, other student groups who have experienced significant learning loss as determined by formative assessment data. Each site

leadership team has developed an assessment calendar for pre assessments and ongoing progress monitoring. We have already met with our RTA bargaining team to develop an MOU for the return of our special education preschool.

We have been monitoring the county health guidelines and color status each week. Due to the continued designation of purple we decided to apply for the elementary waiver to return for in person instruction implementing this 50% hybrid model. Although our desire is to bring all students back for in person instruction as soon as possible, we believe it is risky with a purple county designation. The application approval process takes up to 10 days and only allows for bringing back our elementary students in grades TK-5. In order to provide adequate time to implement this model thoughtfully, we have identified a return to in person instruction at 50% capacity beginning November 2, 2020

Students with their last names beginning with the letters A-M will attend school on Mondays and Tuesdays and Wednesday will be via Distance Learning. Students with their last names beginning with N-Z will attend school on Thursdays and Fridays and Wednesday will be via Distance Learning. The reason for this delineation is to keep families together. Single student families and multiple student families may be moved to opposite days as we attempt to balance numbers district wide for over 3,000 students, at the district's discretion. This will allow cohorts of students to remain together in the event of a positive COVID case and allow site custodians to deep clean thoroughly between cohorts. Wednesdays will be designated as deep cleaning days. All students will check in with teachers via zoom Wednesday morning and continue with asynchronous learning the rest of the school day. These plans are fluid and subject to change based on multiple factors and changing requirements in response to the health data.

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

Description	Total Funds	Contributing
Instructional aides to support English Learners during in person instruction	$145,153	Y
To facilitate students and staff return safely to campuses for in person instruction Personal Protective Equipment (PPE) and cleaning/disinfecting supplies have been secured	$486,287	N
Teachers on Special Assignment (TOSA's) support the Implementation of the Standards and measuring learning loss.	$200,255	Y
Child Welfare and Attendance Specialist provides support to homeless, foster, and students who are unengaged in school attendance.	$56,574	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional

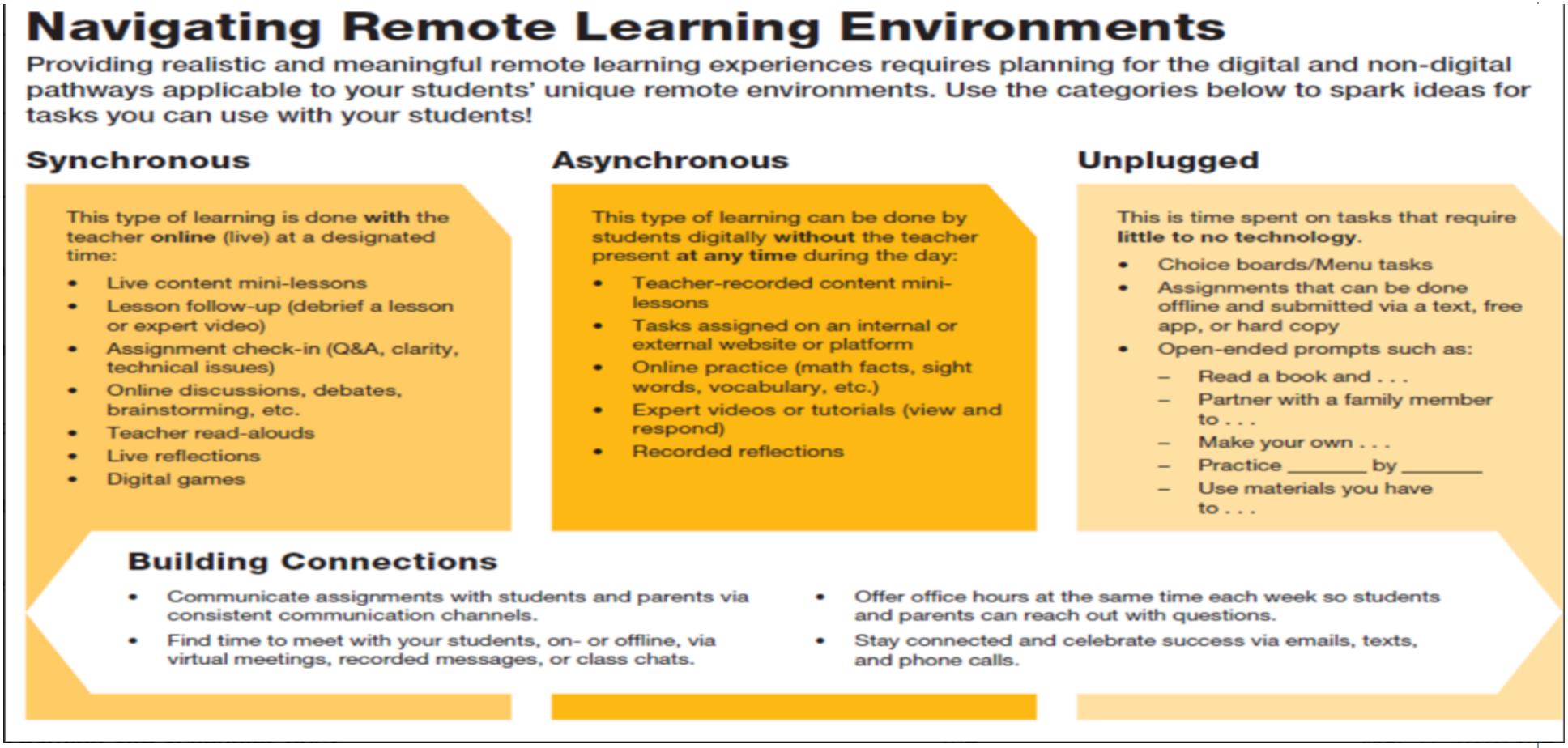
resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

0% of the Students on Campus (Distance Learning) For Opening or Future Closures:

On July 17, 2020, Governor Newsom required all schools located in a county deemed “at-risk” to start the 2020-21 school year through a district learning model. San Bernardino County has been identified as one of the “at-risk” counties. Based on the Governor’s executive orders, Rim of the World Unified School District began the school year through distance learning. In a 0% in person, 100% distance learning delivery mode, the foundation of the elements described in the 50% and 100% in class model are still expected. All instruction will be provided through Google Classroom. Students will be expected to learn with their teacher virtually daily and small group instruction may be provided through Zoom or Google Meets breakout sessions. English Learners will be provided daily English Language Development (ELD) aligned to their English Proficiency Level as determined by their most recent ELPAC score. The special education teacher and instructional aides (IAs) will do instruction together as well as breakout sessions to assist students. Resource Specialist Program (RSP) teachers and IAs will be in the general education Zoom and assist in breakout sessions. Individual school sites mailed their site distance learning schedules home to families on Wednesday, August 5 in the afternoon.

The structures above will be in place plus the following:

Learning will be facilitated using a variety of modalities and strategies. Synchronous, asynchronous, and unplugged learning opportunities will be provided daily. Here is a nice graphic that depicts the learning environment



TK - 5 students will be assigned a teacher from their "home" school site or will already have an assigned teacher should school be started, will virtually meet daily with their teacher who will provide a minimum of 1 hour of synchronous (live) instruction. The rest of the day for students will be asynchronous learning. Teachers will hold daily office hours on all days during their normal workday hours to assist students, answer questions and respond to emails. Differentiated instruction will be facilitated virtually and daily and should include groups such as EL learners, special education, GATE, and students at promise. Sites will publish a daily schedule for synchronous learning, so grade levels do not overlap to develop a routine for students.

6 – 12 will be assigned classes by subject, grade level, and program needs. Some coursework will be completed through Odysseyware when applicable. All other classes will be taught through synchronous (live instruction) learning during the normal school day with a minimum of 10 hours a week. The rest of the day for students will be asynchronous learning. Differentiated instruction will be facilitated virtually, daily and should include EL learners, special education, and students at promise. Teachers will

hold daily office hours on all days during their normal workday hours to assist students, answer questions and respond to emails. Teacher video conferencing will be assigned by subject and day of the week on a block schedule developed by the secondary sites.

All grade levels will rely on core curriculum for base instruction and supplement as needed to meet learning needs and enhance the distance learning experience.

TK-5 Home Choice Option

Our district was already planning to open a TK-5 Home Choice Program for the 2020-21 school year with oversight provided by our Coordinator of Alternative Programs. This was in the works prior to the pandemic and has proven to be very timely. Applications were due by June 12, 2020 and application submissions were reopened for the first 2 weeks of July. Applications submitted after July 9 will be put on a waiting list. Student enrollment has been filled in the order applications were received as applications were time and date stamped. As of July 30, we have 3 teachers assigned to Home Choice for TK-5. At this time, we have established a waiting list for this program and have posted a position for a 4th Home Choice teacher. We have received a positive reception from the community regarding the home choice option. This was another recommendation of stakeholders.

We believe that regardless of the mode of delivery: 100% in person, hybrid, home choice, or 100% distance learning, we have an obligation to provide quality instruction in a safe environment. We have had many conversations about the need to be flexible, extend grace to each other and our community and be prepared to toggle between these different modes of instructional delivery. Prior to the COVID campus closures we began working on a portrait of a graduate and instructional framework. We are in the process of sharing these components with our stakeholders as a foundation for:

“Why” we do this work? For our kids “Portrait of a Graduate” which defines what a characterizes a successful student.

“How” we do this work? With shared leadership across all campuses.

“What” do we focus on to provide quality instruction? The instructional framework

This foundational work is relevant whether we are in a distance learning environment or in person environment. In distance learning we must learn to balance the components of logistics, quality instructional delivery, and effective strategies.

All teachers are utilizing the core curriculum which has textbook, workbook, and online resources available. CHROME books are deployed, and textbooks distributed so students have access to both the electronic components of the curriculum and hard copies. When students transition back to in person instruction, they will bring these instructional materials back to school with them so instruction can continue with minimal interruption. Additional resources have been ordered to address anticipated loss of materials between the transitions. Elective classes distributed “goody bags” of needed supplies to their students to use from home. Over the summer students who were credit deficient at the high school level, were offered the opportunity to participate in the Method Summer School option for credit recovery.

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.]

Rim of the World Unified conducted several surveys to determine family's needs for devices and connectivity. The surveys were administered both electronically and paper pencil, for families without internet. In response to the survey outcomes, we were able to dismantle all CHROME book carts across the district and provided a device to each student who submitted the technology request form prior to July 30 for at home learning. District Chromebooks were barcoded this summer in preparation for distribution to students. Wipes and/or gloves will be available as an option for students using technology in secondary classrooms. Grades TK-5 will have an assigned Chromebooks if available in each classroom using a number/labeling system. Parents and students will need to sign both a responsible use and acceptable use agreement to take technology home. Device internet activity will be filtered by our firewall even if at home. Every request for a Chromebook has been honored at this time. 750 more have been ordered. In addition, IPADS have been ordered for kindergarten students and many special education students to facilitate their learning needs. Young learners can benefit from a touch screen option as they are learning to form letters, numbers, and shapes. Many of our special needs' students can also benefit from the ability to manipulate the screen rather than just a keyboard. This was a recommendation made by stakeholder groups working with our youngest and most at risk for learning loss.

Hot spots are in high demand and difficult to get from vendors. Parent survey results indicated a need for approximately 375 hot spots. Based on our survey results we have ordered 400 hot spots for home check out. We anticipate these hot spots arriving sometime in September. In the meantime, we have made wi-fi available to families needing connectivity at each school site. A room has been designated on each site, where families may come to participate in on-line learning. Social distancing guidelines and PPE protocols are in place for all these WiFi rooms. Once hot spots arrive, priority will be given to families coming to the school site's WiFi rooms, Homeless and Foster youth, and other unduplicated populations. Hotspots will only work with the district issued Chromebook and will not replace internet service in the home.

For families still unable to access connectivity paper/pencil learning packet options are made available.

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.]

Learning will be facilitated using a variety of modalities and strategies. Synchronous, asynchronous, and unplugged learning opportunities will be provided daily.

TK - 5 students will be assigned a teacher from their "home" school site or will already have an assigned teacher should school be started, will virtually meet daily with their teacher who will provide a minimum of 1 hour of synchronous (live) instruction. The rest of the day for students will be asynchronous learning. Teachers will hold daily office hours on all days during their normal workday hours to assist students, answer questions and respond to emails. Differentiated instruction will be facilitated virtually and daily and should include groups such as EL learners, special education, GATE, and students at promise. Sites will publish a daily schedule for synchronous learning, so grade levels do not overlap to develop a routine for students.

6 – 12 will be assigned classes by subject, grade level, and program needs. Some coursework will be completed through Odysseyware when applicable. All other classes will be taught through synchronous (live instruction) learning during the normal school day with a minimum of 10 hours a week. The rest of the day for students will be asynchronous learning. Differentiated instruction will be facilitated virtually, daily and should include EL learners, special education, and students at promise. Teachers will hold daily office hours on all days during their normal workday hours to assist students, answer questions and respond to emails. Teacher video conferencing will be assigned by subject and day of the week on a block schedule developed by the secondary sites.

All grade levels will rely on core curriculum for base instruction and supplement as needed to meet learning needs and enhance the distance learning experience.

Instructional minutes will adhere to the state guidelines:

TK, K and continuation high school: 180 minutes daily

Grades 1-3: 230 minutes daily

Grades 4-12: 240 minutes daily

Instructional minutes will be a combination of synchronous and asynchronous learning experiences and tasks.

Individual school sites emailed their site distance learning schedules on Wednesday, August 5th in the afternoon. Schedules will also be posted on school websites. Teachers and counselors will use zoom or Google Mets for asynchronous live instructional interactions.

Teachers will monitor student progress and engagement using Google Classroom. Assignments, projects, learning experiences, work completion and progress are all maintained within the Google Classroom environment. Time value of student work can be reviewed and monitored using this tool.

Administrators will have access to each Google Classroom and teacher attendance will be monitored daily. Gmail migration for all staff took place on August 4, 2020 to facilitate better communication between teachers and their students. Teachers are encouraged to make a subject or grade level colleague as a co-teacher for guest teacher purposes when the teacher is ill.

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.]

Professional development was provided to all classroom teachers on the use of Google Classroom in May 2020. Another Google Classroom training took place on August 10th for instructional aides, substitutes, and teachers wanting a refresher, and another one will be scheduled in September. During the Google Training workshops teachers were offered an opportunity to participate in the Leading-Edge Certification Program. This is a one-year self-paced course which Leading Edge Flex offers self-guided professional learning pathways and opportunities to engage anytime and anywhere through a certification program. Teachers will experience

online professional learning and earn certification backed by a national alliance of nonprofits, universities, and educational agencies. Teachers will have a full year to complete the certification online. We have 28 of our teachers participating. We are currently looking into partnering with a company called Mobile Minds, which is a similar format as Leading Edge Flex but more focused on Google Classroom particularly. A survey will be going out to teachers to determine level of interest. Another series of Google Classroom workshops focused on basics of Google Classroom, engagement and lesson design is being scheduled for October 8, 2020 for instructional aides, substitute teachers, and classroom teachers. In addition, every site schedule has built in professional development each week to allow teacher to learn from each other. Teachers on Special Assignment (TOSA's) are available for individual and group teacher support and have developed a variety of resource tools for teachers. TOSA's and the K-8 wellness counselor collaborate with site staff on addressing the needs of EL students and families. In addition, a flow chart was created so staff would know who to call for technology support and troubleshooting. Support is available for both staff and parents. A work order system is utilized to manage and monitor staff and parent help tickets to facilitate prompt responses to needs usually within 24-48 hours. An example of the flow chart is below:

Employee Technology Solution Pathway

Tech Support Team Mission/Vision: To provide technology service to the teachers and families who serve our students.

To get help with a question or issue, please follow the pathway below:

1. Ask a colleague to see if they can answer your question.
2. Try using a platform's "Help" or "Chat" feature.
3. Refer to the chart below for further help with your question.

Technology	Instruction	Curricula
Reach out to the IT department with a help ticket: ithelp@rowusd.freshservice.com	**Reach out to a TOSA:** • TK-5: Claire Storm claire_storm@rimsd.k12.ca.us • 6-12: Steve Wallace steve_wallace@rimsd.k12.ca.us • PBIS: Cindy Parker cindy_parker@rimsd.k12.ca.us	**Reach out to your site librarian or district librarian (Lynn Klopfer)** lynn_klopfer@rimsd.k12.ca.us
• Platform access • Rostering • Permissions • Usernames • Passwords • General troubleshooting • Hardware needs • Syncing between programs (ie. Aeries with other platforms) • Adding extensions (teachers must manage extensions they request) • Unblocking YouTube videos (refer to Approved YouTube list FIRST)	• Instructional applications • Curricular implementation • Useful program features • CAASPP administration • IAB administration • Use of core curricula • Instructional coaching • Planning support • Teacher Hub support • Using digital classrooms • Platform curriculum support	• Textbooks • Consumables • Curriculum ordering • Publisher information • Pilot materials • Quotes for materials • Chromebooks • Replacement Chromebooks

Site Tech Support
*subject to change based on needed projects

Site	Tech Support Person	Scheduled On-Site Day
CHE	Laurie Fischer	Monday
LAE	Laurie Fischer	Tuesday & Thursday
VOE	Laurie Fischer	Wednesday & Friday
MPH	Charles Purinton	Tuesday & Friday
RHS/MHS	Charles Purinton	Monday & Thursday
DO	Mark Malone	Monday-Friday

Family Technology Solution Pathway

1. Families (English or Spanish-speaking) call the school site directly.
2. The question is resolved by either:

School Site Staff (Administrators, Office Staff, Teachers)	IT Department *site staff will create an IT help ticket

• Google Classroom Access
• Google password reset (Site admin can help with password and username resets)
• Parent access to Aeries
  ▫ Schedule
  ▫ Grades
  ▫ Verification codes
  ▫ Parent Portal
 	
• If a question cannot be resolved by a site:
  ▫ A site staff member (admin, office staff, or teachers) puts in an IT help ticket on behalf of the family
  ▫ Include the family's contact information in the help ticket
	• Hardware (Chromebook issues)
	• Google Classroom access
	• Google password resets

Staff Roles and Responsibilities

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

Our personnel department has worked closely with both labor unions, RTA and CSEA, to address the needed modifications to roles and responsibilities. With 100% distance learning and campus closures many jobs have been impacted and are less applicable in this environment. Memorandums of Understanding (MOU's) have been developed with both labor groups to develop a plan for some employees to work outside of their typical job description. Campus beautification, technology support, and family outreach have been the areas targeted to focus on. Employees whose jobs have been most effected have been supporting families, teachers, school sites, and the district office with needs relating to distance learning based on identified needs and personal strengths. For example, a security guard who has an interest and aptitude for technology is supporting the tech department. A bus driver who dabbles in

construction and painting is helping with campus beautification. It has been encouraging to see our team come together to support each other and our community. More specifically this is how particular staff roles have been impacted:

- Custodial roles and responsibilities have been impacted by a heightened focus on cleaning and disinfecting. Schedules and routines have been established to assure that proper cleaning guidelines are adhered to and cleanliness is consistently maintained. Preparation for a return to in person instruction is also apart of their new duties. Posting health signs, safety banners, mounting sanitizing stations, temperature check stations, floor directional arrows, plexiglass workstations, and barriers to facilitate social distancing are all a part of their tasks. Special disinfecting equipment has been purchased which has required additional training. The training is taking place during the regular contracted workday.
- Instructional Assistants are providing virtual small group instruction in break out rooms and extended learning opportunities, following group synchronous instructional blocks. They are also involved in phone calls to families to follow up on attendance, reengagement, and student supervision for school aged staff children. This may include, supervising synchronous learning blocks for distance learning.
- Bus drivers Have been involved in meal distribution and school campus beautification projects. They are painting, providing grounds maintenance, and needed repairs and upkeep at all sites.
- School counselors and psychologists are learning to utilize virtual tools to meet with students, assess students, develop instructional plans, and provide social emotional support during distance learning. Often this involves reaching out to the families to provide resources and sometimes includes home visits when students are disengaged.
- Nutrition services have been involved in meal distribution since the onset of the campus closures. They continued to provide needed meals and had to develop plans and strategies to distribute those meals to families while adhering to health guidelines. Grab and go meals became the norm each Wednesday. This required a whole new way of planning, preparing, organizing, accounting for, and distributing meals.
- Speech Therapists have had to utilize virtual platforms to provide ongoing therapy sessions for their students.
- Noon duty and security guards have taken on roles as technology support, child supervision, and phone calls home to follow up on attendance and student engagement.
- As we plan for a return to in person instruction, secretaries, health aides, attendance clerks, noon duty supervisors, and campus security will take on roles to assist with temperature checks, isolation rooms for those displaying COVID symptoms, and assisting with ongoing disinfecting.

All of these changes in roles and job descriptions are being worked out in collaboration with both labor unions RTA and CSEA. MOU’s have been developed and will be revised and added or rewritten to address the changing conditions.

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.]

In order to focus on the needs of particular student groups with unique needs we have put a number of supports in place. Our K-8 counselor is focusing on our English learners, making personal phone calls to each family at the middle school, and providing identified resources and support. She has partnered with the EL aide at the site for additional support and translation in the family's home language.

At the middle and high school additional supports include:

Student population identification provided to teachers of individual students based on the following sub groups: English Learners, GATE, Foster, Homeless, students with 504 plans and students with IEPs.

San Bernardino County professional development on the universal design for learning including removing academic barriers and providing access to standards-based curriculum through 8 sessions, on a monthly basis for all certificated and classified staff.

Teachers provide differentiated instruction and support specific to learning needs through synchronous and asynchronous instructional timeframes, along with support from instructional, bilingual and Title I instructional aides. Examples include - breakout rooms during synchronous time to group students and provide relevant supports, and Individual student support provided through asynchronous time.

Social-emotional wellbeing for students will be monitored by teachers through daily synchronous engagement, attendance, and check-ins with the counselors. In addition, the first few weeks of learning will be focused on building relationships and checking in with students and families to help monitor social-emotional wellbeing. Social-emotional wellbeing and support for students will also be referred to Counselors as needed. School Counselors shall provide individual and/or group supports for students for social, emotional and/or behavioral needs, as well as communicate with families to provide support. Any appointments scheduled can be conducted virtually, by phone, or email, so long as it meets all legal thresholds.

At the elementary level support includes:

EL and RSP students are clustered in a cohort of six or less with straight grade level teachers for effective daily coordination with EL/RSP aides. Longer synchronous time is provided daily for these subgroups with a teacher and aides in breakouts. Special Day students meet in three groups of three grade level cohorts for synchronous targeted instruction. Homeless and foster students are contacted by the Elementary counselor and Attendance clerk regularly per SEL concerns while teachers engage these students especially for attendance and participation. We will be providing additional synchronous time when requested. We have trained classified staff so they can provide additional supports via breakout rooms. We will be providing additional hours outside our "normal hours" to student groups needing additional support.

Parent Outreach:

Classroom teachers have performed an initial, and ongoing, parent outreach to all student parents with a focus on English Language Learners, Foster-Youth, Homeless, and students at-risk(at-promise). Individualized support for students or parents based on this feedback is provided to our best ability.

Title I Aide: Initial Parent Outreach to all Homeless, Foster Youth, and students At-Promise (at-risk) subgroups during the first two-weeks of school. Additionally, built in weekly scheduled check in with these same families. Support provided based on individual needs.

ELL Aide: Initial Parent Outreach to all English Language Learners during the first two-weeks of school. Additionally, built in weekly scheduled check in with these same families. Support provided based on individual needs.

Additional supports have included: Technology support--Chrome book distribution, troubleshooting concerns, assisting parents in navigating Google Classroom, providing a free Wifi Room for access to asynchronous and synchronous instruction.

Teachers provide differentiated instruction and support specific to learning needs through synchronous and asynchronous instructional timeframes, along with support from instructional, bilingual and Title I instructional aides. Examples include - breakout rooms during synchronous time to group students and provide relevant supports, and Individual student support provided through asynchronous time.

Classroom Teachers provide additionally scheduled synchronous instruction for 1:1 or small group student instructional support.

RSP Teacher and Aide provide push-in support to students during synchronous instruction. Students receive one on one or small group support scheduled during asynchronous classroom time to provide additional SAI minutes.

Speech-Language Therapist provides in-person therapy to students with families wishing to coordinate this model, and virtual 1:1 therapy for others.

Homeless: provided additional resources to parents on locating shelter and food. Collaborating with District McKinney-Vento coordinator in providing additional resources, such as a gas card to transport children to site Wifi Room for daily instruction.

K-8 Counselor provides continued support for students on caseload last year, as well as new students referred for counseling based on the teacher's “Request for Assistance” due to monitoring of student attendance, their affect during synchronous instruction and asynchronous engagement.

The district Parent Engagement Specialist is providing support to EL parents during parent workshops focused on helping parents access Google Classroom, Aeries parent portal, Parent Square, using zoom, instructional tools and resources available on the district website and other topics as requested.

Homeless and foster students receive additional support with grocery cards, snacks/food bags, school supplies (Device, hotspot, calculators, general items and backpacks) and emergency items/hygiene/clothing. As an LEA, McKinney -Vento and Foster students are identified by school personnel and offered educational guidance, resources, and early intervention by the counselor. These students are enrolled immediately without needing the required paperwork and receive educational services for which they are eligible. LEA's contact the last school attended for relevant records and assist with obtaining immunizations or other required health records. Students receive referrals to health, dental, mental health, housing, and other appropriate services. Unaccompanied youth

are enrolled in school, have opportunities to meet the same academic standards other children and youth, including through receiving partial credits and are informed of their status as independent students for the FAFSA.

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

Description	Total Funds	Contributing
School Site specific needs related to providing distance learning and support for teachers and families, software and technology needs.	$200,000	N
Hot Spots provided for all students indicating need. Priority given to foster, homeless, low socioeconomic, and EL student groups.	$92,320	Y
Professional Development for Distance Learning, Google Classroom, and other digital learning tools.	$21,000	N
Odysseyware to expand Independent Study and Home Choice Options for families.	$70,000	N
Technology Support Staff and Tools to assist teachers and families with functionality of tech tools for distance learning	$98,586	Y
Student access to devices, CHROME books and iPad's, to participate in distance learning:	$289,126	Y
Information System Specialist support to maintain districtwide technology hardware, software, server, connectivity, monitoring, and functionality during the initial closure	$11,478	N

Pupil Learning Loss

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

All sites elementary, middle and high schools have developed an assessment calendar to identify the timeline of assessment administration and tools or instruments to be used at each grade level. A template has been created which represents this information in detail. Teachers are using a combination of tools to assess and address student learning needs. At the elementary level STAR reading and math are administered to all students at the beginning of the year to provide baseline data. Multiple measures are administered at each of the trimester reporting periods which include, STAR reading and math progress monitoring, wrirting benchmarks, running records, Smarter Balanced Interim Assessments (IAB's grades 3-5) and standards aligned checkpoints for grades K-2. Teachers will also use other formative tools and curriculum embedded assesssment components more frequently to monitor student progress. At the secondary level teachers are utilizing curriculum emebedded assessments, Smarter Balanced

Interim Assessments and Comprehensive Interim Assesssments and Practice Tests. In addition secondary math teachers are utilizing tools from the Math Diagnostic Testing Project (MDTP). The MDTP assessment of preparedness and readiness assesssments will be administered to students in grades 6-12. Secondary teachers and admistratrors have access to the Illuminte DNA Data Management System to create formative assessments, review student standardized testing history and other demographic and assessment information. Training in the effective use of this tool will be taking place in October 2020. The chart below highlights the componets needed in an ongoing, effective assessment system. Both formative and summative assessment must take place in order to use results to positively impact teaching and learning.

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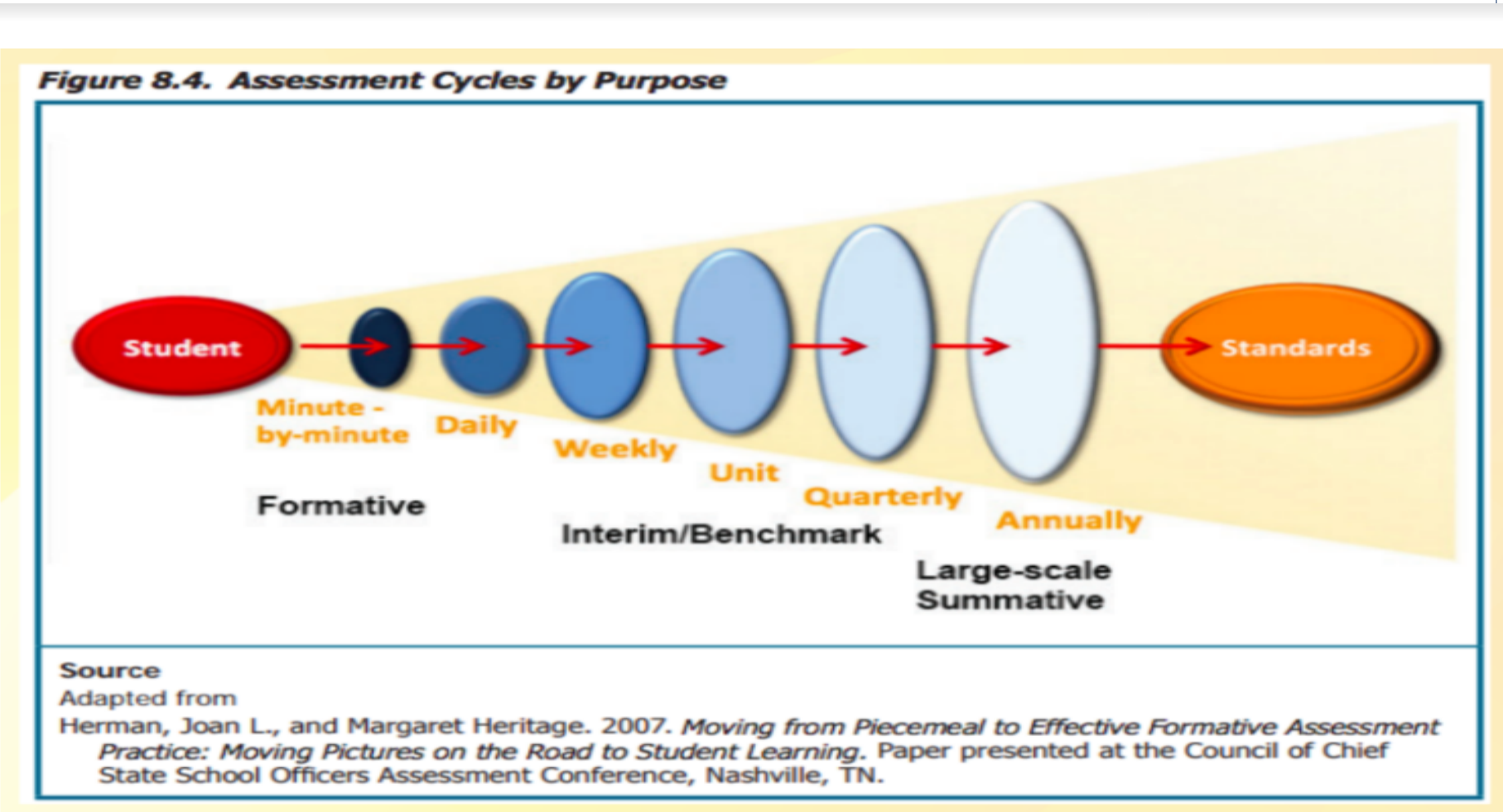


- Each grade-level has developed a Beginning of the Year Assessment Plan. These plans include grade-level specific and vertically aligned assessments to establish a diagnostic entry point for each student.
    - Literacy & Math: ESGI: Grades TK, K, 1st
    - Literacy:
        - Running Records/DRA:
            - Grades: K, 1st, 2nd all students
            - Grades 3-5 as needed for students at risk (at promise)
        - Star Reading:
            - Grades 3-5 all students
        - Written Composition: District prompts and rubrics
            - Pre- writing assessment based on genre selection of focus by each grade-level
        - Fast ForWord Diagnostic: all grade levels
        - ELPAC Assessment from Spring 2019 Summatives and Initials Fall 2019 utilized for additional data
    - Math:
        - STAR Math:
            - Grades 3-5
        - Moby Max Math Diagnostic:
            - Grades 1-5
- Additionally, Grade-level teams utilized the prior grade-level data from Multiple Measure Benchmarks Trimester 2, March 13th, 2020 are utilized to provide further information on student learning gaps.
- ESGI: Kindergarten and First Grade teachers assess students with learning gap concerns in grades 2-5 as needed.
- ELL Monitoring: Blue Language Portfolio containing most recent data prior to closure: ELPAC, Reclassification criteria work samples and data. Classroom teachers have these language folders to continue the portfolio monitoring of needs for our ELL students--which includes parent communication.
- ELPAC Initials: assessment occurs during mandated window
- English Language Learners: both formal B.O.Y. assessments, diagnostics and ongoing checking for understanding during synchronous and asynchronous instruction utilized. ELLs will receive continued language support based on this data.
- Classroom teachers provide additional differentiated lessons and instruction for various student groupings: GATE/High Achievers, ELLs, and students with significant learning gaps.
- Additional resources are provided to students experiencing homelessness or in foster care: such as learning materials and supplies, free books to read, backpacks.
- Title I Aide provides additional learning support beyond the classroom synchronous instruction to students identified through multiple measures as noted in the LCP Distance Learning Program.
- ELL Aide provides additional learning support beyond the classroom synchronous instruction to students identified through multiple measures as noted in the LCP Distance Learning Program.
- Instructional Assistants for SDC are utilized for daily 1:1 synchronous instruction within the classroom setting.

Pupil Learning Loss Strategies

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

As we assess and address student learning needs, we recognize that particular student groups are more susceptible to experiencing learning loss. Priority has been given to English learners, foster youth, homeless youth, low income students, and students with exceptional needs for devices, hot spots, and aide assisstance to support distance learning. Breakout rooms are utilized during virtual instruction to provide small group reinforcement and reteaching for these student groups. Special education students, particularly Special Day Classes (SDC) and English learners have been identified as the first cohort of students who will return for in person instruction as public health guidelines will allow. Classified personnel who have been assigned to differnet tasks due to campus closures, are focusing on family and student outreach to these student groups. A designated line has been provided at every school site for parents of English learners to call in for help or to answer questions in the parents home language. Parent workshops are being conducted at the district office and school sites in the familes home language to support El families with distance learning access. The more we can help the parents the more we are supporting the child. We are working on launching a partnership with a virtual 24/7 tutoring program called “Paper”. The goal is to offer all students in grades 6-12 access to 24/7 support in all core subjects with a virtual tutor. Support is available in both English and Spanish to support El students. We have also added a program called MyOn to our Rennainnance Suite of tools for grades K-5. MyOn provides a variety of quality reading materials, assesssments, learning activities, and parent supports in English and Spanish. Several of our teachers piloted the program last year and loved it so now it will be available to all teachers. At the middle school we are providing a professional learning series on Universal Design for Learnig (UDL). These workshops provide teachers with differentiated strategies which promote removing learnning barriers particulary for English learners, students with special needs, and students functioning below grade level.

The district has compiled the actions to address learning loss and prepared an assessment calendar by grade level. Teachers are differentiating for the needs and learning styles of these students, such as the Lexia reading program which all students were reassessed at the beginning of the school year and students began at their current ability level, not necessarily the level they achieved in March or June of 2020. Our main focus continues to be supporting these students in daily zoom attendance, building a relationship with the teacher, participation during the zoom, and in completing and submitting asynchronous assignments.

Staff is providing additional synchronous time, we have/ will have additional “tutoring” available after hours, one to one ZOOM meetings and additional learning software is being used. Differentiation includes group size, length of time and who is delivering the services. As an example: our bilingual paraprofessional is providing support for our EL’s in addition to the classroom teacher. Based on student identification of program identification, teachers differentiate support through online standards-aligned curriculum options, breakout rooms, and other individualized supports aligned to state standards, and appropriate to student learning needs both during synchronous and asynchronous learning times.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured according to the assessment schedule established and referenced in previous sections of this document. All assessments utilized have a pre and posttest to determine progress over time. Diagnostic, formative, and summative tools will be used as all grade levels. Data will be reviewed during weekly Professional Learning Community (PLC) meetings. Data reports can be generated from our data management system Illuminate, at the secondary level and software platforms such as STAR for elementary. End of the year CAASPP results (when resumed) and ongoing interim assessments form the Smarter Balanced Assessment System, every 8-10 weeks, will determine learning progress as well. In addition to more standardized assessment measures, informal assessments are effective in determining student progress in real time. Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. Effectiveness of addressing learning loss will also be determined by student work products, projects, test results, oral and written communications. Our focus will be on a continuous improvement learning model and progress over time.

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

Description	Total Funds	Contributing
Illuminate DNA Data Management System for Secondary Teachers use as a tool to determine which students have experienced the most significant learning loss-based on the data	$79,935	Y
Software licenses to facilitate distance learning and assessments. Components include resources specifically for English Learners, students with special needs, and students displaying learning loss.	$92,435	Y
Partnership with Paper, virtual tutoring service, to provide 24/7 tutoring access for all students at the secondary school	$62,736	Y
Classroom Instructional Assistants provide support and additional learning opportunities for students who have been most impacted by the campus closures and display significant learning loss.	$91,320	Y

Mental Health and Social and Emotional Well-Being

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

To begin this section, I will quote from a piece written by one of our Teachers on Special Assignment (TOSA's) that was sent to our local paper about our response to COVID at the conclusion of the 2019-20 school year:

Connecting with our Community in Response to COVID-19

"Connection with students and families is essential to having kids show up to learn whether it takes place remotely or in a brick and mortar building. As we transitioned to remote learning during the mandated school closure, we as educators, school staff and partners used this time to support our families by connecting with our community. Our hearts are full of hope of seeing the true, genuine acts of kindness and compassion spreading across our communities."

Rim of the World Unified School District will support student wellness as a critical component to promote feelings of safety and support academic growth. We have worked to develop a safe and supportive environment with a focus on building relationships that are vital to supporting students as they return to school.

The District Positive Behavioral Interventions and Supports (PBIS) Team is using a shared vision and goals for social and emotional learning developed by The Collaborative for Academic, Social, and Emotional Learning (CASEL) along with a data collecting tool, Kelvin Education Pulses, to gather measured outcomes and drive our decision making to quickly find areas where the action will most likely have the greatest impact. The team used four key drivers for school improvement:

Shared leadership to develop capacity

Clarity of focus- What is most critical? Focused, Actionable, Impactful

Continuous Improvement- Calendared Kelvin inquiry cycle

Collective Expertise

This year, the Kelvin Pulses will ask students, staff, and families questions in these specific dimensions:

--The Instructional Environment-- Climate of Support for Academic Learning--Relationships-- Distance Learning--

These "Pulses" will be gathered five times during the school year and spaced out for school sites to have time to respond to the data and make plans for continuous improvement. (Plan, Do, Study, Act)

Our goal is for inclusivity by pushing the pulse out to all stakeholders. By gathering data from students, staff, and families we can see if there are any disconnects and respond accordingly. Kelvin provides filtering options across different variables including school, grade level, program, gender, race/ethnicity, and other groups created from Aeries, our Student Information System. Kelvin also includes a toolbox for teachers to coordinate with model follow-up lesson plans to take responsive action in the classroom.

Also, the District uses School-wide PBIS Tiered Fidelity Inventory (TFI) survey to guide implementation and measure the extent to which school personnel applies the core features of School-Wide PBIS at all three tiers individually or collectively. The three tiers are: Tier 1 (Universal) is for all students, Tier 2 (Targeted) intervention, Tier 3 (Intensive) intervention.

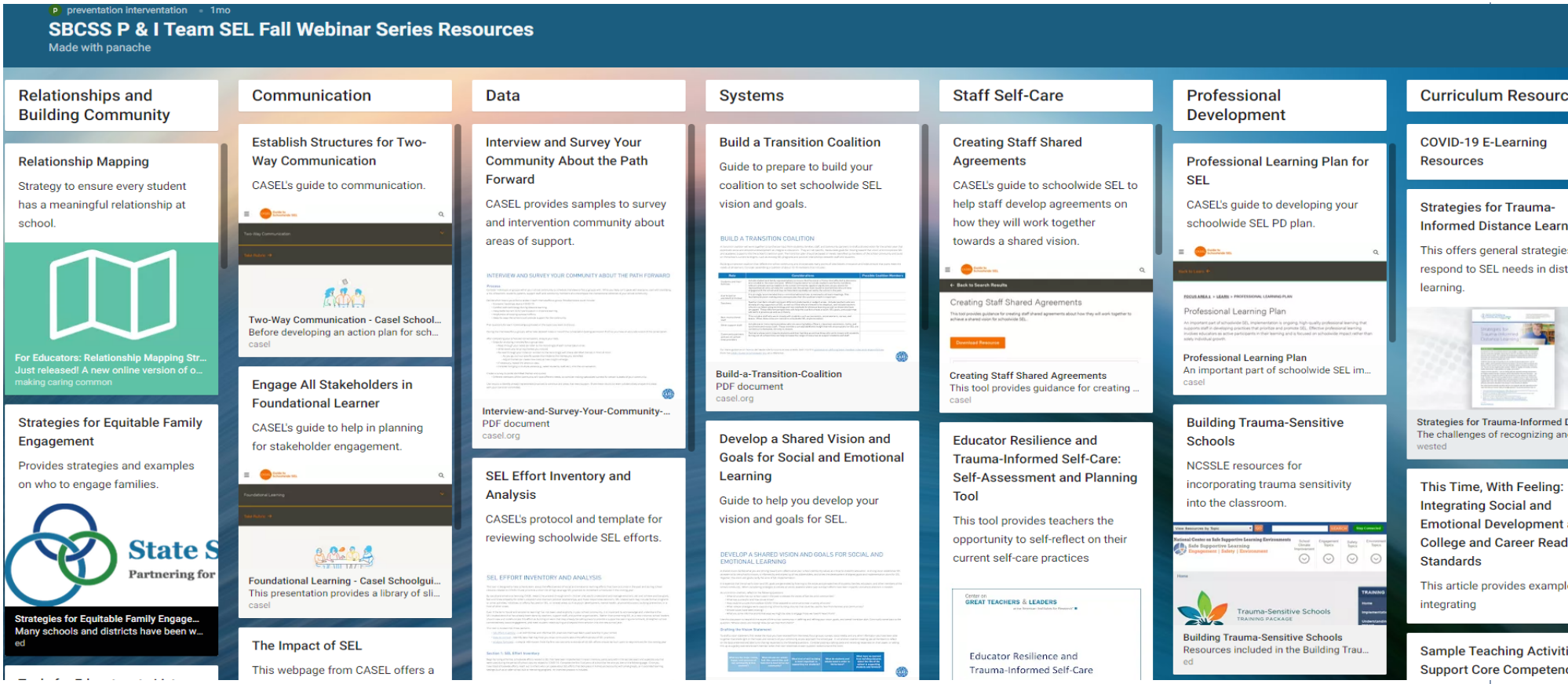
The Adverse Childhood Experiences (ACE) study demonstrates that nearly every school has students who have been exposed to overwhelming experiences, such as witnessing violence at home, being direct targets of abuse, homelessness, fire evacuations, substance abuse, or mental health issues, and now COVID-19. With an understanding of trauma, we are sensitive to the needs of our students. We are working to establish a culture of positivity. We begin with a positive greeting for the day. The PBIS TOSA provided training to our classified staff to build the understanding that Tier 1 PBIS supports begins with all adults on campus, having a positive attitude and greeting each student helps them feel safe and supported.

Counselors at each of our school sites are available for students with intensive intervention needs, as well as an agreement with Care Solace. Care Solace is an online resource with live 24/7 assistance in finding local mental health-related programs and counseling services for our students and families.

School sites are addressing Professional Development weekly being mindful of staff needs by using Google Forms to gather information. The PD has been provided to staff by sharing videos, offering Zoom meetings, using Padlets, and with one-on-one support. Also, the district

has offered training for our teachers for Google Classroom to address distance learning provided by San Bernardino County Superintendent of Schools (SBCSS) Digital Learning Division.

Below is an example of the Padlet resource board:



The administration, PBIS TOSA, elementary counselor, and school site team members, have been attending specific SEL training through the SBCSS: Designing the Structures of the Reimagined Classroom, Building Community Online, Connections Fostering Relationships and Restorative Practices to name a few. We have a Restorative Justice Team that was established in January 2020 and trained in March 2020. The TOSA team has created a resource in the form of a Teacher Hub which includes a heading specific for PBIS/SEL. Additionally, the TOSA team has created a support program along with a support agreement for transformational coaching for our staff.

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.]

Teachers are taking daily attendance in Aeries, our Student Information System (SIS), during the synchronous learning time. After a student has been absent for 3 or more days, teachers have been asked to reach out to the student through Google email. The parent is also contacted by phone regarding the absences and the importance of attending class through distance learning. If the teacher does not have success in engaging the student, they let the attendance clerks and administration know. The attendance clerks send emails and phone calls to parents to connect and engage the family so the student will attend the synchronous sessions and participate in the classwork. In some situations, home visits have taken place to check on the family. The purpose is to reach out to the family, determine the reason for the absences, and provide support as needed. The goal is to get our students engaging with their teachers, peers, and learning. If we are unable to contact the family after several attempts, the administration will reach out to local law enforcement to conduct a student wellness check. This is to make sure the home situation is safe. If the school does not have success, then Deborah Messina - District Student Services Specialist reaches out to parents calling, emailing, and sending formal letters. The SART process will begin if we are unsuccessful reengaging the student in the educational process. She has also notified the District Attorney's office who assists in SARB to help with families.

School Nutrition

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

The Child Nutrition Department has been distributing meals every Wednesday since the beginning of the campus closures back in March 2020. Meals were not distributed over the summer and resumed September 2, 2020. ALL students will receive free breakfast & lunch no matter what their lunch status may be at this time. Just like they did in the Spring of this year when we first closed our campuses. The USDA has provided a waiver to continue to operate the Seamless Summer Option most likely through the month of December 2020, funds permitting. This waiver is expected to support access to meals while minimizing potential exposure to COVID-19. This operation speeds up the service of meals, therefore, reducing contact and potential exposure.

Our three elementary sites, LAE, CHE, and VOE are open for weekly food distribution. Our middle school and high school students can pick up meals at the elementary closest to their home location. Families can pick up meals during our day distribution day Wednesday 11:00 AM to 12:30 PM. Breakfast and lunch for five days are provided for every participating student each week. Between March 16 and September 15, 2020, we have distributed a total of 100,682 meals to our families, 82,472 between March 2020 and June 2020 and 18,210 from August 2020 to September 15, 2020.

Once the health guidelines determine that we can return to campus in person, we ill modify the meal distribution process to minimize student contact and maintain distancing guidelines. PPE and sanitation stations have been purchased for all school sites. Decisions will be made about meal service considering the options that most align with the health department recommendations. Options we have discussed include: students having a shorter in person day and taking grab and go meals home, cohorts of students remaining with their teachers to eat lunch to minimize contact, cafeterias staggering lunch so 6 foot distancing can be maintained, options to eat outside. We will work closely with the health department and labor groups to determine which meal plan to implement. Whether we are in person or distance learning we will continue to provide 5 days of lunch and breakfast each week.

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 Emotional Well-Being	A Teacher on Special Assignment (TOSA) oversees and provides districtwide site support on the Positive Behavior Intervention and Supports (PBIS) programs being implemented, including facilitation of the KELVIN pulse surveys.	$130,828	Y
Mental Health and Social Emotional Well-Being	A K-8 counselor works with students and families at all 3 elementary and middle school to address social emotional needs, particularly focused on EL, foster, and homeless youth.	$137,581	Y
School Nutrition	Assuring families continued to receive meals during campus closures and during distance learning.	$42,817	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.12%	$3,298,116

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.]

When implementing programs schoolwide it is important that we have means to determine how these programs meet the needs of our most challenged student groups. As we looked at needs during distance learning we prioritized the implementation of programs and resource distribution based on considering first our English Learners, foster, homeless, and students with special needs. As we considered technology device distribution, connectivity needs, access to information in the home language, social emotional support, access to meals, and other daily living necessities, we considered them through the lens of our most vulnerable. Several instruments we use for progress monitoring and determining continuous improvement include ways to disaggregate data by student groups. This was important to us so we would have tools to measure effectiveness over time with each group. Our data management

system, Illuminate, KELVIN, which measures social emotional well-being and Aeries Student Management System all have ways to measure student progress by student group. We use these tools to monitor progress and effectiveness.

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

In response to the pandemic, Rim of the World Unified recognized that particular student groups were more likely to be negatively impacted by the campus closures and move to full distance learning. As we responded to needs, we determined to maintain and improve those strategies and programs that directly support our at promise student groups, EL, low socioeconomic, foster, homeless, and students with special needs. Supplemental funds will be expended to provide services such as increased academic interventions, social/emotional services for low income and foster youth, and personal hygiene and basic needs of low income and foster youth. The district will continue to utilize Title I funds to provide academic interventions, professional development for teachers to improve quality of interventions, and supplement services provided to homeless students and families. The district will increase the level of service to our students by providing exceptional interventions, classroom instruction, professional development, and increase support for social/emotional/basic needs, and transportation. These funds will be used in a districtwide manner to support unduplicated pupils by providing outreach support for families, student health and nutrition services, alternative education programs, professional development in ELD and differentiated strategies, and intervention programs. Rim of the World Unified School District believes that if students' and families' social emotional needs are met, students are more likely to attend and thrive in school. We anticipate that services for unduplicated disadvantaged students needs to be improved by at least 13.23 % based upon the district funding for 2020-21. The implementation of the PBIS plan district-wide and the maintenance of a counselor at the high school will directly increase services for the unduplicated disadvantaged students. Credit recovery, increased college and career counseling, strategic intensive intervention support, and equal access to course offerings will increase the number of unduplicated disadvantaged students that will graduate from high school College and Career ready. The district's commitment to the reduction in class size at the elementary level will establish a strong foundation for all students with an emphasis on the unduplicated disadvantaged student through intervention and parent communication regarding the programs. The strengthening of the Transitional Kindergarten (TK) Program and integration of technology into the Kindergarten and TK Program will also support student learning. Programs and funding targeted specifically to support academic achievement for English Learners, Foster Youth and Low-Income students include: