

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
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General Information

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

On March 13, Roseville City School District (RCSD) schools closed their doors to in-person instruction due to the COVID-19 pandemic. The COVID-19 pandemic has drastically altered the lives of our students, families, and community. This reality has dramatically impacted our students' physical, emotional, social, and academic needs and challenged us to be innovative in providing a quality educational program that restores normalcy to families and continues students' learning.

Quickly, RCSD responded to the pandemic by providing devices, internet options, and hotspots to families, professional development to staff, and communicating weekly with families and the community. This quick reaction is in alignment with the RCSD Mission to maximize learning for each and every one of our students.

Our vision is to continue as a collaborative community of professional learners, along with our mission:

- Focused on learning
- Results-oriented
- Committed to the continuous improvement of each student and staff member

District staff, in partnership with teachers and administrators, spent hours planning over the summer, making concrete plans for a distance-learning option, a hybrid learning option, and a five day a week in-person learning option for fall 2020. The possibilities included but were not limited to safety protocols, student supports, instructional practices, special student groups, technology, and food services. Three weeks before the opening of school, Placer County was put on the Watchlist, and therefore the district opened with all students in RCSD in distance learning. Because a distance learning plan was designed, as one of the options, before the school's opening, the district was able to quickly implement much of the plan mapped out during the summer months. Central to all of the RCSD plans was our students' well-being and the recognition that education is critical to the foundation of democracy. RCSD realizes that we will have to be flexible, agile, and optimistic as we continue in the pandemic. Computer devices and materials were checked-out to students, teachers received both professional development

and time to plan, the district worked collaboratively with labor groups to sign MOUs, and the district communicated expectations and supports about Senate Bill 98.

Since March, RCSD's Superintendent has been in weekly contact with the Public Health Department, the County Office of Education, and other superintendents. The weekly meetings serve as a time to gather the newest information about the pandemic, problem solve, and discover ideas to implement. To that end, RCSD is trying to make sure that, along with our current distance learning reality, "reopening" schools also means school remain open.

Senate Bill 98

On June 29, 2020, Governor Newsom signed Senate Bill 98 (SB 98) into law. Though SB 98 is a budget bill, it includes requirements regarding distance learning and in-person instruction, among other topics, for the 2020-2021 school year. SB 98 is designed to bring clarity to distance learning and the parameters for implementation. RCSD's plan incorporates language and requirements from Senate Bill 98, which enacted changes to the Education Code and follows guidance issued by educational leaders at the California Department of Education and State Superintendent of Public Instruction Tony Thurmond. Keeping legal requirements, advice from health and education leaders, and community voice at the forefront, our plan is designed to meet all RCSD students' needs to close the gap on any learning loss students may have experienced during this unprecedented pandemic.

Stakeholder Engagement

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

Roseville City School District values stakeholder feedback to continue to grow and improve as an organization. Throughout the COVID-19 pandemic, RCSD has continued to gather input and feedback from key stakeholder groups to include families, students, local bargaining units, and staff. The process for soliciting stakeholder input and feedback was varied and included but was not limited to: in-person and virtual meetings, online surveys, public input via phone, email, and School Board meeting comments. The feedback has been used to improve and develop the fall distance learning plans, and best meet our students' needs.

The information gathered was throughout the COVID-19 pandemic up-to and including the drafting of the Learning Continuity and Attendance Plan. Input and feedback were collected from key stakeholder groups in the following ways:

TECHNOLOGY NEEDS

Part of the 2019-2020 RCSD registration process asked families about their access to technology and the internet. The information was helpful as we began planning quickly for the spring's technology needs and deployment procedures. Over three thousand devices were

deployed along with free local internet connection directions, and hotspots for families that did not have any internet access. During the summer, RCSD purchased over 6000 student Chromebooks to ensure every RCSD student had a device to continue in a distance learning platform. The devices and hotspots deployed over the summer remained with the families to provide summer online enrichment. In August, Chromebooks and instructional materials were deployed from all schools to families needing to access a device or a hotspot.

STUDENTS

During spring distance learning, teachers checked-in with students, in small groups, weekly. The check-ins were not academic and were instead made to interact with peers and a teacher from their school. If a teacher felt a child needed further intervention support, for academic, emotional, social, or physical, he/she would utilize the district's referral procedures to have a counselor or social worker contact the family. Families and staff members were also able to self-report a need for an intervention, both through our district process and through a contracted referral agency, CareSolace.com. These interventions supports have continued to be implemented for the fall distance learning program.

STAFF

During spring distance learning, the staff was provided with three weeks for PLC planning, lesson planning, and professional development, targeting online instructional strategies and synchronous and asynchronous learning tools. Educational Services provided teachers with learning templates and other online plans to assist with learning continuity across all schools in RCSD. Along with gathering ongoing feedback during these meetings and learning opportunities, the district provided staff with a distance learning survey in May. The results of the survey were used as data for planning for fall 2020. During the summer, groups of teachers and administrators met both in-person and virtually to plan different programs, including a fully online distance learning program, a hybrid program, and a five day a week in-person model. The programs, along with the mandates set forth by Senate Bill 98, led to our RCSD Reopen and Remain Open Guidance Plan (found in the appendix and at <https://www.rcsdk8.org/article/parent-and-staff-communication-august-19th-2020>). Local bargaining groups and the district have collaboratively planned and established district guidelines.

PARENTS

In May and June 2020, RCSD families were sent two surveys. The first survey asked parents and guardians about their child's experience in the spring distance learning program. The second survey was to gather their interest in in-person instruction vs. distance learning, safety concerns, childcare, and families' needs to plan for fall 2020 learning.

During the spring distance learning, RCSD English Learner (EL) students' families had regular contact with the school through phone calls, emails, translated district and site communications, and online meetings. Surveys of families sent in spring were sent out in both English and Spanish.

In September, both the Local Control Accountability Plan (LCAP) Parent Committee and the District English Language Advisory Committee (DELAC) will virtually engage in separate meetings and provide feedback and recommendations to the district and Board regarding the 2020 Learning Continuity and Attendance Plan. The information from both meetings will be shared with the Board at the September 10, 2020, Board meeting. The superintendent will respond in writing to comments received from either committee.

In mid-September, RCSD parents and guardians will be asked if they would like to return to in-person instruction or continue distance

learning for the remainder of the year. Based on the information from these decision forms, RCSD will begin making decisions about student schedules and teacher placements to begin on November 4, 2020.

At the end of September, RCSD parents and guardians will be surveyed about their student's experience with distance learning to improve our RCSD distance learning program.

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

Zoom is used as our district-wide “face-to-face” communication/discussion tool for families, our community, and staff during the pandemic. Along with Zoom, we utilize VITAC to assist in real-time translation services for families that need these services.

We have also been sending out comments and question sheets before community meetings, community online learning sessions, Board meetings, and a few after some training meetings. These sheets have allowed RCSD staff to address public comments and questions and follow-up with information in an FAQ format.

Since March 2020, we have sent out numerous community surveys in English and Spanish and translated communication with options to review our district community resource page that can also be translated.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis:

Parents/Guardians and Community May/June Survey Information:

- It was hard for parents and guardians to work as well as support their children's schoolwork
- Google Classroom was hard to navigate for parents/guardians
- Most families that answer the surveys planned to come back to in-person learning (92%)
- Assurances around cleaning and disinfecting and handwashing practices were a high priority for in-person learning
- Parents felt that the district, site, and teachers communication was strong
- Special Education services are hard to implement in distance learning
- Technology training for parents and guardians
- East side of town school nutrition facility
- Concerns about early Zoom issues
- Some parents asked for more direct online teaching, student feedback, and formal grades

Teachers and Staff May/June Survey, Labor Group meetings, and Summer Planning Information:

- It was hard for staff to utilize Google Classroom for distance learning
- Staff appreciated the planning time and support from Educational Services

- Special Education services are hard to implement in distance learning
- Regular staff meetings help staff members stay connected
- Video tutorials and Educational Technology resources and training were the highest rates supports
- Need more support for families, so the assistance does not fall to only teachers
- Need for cleaning supplies, PPEs, and protocols upon return to in-person instruction
- Staff wants opportunities to give formal feedback to students for their classwork and summative assessments
- CSEA staff wanted opportunities to continue to work and get paid

Students:

- Middle school students wanted to work in smaller groups
- Students liked staying connected to their teachers
- Students enjoyed sharing some of their unique personal items such as books, pets, posters, etc.
- Some students had a hard time working in Google Classroom

Multiple Local Bargaining Units

- Mou's have been established and continue to be collaboratively developed with every new learning model
- Input regarding safety, sanitation, roles, and responsibilities

Local Control Accountability Plan Parent Committee-September 7, 2020

- Provide more information about the hybrid model
- Reword some of the areas in the plan
- Identify which special education students come back in phase II

District English Language Advisory Committee-September 8, 2020

- Provide more information about the hybrid model

Public Hearing at a Board Meeting-September 10, 2020

- No public comments online or at the meeting regarding the plan

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

Technology

- Increased site and district technology support
- Increased the number of devices to ensure 1:1 ratio

- Brought on parent option for device insurance
- Learning Management System to support learning, school-to-home communication, and sharing of resources
- Zoom put into Clever and purchased Zoom Enterprise

Professional Development

- Increased professional development opportunities every Monday and on-demand videos
- Monthly live learning opportunities for parents and guardians (last Monday night of every month)

Learning Options

- Planned a fully distanced learning program, a hybrid program, and a five day a week program with more specificity
- Special Education children are in the Reopen and Remain Open Plan to come back during Stage II for instruction, services and assessments
- More instructional rigor and more synchronous and asynchronous learning
- Modified schedule to decrease screen time and increase planning time, beginning on September 8, due to parent and staff feedback
- MOUs signed by both Certificated and Classified labor units for distance learning
- Certificated staff negotiated 10 days of paid leave for COVID instead 5 provided in statute
- CSEA staff have been utilized in distance learning and to support childcare on school campuses

Communication

- Weekly communication from district and site to families
- Regular communication from teachers to families
- Continued weekly Educator and Leadership Blog for site staff
- Both the distance learning and hybrid program have been defined in the FAQ documents sent to families
- The plan has been reworded based on stakeholder feedback

Safety and Guidelines-in alignment with state and local public health guidelines

- Purchased masks and protective gear for staff and students
- Purchased numerous plexiglass shields for different staff throughout the district
- Purchased hand sanitizer and dispensers for all classes and to placed throughout all schools
- Designed routines for students to enter and exit classes safely
- Designed cleaning practices between cohorts of children if classroom is used by multiple groups

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.]

Roseville City School District (RCSD) believes that it is important to provide in-person instruction whenever possible. At the same time, we recognize that for some families, due to compromised health conditions or other factors, returning to in-person instruction is not an option. For those reasons, RCSD has to plan and ensure options for all families. RCSD has created a Reopen and Remain Open Guidance Plan (in the appendix and at <https://www.rcsdk8.org/article/parent-and-staff-communication-august-19th-2020>) that outlines the stages of reentering in-person instruction along with safety procedures and protocols for the 2020-2021 school year. The five stages are based on state and county public health guidelines and California Department of Education Guidelines from the Stronger Together document. While the district planned to reopen in August 2020 with a full-time distance learning model, a hybrid learning model, and a five day a week model, the county's "watchlist" status ceased in-person instruction. Due to the "watchlist" status, all students in RCSD began on August 10 in a distance learning program.

Our Students with Disabilities (SWD) and other special populations have been fully integrated into every aspect of our Reopen and Remain Open Guidance Plan to ensure all students' needs are addressed in all instructional models. We have also included in the Reopen and Remain Open Guidance Plan but not limited special populations to include: English Learner (EL) students, homeless students, foster youth, and students with a significant learning loss.

According to the California Department of Public Health, Placer County Schools were able to reopen on September 1. Therefore, RCSD will begin to bring back special education students in small cohorts and assess students for the ELPAC and special education, as early as September. RCSD may also bring back our English Learner students, students needing more intensive intervention, and students who cannot access their education in the home environment before November 4.

The following are the stages in the Reopen and Remain Open Guidance Plan and establishes when in-person instruction and/or services will be offered under state and local health officials' orders.

Stage I: Distance learning for all students.

Stage II: (current stage)

Distance learning continues for most students. Placer County was deemed able to reopen for school only on September 1, 2020. The district plans to bring back the majority of students in a hybrid model on November 4. The reopening of schools in Placer County allows Special Education students, English Learner students (newcomers), and Intervention students to return to school for required services, assessments, and instruction before November 4. Safety protocols and plans will be implemented consistent with the public health guidance. These necessary services, assessments, and instruction include but are not limited to:

- Provide English Language Proficiency Assessments for California (ELPAC) testing of English Learner students in-person with staff-August-October
- Provide in-person services and instruction for students with moderate to severe disabilities (ASD and FSP classes) on campus individually and in small cohort groups under public health guidelines
- Provide in-person services and assessments for students with disabilities, prioritizing those services that are more challenging to provide virtually, such as physical therapy and occupational therapy

Stage III: Hybrid model. Students could return to school Wednesday, November 4, 2020, the first day of the second trimester. Safety protocols and plans will be implemented, consistent with public health guidance.

- The Hybrid Model will begin in an AM/PM, Tuesday-Friday for half-day in-person instruction, and half-day at-home instruction. On Mondays, students will include at-home instruction and morning live virtual instruction. In the hybrid model, the largest class size is 17 students at a time. Elementary students will have their same teacher for the half-day in-person instruction and half-day at-home instruction. Middle school students will have the same teachers for half-day in-person instruction and half-day at-home instruction and will visit all of their teachers every two days.

Stage IV: Traditional model with restrictions. Safety protocols and plans will be implemented consistent with the public health guidance.

Stage V: Traditional model with no restrictions. Safety protocols and plans will be implemented consistent with the public health guidance.

All Stages II-V, include ongoing intervention time built into the schedule to ensure that all students are making adequate yearly progress and closing the gap on any learning loss. As in previous years, prior to the pandemic, students will continue to be progress monitored using iReady, district benchmark assessments, and teacher information to ensure that students are getting their academic needs supported. Students that continue to need additional supports will identified through the district-wide Student Support Process (SSP) to provide additional resources to the students.

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

Description	Total Funds	Contributing
Additional Certificated and Classified Staffing	\$958,000	No
Materials, safety equipment, and sanitation supplies (masks, barriers, disinfectant, sanitizers, sprayers, etc.) purchased to provide safety and sanitation for schools.	\$97,000	No
Staff and staff training to safely administer the ELPAC	\$90,000	Yes

Description	Total Funds	Contributing
Professional Development for Classified and Certificated-Guided Language Acquisition Design (GLAD) Training to support English Learner students in a distance learning model.	\$31,000	Yes

- Reopen and Remain Open Guidance Plan (<https://www.rcsdk8.org/article/parent-and-staff-communication-august-19th-2020>)
- COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs (<https://files.eric.ed.gov/fulltext/ED586811.pdf>)

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.]

RCSD is committed to providing instruction continuity to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan that addresses a commitment to grade-level content and instructional rigor, focusing on depth of instruction rather than the pace and priority of maintaining inclusion for all learners. RCSD is also implementing all mandates under Senate Bill 98.

Through video conferencing, teachers and paraeducators can interact live with students every day in whole groups, individually and in small groups. For students for whom online options or live lessons are not practical or feasible, a paper/pencil alternative and taped instructional lessons (not social interactions with teachers and peers) are offered with packets available for pick-up and drop-off in a socially-distanced school setting.

All Preschool-5th grade teachers follow the school site bell schedule and ensure that daily live instruction is provided to students in language arts and math. All teachers are expected to provide small group instruction for each student every week. All middle school students will follow their assigned schedules with 6 or 7 periods per day. All teachers will begin each period with live instruction with students.

During the summer, groups of teachers and administrators worked together to identify the essential standards, K-8, for ELA and mathematics that must be mastered by the end of each grade level. The essential standards were correlated to assessments that can be used throughout the year to monitor student growth. These essential standards will help both teachers and students receive continuity of instruction by being very clear on "must teach and learn" standards. Teachers will provide clear targets for students to meet within their lessons for both in-person or distance learning instruction with essential standards.

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.]

RCSD has provided a device to every student that has requested one in the spring and fall of 2020. Due to the demand established in the spring, RCSD ordered enough devices to ensure that every child, Preschool-8th grade was able to have a device to engage in distance learning. Families have also been provided with assistance in accessing free or reduced cost internet, as well as providing families without internet options hotspots to check-out.

Families are provided with ongoing videos of how to utilize programs, online resources to assist in troubleshooting, and live learning webinars to answer the most frequently asked questions. All information has been translated into Spanish.

If a student is not participating in distance learning due to technology issues, our teachers, community liaisons, and technology department has responded directly with the family by phone, email, or social distanced instruction.

RCSD has added supports to the technology department due to the demands during the COVID-19 pandemic as well as purchase devices, hotspots, software, and hardware.

- 6720 student Chromebooks (including preplanned devices for middle school science instruction)
- 40 staff Chromebooks
- 182 staff MacBooks
- Additional access points (for return to in-person learning and keeping social distancing)
- Zoom, OTUS, Edgenuity, and Screencastify programs/applications

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.]

RCSD teachers committed to letting students have a few weeks to reacclimate to the school setting before immediately testing students. Teachers wanted time to take the temperature check of students and ensure that students had their social, emotional, physical, and resource needs established before jumping into intense assessments.

RCSD teachers and staff are measuring students' pupil engagement by participation and time value of pupil work using both data from PowerSchool and information teachers input into OTUS (Learning Management System). Teachers input both asynchronous and synchronous instructional minutes into OTUS and then track students' progress on independent work, and formative and summative assessments. Elementary school teachers take attendance during the school day and verify if any work was completed after school hours. Middle school teachers track daily attendance by having students answer a daily question in OTUS at any time during the school day and after school hours. Daily engagement will also include being online live with a teacher, making progress on daily independent assignments, contacting certificated staff member, logging in after school hours, and completing assessments. Any student who is not participating and engaging in school will be followed up with by a teacher, administrator, counselor, or community liaison in our district-wide tiered re-engagement plan.

A district-wide written tiered re-engagement strategies plan for absent students will be activated when a student is regularly absent 60% or more of a week or two days in a row. This plan also includes contacting students that are morning meeting, or seen in live instruction, but are disengaged and are not participating in school work.

The tiered plan is described below. All written communication goes to families in the language of their choice upon registration through our Student Information System. Additionally, individual users can translate our entire Learning Management System to access messages from teachers in a preferred language.

The expectations for instructional minutes and expectations for distance learning are found the Roseville Teachers' Association and RCSD Memorandum of Agreement for Distance Learning. The instructional minutes have also been communicated with families.

Tier I-one day absence

Verification of correct contact information

Daily notification to parents or guardians of absences (PowerSchool calls by office staff)

Teacher makes multiple attempts using different modalities to support attendance by outreach to family

Contact attempts and interventions are recorded in OTUS and/or PowerSchool

Tier II-two days in a row or more than 60% of a week

Support staff (clerical/counseling) call the family to support attendance and offer resources to include but not limited to:

Daily check-in by phone-administrator and counselor notified of family feedback

- Additional technology support-hotspots, internet connection support, hardware and software support
- Additional academic support-Teacher small group intervention, resources, peer group online opportunities with an adult
- Additional mental health, socio-emotional, financial support-counselor, psychologist, and social workers - checking-in with families about needs

Contact attempts and interventions are recorded in OTUS and/or PowerSchool

Tier III-students with multiple absences or student with low participation and low engagement of learning

Site Administration engages with the family to further offer and extend supports based on family need which may include home visits and/or special arrangements for in-person support*

- Additional technology support-hotspots, internet connection support, hardware and software support

- Additional academic support-Teacher small group intervention, resources, prioritize peer groups to increase engagement
- Additional mental health, socio-emotional, financial support-counselor, psychologist, and social workers - checking-in with families about needs

Contact attempts and interventions are recorded in OTUS and/or PowerSchool

Tier IV-students with ongoing multiple absences or students with ongoing low participation and ongoing low engagement of learning

- Additional supports as mentioned above

District Social Worker will support the family with resources and assistance beyond the District which may include Family Support Services through PCOE, KidsFirst, CareSolace, Children System of Care, referral to mental health support, community resources such as housing, food, and safety

Contact attempts and interventions are recorded in OTUS and/or PowerSchool

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.]

Since the beginning of the year, professional development has been offered, including moving up two professional development days previously scheduled for later in the school year. Some teachers and administrators came together throughout the summer to identify essential standards in ELA and math and design assessments to support student progress monitoring.

Also, advanced professional development opportunities are being offered to teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating lost learning, and accelerating academic achievement for students with unfinished learning. Professional development lessons, because they are offered live, will also be available on-demand on RCSD Parent and Teachers Resources Website (<https://sites.google.com/rcsdk8.org/rcsdcl/home>).

Professional Development Modules that teachers can access at any point:

- Best Teaching Practices for Distance Learning
- Building Classroom Community
- Calendaring Live Meetings
- Classroom Management
- Best Practices for Hosting Digital Meetings
- Screencastify and OTUS
- Zoom tutorial

Staff Roles and Responsibilities

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

The roles and responsibilities of staff during the COVID-19 pandemic are ever-changing and reacting to the guidelines, infection rate, and most recent information. Most specifically, all staff has had to pivot to be technology leaders, implementers, and communicators. RCSD staff prides itself as a community of learners, working together collaboratively, and collecting and responding to staff and community feedback.

Staff at the sites have had to learn to engage children online for more extended periods and provide asynchronous and synchronous instruction to all students every day in alignment with the mandated minimum grade-level instructional minutes. Teaching by computers has called for teachers to learn new strategies and implement different practices. RCSD has also changed some of the site stipend positions from positions utilized when students are in-person. Instead, they use the stipends to increase the number of technology leaders, intervention supports, and assist in materials supports.

In September, the district will survey parents to know which students will be requesting distance learning for the remainder of the year, or choosing to come back to in-person instruction. Depending on the number of students staying in distance learning, some teachers may have to be shifted to different grade levels and distance learning. Teachers, implementing year-long distance learning, will continue to implement asynchronous and synchronous instruction.

The Technology Department has had to outsource work to keep up with the demand of technology questions as well as fixing broken devices.

Because of the demand for a yearlong distance learning program, the district promoted a current Assistant Principal to the position of a Principal on Special Assignment.

Later in October, the district may have to hire a few teachers to assist in holding both a yearlong distance learning program and a hybrid program.

Supports for Pupils with Unique Needs

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

English Learner Students

English Learner (EL) students receive regular, integrated English Language Development (ELD) during their core instruction based on Parts I and II of the CA ELD Standards. These lessons are more frequent and often shorter than designated ELD lessons. Students also receive Designated ELD every week, and the time allowance is based on each student's proficiency level and needs. Teachers and administrators receive professional learning on ELD instruction every year.

RCSD is providing additional designated ELD to students deemed "newcomers" to a US school. ELPAC and CAASPP data and foundational skills assessment data have been analyzed, and intensive intervention support has been created to support students. These 1:1 or small groups occur 2-3 times per week, where a support provider provides intensive oral language support to build vocabulary and oral language proficiency in English.

Students With Disabilities

It has been critically important that our Students with Disabilities (SWD) and other special populations have been fully integrated into every aspect of our learning plan to ensure all students' needs are addressed in all instructional models. RCSD has a current individualized Education Program (IEP) Addenda on file for students outlining the IEP services and related services to be provided during distance learning. These remain in effect until school resumes in a face-to-face model. New legislation requires every IEP, by the next annual or amendment to include a statement as to what the student's learning plan will be in the event of a future emergency requiring physical school closure. District IEP's will, therefore, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

To provide optimum service and instruction during our virtual delivery model, the following are actions that have been implemented throughout the district based on each student's needs and therefore their IEP goals:

- Utilize paraprofessionals to provide additional one-to-one or small group instructional support virtually
- Provide behavior resources and consultation with families to support learning behaviors in the home setting
- Purchase and implement a virtual platform for an evidence-based reading intervention program to ensure continued access to effective and efficient reading instruction for our most struggling students
- Implement a tiered plan of re-engagement for any student missing instruction
- Provide a link to a Virtual calming room for all students and their families

Homeless/Foster Youth

Each school site has a McKinney Vento/Foster youth liaison to support students. These liaisons reach out to families and students to support their academic, social, emotional, physical, and financial needs. These liaisons regularly check-in with the Executive Director of Student Support Services to ensure that the sites and district are working collaboratively to support these youth. RCSD also has counselors, social workers, and mental health therapists, helping our students. Additionally, a request for student support form has been shared with stakeholders and school sites. It is posted on our parent resource site for families to request mental health support and other resources.

Each school site has developed a tiered system of support for students with a particular emphasis on students in foster care and homeless students. This tiered approach includes teachers, support staff, and administrators. Supports are implemented based on the needs of each student and family.

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

Description	Total Funds	Contributing
Technology Hardware	\$1,824,000	No
Technology Software and Applications (Otus, Screencastify, Zoom, Edgenuity, iReady, Vitac, digital curriculum)	\$884,000	No
Newcomer Support	\$7,000	Yes
Essential Standards work by certificated staff	\$20,000	No
Professional Development for Classified and Certificated	\$1,530,000	No

- RCSD K-5 ELA Essential Standards (https://docs.google.com/document/d/1mbzawdkdhrqgINkS1c5RVtqM5s2Hzo4dKimUT_V6pvw/edit)
- RCSD K-5 Math Essential Standards (<https://docs.google.com/spreadsheets/d/16LlkaaII9IArR04vZWDQc7ZcKdaYPFbhvzulfEcc/edit>)

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.]

RCSD began distance learning three weeks after in-person instruction closed on March 13, 2020. due to the COVID-19 pandemic. While teachers implemented a solid program, RCSD is aware that some of our students not only stopped learning new content but may have had learning loss in English language arts, English language development, and mathematics. RCSD staff knows that learning loss in the previously mentioned areas can also affect all students' curricular outcomes, including but not limited to science and social studies.

RCSD teachers committed to letting students have a few weeks to reacclimate to the school setting before immediately testing students. Teachers wanted time to take the temperature check of students and ensure that students had their social, emotional, physical, and resource needs established before jumping into intense testing too fast.

RCSD believes that we have a strong Student Success Program (SSP) that provides tiers of instruction from quality first instruction of essential standards in English Language Arts (ELA), English Language Development (ELD), and mathematics to ongoing intervention instruction throughout the year. Teachers' schedules have dedicated intervention time every week and instruction in ELA, ELD, and mathematics in grade-level standards. To accurately target students' needs, RCSD staff will assess students to determine the degree of learning loss. Teachers will continue to assess students throughout the year using iReady both during in-person instruction and during distance learning to monitor students' progress towards being proficient on grade-level standards.

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.]

After School Education and Safety (ASES)-Students at two of our Title I schools (Cirby and Woodbridge) have been given ongoing academic support during the ASES program. Along with enrichment and necessary childcare for families, ASES is a partnership between RCSD and the City of Roseville. Students are provided with iReady computer-intervention, support for school instruction, access to books for independent reading, instructional materials, and nutritious snacks. Priority registration into the ASES program includes students experiencing homelessness and foster youth. Principals at each site work closely with families to identify emerging needs, and ASES enrollment is one of the resources offered.

During the summer, students at the three Title 1 schools participated in a summer booster reading program. This program included daily virtual instruction that focused on phonemic awareness, phonics, and comprehension skills. Each credentialed teacher worked with students in small groups and 1:1 as needed. Teachers provided leveled reading books and other online resources to families so that students could continue to practice reading during independent time and the remainder of the summer.

Each school site has a McKinney Vento/Foster youth liaison to support students. We also have counselors, social workers, and mental health therapists supporting our students. Additionally, a request for support form has been shared with stakeholders and school sites plus posted on our parent resource site for families to request mental health support and other resources.

Each school site has developed a tiered system of support for students, emphasizing foster care and homeless students. This tiered approach includes teachers, support staff, and administrators.

English Learners in RCSD have dedicated services during distance learning to help mitigate the learning loss of not receiving daily in-person instruction. Each school site, including the middle schools, have a designated protected time for English Language Development (ELD). Teachers have been trained to integrate the ELD standards into first instruction and provide small-group instruction virtually for designated ELD. RCSD understands the importance of communicating with our EL families and utilize many resources to ensure communication in other languages are provided. The district employees community liaisons to work directly with families and students to ensure they have the resources they need to be successful. Also, the district provides captioning services during virtual meetings and parent education. When a community liaison is not available, teachers can access Language Line to communicate with families in their native language.

RCSD is providing additional designated English language development to students deemed “newcomers” to a US school. ELPAC and CAASPP data and foundational skills assessment data have been analyzed, and intensive intervention support has been created to support students. These 1:1 or small groups occur 2-3 times per week, where a support provider provides intensive oral language support to build vocabulary and oral language proficiency in English.

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.]

We in RCSD are at the beginning of our services and support addressing learning loss; we will use data and ongoing formative and summative assessments to monitor students' learning. All K-8 students in RCSD will be assessed utilizing iReady, and all student K-8 will have access to iReady instructional lessons that will target ELA and math areas needing to be strengthened.

During the summer, students at the three Title 1 schools participated in a summer booster program. This program included daily virtual instruction that focused on phonemic awareness, phonics, and comprehension skills. Each credentialed teacher worked with students in small groups and 1:1 as needed. Teachers conducted pre and post-assessments to monitor the progress and effectiveness of the program.

Every TK-5 teacher will provide intervention for small group instruction based on the formative and summative assessment data and essential ELA, ELD, and mathematics standards. All middle school students will be placed in intervention groups and reassessed every six weeks to determine growth and ongoing needs. Students who do not need intervention in ELA, ELD, and mathematics will be provided with credentialed teachers' enrichment opportunities. Students also will be provided will iReady instruction online lessons that target students' specific learning needs based on their iReady adaptable testing details. These interventions are in the beginning stages for 2020-2021, but they did show student growth during the 2019-2020 school year.

Our Student Success Process (SSP) will provide opportunities for more intense academic interventions. Tier II and Tier III students will be assisted by intervention teachers, counselors, psychologists, and district coordinators. The SSP will also bring in parents to assess students' social, emotional, and behavioral needs. Every plan will be individualized to the need of each unique student. These tiered meetings and interventions are in the beginning stages for 2020-20201, but they did show student growth during the 2019-2020 school year.

Principals are also sitting in on at least five virtual lessons a week. Principals ensure all students are receiving live instruction, small group instruction, and quality instructional strategies are being used to support students.

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

Description	Total Funds	Contributing
Certificated staff and Classified staffing to support distance learning	\$30,000	No

Description	Total Funds	Contributing
After School Education and Safety (ASES)	\$265,000	Yes
Summer Booster Reading Program	\$43,000	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.]

RCSD provided mental health and social-emotional supports and resources to our students, families, and staff beginning in spring 2020 and continuing into the 202-2021 school year. The district has also provided professional development for our staff to assist with identifying and supporting students.

The district has developed the Multi-Tiered System of Supports (MTSS) and students' interventions during distance learning. These tiers include access to our psychologists, counselors, and social workers and contact our community liaisons. These supports are also academic supports for students who do not engage with their work or do not make adequate progress based on formative and summative assessments. We also contract with a referral agency, CareSolace.com, to support finding resources for families and staff. All students identified in 2019-2020 as needing some mental health or emotional support receive ongoing support and check-ins in 2020-2021 regardless of whether they continue to ask or reach out for assistance. This assists in students not slipping backward from growth that may have previously occurred with in-person supports. All students identified in needing assistance receive tier two supports.

STUDENTS

In the spring, part of the MTSS services were teacher checked-ins with students weekly in small groups. The check-ins were not academic and were instead time for students to interact with peers and teachers. If a teacher felt a child needed further intervention support, for academic, emotional, social, or physical, he/she would utilize the district's referral procedures to have a counselor or social worker contact the family. Families and staff members were also able to self-report a need for an intervention, both through our district process and through a contracted referral agency, CareSolace.com. These interventions supports have continued to be implemented for the fall distance learning program.

Districtwide Positive Behavior Intervention Supports, PBIS, have been implemented during distance learning, promoting student wellness, and mitigating some of the trauma students may have experienced. The Multi-Tiered System of Support (MTSS) Coordinator has continued to work with staff to develop lessons, provide routines and practices, and other extensions for teachers to use with students. The PBIS strategies have also helped support students in being engaged with school and acknowledged for appropriate behavior, improvement, and advocacy.

Middle school students, as part of attendance, are answering an MTSS wellness question each day. The question assists in tracking attendance and provides information to staff about how students feel that day. If a child states that they need support, a counselor will immediately call the family and student. These middle school check-ins occur daily. Students that ask for help will be added to tier two MTSS supports for regular check-ins with counselors. Parents of these students will be contacted to work with the district as partners.

All students in 2020-2021 have time each week dedicated to Second Step (a Socio-Emotional Curriculum) and time for other culture-building activities. There are embedded questions that ask children to reflect on how they feel and how they respond to situations. These questions assist teachers in checking-in with students with written and verbal feedback from students.

School counselors and foster youth liaisons have and will continue to monitor our foster youth students' academic, social-emotional, physical, and financial needs. The funds for the youth liaisons and foster youth needs are tied to our LCAP and LCFF dollars. Part of the RCSD MTSS structures includes providing increased services for our unduplicated students, similar to in-person instruction before COVID.

PROFESSIONAL DEVELOPMENT

Professional Development Modules were created for teachers, and time was built into the beginning of the year professional learning time of how to establish positive relationships with students in the online environment. Also, all classrooms must have a weekly block of time dedicated to Second Step lessons and other social, emotional activities. This time will allow for culture building, structured peer interactions, and teach and practice necessary social behaviors. The Multi-Tiered System of Support (MTSS) Coordinator has created a scope and sequence for the various social-emotional lessons that will be implemented during the previous weekly block. Teachers are provided with links to model lessons, demonstrating best practices on teaching socio-emotional lessons in the virtual environment.

RCSD RESOURCES

RCSD has a dedicated website that is shared weekly with the community and staff. The website houses many resources, including but not limited to mental health and social, emotional supports in our district and throughout the county. The website can be accessed in many languages and houses school nutrition, technology, and academic resources.

All middle school students have school counselors pushing resources and information into each grade level. Counselors provide video lessons, provide their contact information, and Zoom meeting with students (with parent/guardian permission) who have requested contact. Counselors are also holding small virtual groups with students with similar needs and parents/guardians permission to meet weekly.

RCSD may try and develop other support services, including meditation and yoga options, for staff to improve mental and physical health with colleagues.

- On-Demand Second Step Lesson Support (<https://sites.google.com/rcsdk8.org/rcsdcl/teacher-resources/curriculum/sel-curriculum>)
- Family Mental Health and Wellness Support (<https://sites.google.com/rcsdk8.org/rcsdcl/parent-resources/mental-health-and-wellness>)

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.]

RCSD wants every child to be engaged in school and works to ensure that every child's academic, social, emotional, and behavioral needs are addressed and supported in distance learning or in-person instruction. Along with supporting children, we want to support our families in meeting compulsory education requirements and assisting students in engaging in instruction to avoid learning loss. To provide clarity for all staff and families, a district-wide written tiered re-engagement strategy plan has been implemented for absent students will be activated when a student is absent. Tier I is to ensure that families know a child did not engage for one day of learning. Tier II is when students miss two or more days in a row or one week. In RCSD, teachers, administrators, and support staff begin providing resources to support students and families based on the situation's needs. For example, a child may have a cold and was too sick to engage in school, and the teacher may support the child in making up work. Another example may be that a child is in multiple childcare situations each day and may not have consistent learning support. This situation may need to support a family in finding other technology, childcare, or a plan of action.

Please see below for the tiered plan. All written communication goes to families in the language of their choice upon registration through our Student Information System. Additionally, individual users can translate our entire Learning Management System to access messages from teachers in a preferred language.

Tier I-One day of absence

Verification of correct contact information

Daily notification to parents or guardians of absences (PowerSchool calls)

The teacher makes multiple attempts using different modalities to support attendance by outreach to family

Attempts are recorded in OTUS and/or PowerSchool

Tier II-absent two or more days in a row, or in one week/Poor engagement of online instruction

Support staff (clerical/counseling) call the family to support attendance and offer resources to include but not limited to:

Daily check-in by phone-office staff

Additional technology support

Additional academic support-resources, intervention time on Zoom to assist in learning loss

Additional socio-emotional check-in with an administrator or counselor to reengage child

Attempts are recorded in OTUS and/or PowerSchool.

Tier III-ongoing absences and a student is disengaged

Site Administration engages with the family to further offer and extend supports based on family need, which may include home visits and/or special arrangements for in-person support*

- Provide access to resources: technology, academic, financial, socio-emotional, and health

Additional technology support-hotspots, internet support, Chromebook

Additional academic support-resources, intervention time on Zoom to assist in learning loss

Additional socio-emotional check-in with an administrator or counselor to reengage child

Additional health support check-in with a school nurse

Attempts are recorded in OTUS and/or PowerSchool

Tier IV-ongoing absences and student/family is disengaged

District Social Worker will support the family, and the RCSD facilitator, with resources and assistance beyond the District, which may include Family Support Services through PCOE, KidsFirst, CareSolace, Children System of Care, referral to mental health support, community resources such as housing, food, and safety.

Additional technology support-hotspots, internet support, Chromebook

Additional academic support-resources, intervention time on Zoom to assist in learning loss

Additional socio-emotional check-in with an administrator or counselor to reengage child

Additional health support check-in with a school nurse

Attempts are recorded in OTUS and/or PowerSchool

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.]

As in spring 2020-2021, Roseville City School District provides meals to students qualified through the free and reduced school lunch program at six sites from RCSD (Buljan, Cooley, Crestmont, Eich, Woodbridge, and Cirby) throughout the distance learning program. The Department will continue to add more serving sites based on demand and student participation.

The Food Services Department is providing Lunch and Breakfast meals in a grab and go fashion. All parents and students are allowed to visit any of the sites for meals regardless of their home school. RCSD meal service times are from 9 AM to 1 PM to provide flexibility due to different parents' schedules and school lunch periods schedule per CDE waiver for meal times flexibility <https://www.fns.usda.gov/cn/covid-19-meal-times-nationwide-waiver>.

This program will expand to all school sites when we can come back into an in-person instruction model. Lunches are prepared in district kitchens, using social distancing, and following all safety guidelines. During distance learning, families pick-up breakfast and lunch through a no-contact, walk-up system. If families request obtaining multiple meals at one time, our kitchens accommodate the families.

We continue to support families and encourage parents to apply or renew their meal applications using our paper or ezmealapp.com. Parents and students can pick up meals using their student's I.D. numbers based on the CDE waiver to allow parents and guardians to pick up meals for them <https://www.fns.usda.gov/cn/covid-19-parents-and-guardians-waiver>. Emails have been sent to all parents, including a flyer for services sites, serving times, and a copy of a meal application in English and Spanish. Principals and Administrators are encouraged to inform or remind parents of school meal availability in their schools' periodic communication.

At the school nutrition sites, library and donated books are checked-out and or distributed to families to ensure that students have independent reading materials in their homes.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Collaborated with City of Roseville and Kindercare to increase childcare options for families including providing classified staff to assist.	N/A	No
School Nutrition	Federal funds, all students 18 years old and under, receive free breakfast and lunch through 12/31/2020.	30,000	No
Mental Health and Social and Emotional Well-Being	Provide CareSolice.com as a mental health resource for staff and families	19,000	No
Mental Health and Social and Emotional Well-Being	Second Step Curriculum	147,000	No
Pupil Engagement and Outreach	Utilize support staff to engage students and increase participation in their learning with the priority of unduplicated students (counselors, social workers, community liaisons, MTSS Coordinator, and intervention teachers)	1,419,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.38%	5,729,099

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.]

RCSD ensures supplemental funding is explicitly targeted for increased and improved services for English Learners, Low-Income students, and Foster Youth. The funding supports programs, staff, and services shared through our Local Control Accountability Plan (LCAP).

1) Middle School Counselors (4.0 F.T.E.) and Elementary School Counselors (3.0 F.T.E.) - The Executive Director of Student Services leads counselors. Each counselor has comprehensive site lists of students (low income, foster youth, and English learners) that they proactively work with on behavior and academic needs checking-in to ensure that students in these groups are participating in distance learning. These students will receive priority on services at each middle school and Title I schools. There will be instances when crisis management and/or multi-tiered support (MTSS) will be needed school-wide for other students. This support will be more conditional and differ from ongoing support provided for the three primary subgroups. Middle school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize the full academic potential to become productive, contributing members of the world community. A study on the effects of counseling on classroom performance found that the underachieving students who received counseling improved significantly on the Self-Rating Scale of Classroom Behavior and in mathematics and language arts grades (Gerler, E. R., Kinney, J., & Anderson, R. F. 1985). With limited income and EL populations comprising two of our lowest-performing subgroups, the District has determined that early intervention of academic and/or behavioral issues will minimize student performance dips and increase school success. Moreover, we want our underrepresented students to have an advocate during distance learning to ensure they are receiving access to rigorous course work and class offerings.

2) Youth Liaison Stipends - One support stipend is provided to each site without a counselor. A staff member is responsible for monitoring the academic and socio-emotional progress of foster youth and homeless students during distance learning. Liaisons serve as an extra pair of "eyes and ears" and are responsible for notifying administration or counseling any potential issues requiring intervention. The liaisons reach out to families with phone calls and emails and do home visits, socially distanced, when necessary. The Student Mental Health Program (cccstudentmentalhealth.org) recommends a relational approach to comprehensive support services. The intensive approach to comprehensive support services can allow youth to build trust with a consistent, caring adult who is knowledgeable about their needs and interests. Support providers should strive to sustain such a relationship, which is the goal with Youth Liaisons.

3) EL Site Coordinators - Site coordinators play a critical role in ensuring that EL practices, procedures, and processes are being utilized at the site level. These coordinators play a vital role during distance learning, both assisting with supporting students with receiving their ELD instruction and ensuring that all students can take the ELPAC with district staff. They serve as the district liaison between the teachers and District and support the implementation of designated and integrated ELD and redesignation and monitoring student progress towards English proficiency. They help to ensure that students have access to what they need to make progress on grade-level standards, ensure that EL students are redesignated before 8th grade, and can ensure all students have access to a quality assessment environment for the ELPAC.

4) Community Liaisons - In addition to one district liaison, each Title I school has a community liaison responsible for serving Limited Income and Spanish speaking parents during the pandemic. The Harvard Family Research Project (2005) highlights the importance of schools adopting strategies to enhance parental engagement in their children's schooling. Given the substantial influence of parental involvement during COVID-19, educators are encouraging parents to become more involved in their children's schooling. The Liaisons have been instrumental in sharing best practices with parents about learning environments and also teaching students how to be self-sufficient with technology. Along with counselors and teachers, community liaisons help to fill this role that was previously underserved in RCSD. Community Liaisons have been instrumental in ensuring our families have received the technology and the instructional materials needed to implement and engage in distance learning. They have also helped families understand how to use the technology, access childcare, and support their children in distance learning.

5) Educational Services Coordinators - serve a vital role district-wide. The Coordinators know that many of our English Learners, Low-Income students, and Foster Youth, prior to the pandemic, were already not proficient on grade-level standards. This summer the Coordinators, along with other teachers, identified essential standards, and multiple measures, in ELA and mathematics. While utilized district-wide beginning in August, it is critical for our English Learners, Low-Income students, and Foster Youth that teachers are focused on the essential standards to ensure these students are making more than adequate progress to be able to meet proficiency by June 2021. The Coordinators are also providing teachers all teachers, with more time in Title I schools, professional development around implementing quality distance learning strategies to teach the essential standards. Teachers themselves report that their top priority for professional development is learning more about the content they teach, giving high marks to content-specific training (Darling Hammond et al., 2009). The RCSD Coordinators serve as the linchpin in our professional development efforts in supporting all students in receiving high-quality instruction around CCSS, ELD standards, and mathematics.

- ELA Coordinator- Direct support and vigorously implemented essential standards are critical to learning during the pandemic. The ELA Coordinator supports all teacher TK-8, supports integrated and designated ELD in efforts to increase

students' proficiency levels, and is supporting the new expectations about implementing the ELPAC under the strict safety protocols.

- Math Coordinator- Direct support and vigorously implemented essential standards are critical to learning during the pandemic.

6) Provide professional learning to certificated and classified staff three days this year to ensure quality pedagogy, strategies for distance learning, assessments and data, technology applications, successful use of curriculum, and Multi-Tier System of Supports (MTSS) quality practices. a) Several research studies have shown that professional development that addresses discipline-specific concepts and skills has

been shown to both improve teacher practice as well as student learning (Blank, de las Alas & Smith, 2007; Carpenter et al., 1989; Cohen & Hill, 2001; Lieberman & Wood, 2001; Merek & Methven, 1991; Saxe, Gearhart, & Nasir, 2001; Wenglinisky, 200; McGill-Franzen et al., 1999). Teachers themselves report that their top priority for professional development is learning more about the content they teach, giving high marks to training that is content-specific (Darling Hammond et al., 2009).

7) All K-5 students receive music education a half an hour a week with a credentialed music teacher. It was important in RCSD to that low income (LI) students receive quality music education during the school day because visual and performing arts connects students to school and fosters creativity. If not provided with enrichment during the school day, many LI students would not be able to afford such opportunities outside of school day therefore it is an increased service. This music time has been essential during the COVID-19 pandemic and therefore has been feedback from families of the joy it is bringing LI students that have been fairly isolated at home. Students have had many enriching activities taken away, and music education brings joy to children. It is a district-wide program to ensure that LI students in every class have access to music education. Scientific American's (2010) board of editors asserted, "Studies have shown that assiduous instrument training from an early age can help the brain to process sounds better, making it easier to stay focused when absorbing other subjects, from literature to tensor calculus." Hearing the music, honing the mind. (2010). Scientific American, 303(5), 16. Children with music training had significantly better verbal memory than those without such training, and the longer the training, the better the verbal memory. Ho, Y. C., Cheung, M. C., & Chan, A. Music training improves verbal but not visual memory: cross-sectional and longitudinal explorations in children (2003) Neuropsychology, 12, 439-450

8) After School Education and Safety (ASES)-Students at two of our Title I schools (Cirby and Woodbridge) have been given ongoing academic support during the ASES program. English Learners, Low-Income students, and Foster Youth always have first priority of access to ASES to provide increased services as well as assist families with childcare. Other students are then provided access to any remaining available spaces to ensure that the program is always filled to capacity. Along with enrichment and necessary childcare for families, ASES is a partnership between RCSD and the City of Roseville. Students are provided with iReady computer-intervention, support for school instruction, access to books for independent reading, instructional materials, and nutritious snacks. Priority registration into the ASES program includes students experiencing homelessness and foster youth. Principals at each site work closely with families to identify emerging needs, and ASES enrollment is one of the resources offered.

9) During the summer, students at the three Title 1 schools participated in a summer booster program. English Learners, Low-Income students, and Foster Youth were given first prior to this program as an increased service to their regular academic program. Other students were then provided access to any remaining available spaces to ensure that the program was filled to capacity. This program included daily virtual instruction that focused on phonemic awareness, phonics, and comprehension skills. Each credentialed teacher worked with students in small groups and 1:1 as needed. Teachers provided leveled reading books and other online resources to families so that students could continue to practice reading during an independent time and the remainder of the summer.

Additional services, including school-based interventions, software, aides, professional development, and materials, are provided to meet our unduplicated students' needs.

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

The programs and positions will help unduplicated pupils and other students, both schoolwide and districtwide, during the COVID-19 pandemic. The services for unduplicated pupils were increased in quality and improved in quantity as compared to all students by the required percentage. The programs and positions have had previous roles and responsibilities modified to ensure support for English Learners, Low-Income students, and Foster Youth. The programs and positions, and the research that supports these choices, are as follows:

- 1) Counselors
- 2) Youth Liaison Stipends
- 3) EL Site Coordinators
- 4) Community Liaisons
- 5) Educational Services Coordinators
- 6) Professional learning
- 7) Music Teachers



**REOPEN AND REMAIN OPEN
2020-2021**



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Introduction

Dear RCSD,

We know that school will look and feel different this year. As hopeful as we were about returning to some level of normalcy, we are now preparing for multiple, fluid stages of returning children to in-person learning. We desperately want students to return to our schools. However, we need to do so in a thoughtful manner that follows state and local health departments' guidance.

The following document provides an overview of our reopening school priorities, health guidelines, and varying stages of in-person learning. Additionally, it should give you more information about instructional models, special education, physical environment, transportation, childcare, activities, and custodial services.

In all stages of the plan, our children and staff's health and safety are a top priority. The reopening of our schools will be done in consultation with the California Department of Public Health and Placer County Health. The reopening stages are intended to be a two-way street. There may be times we can progress from one stage to another. However, it also may be necessary to move backward based on the current COVID-19 situation in our community,

Thank you for your patience, flexibility, and grace as we work to return our children to their schools safely.

Respectfully,

Derk Garcia
Superintendent



Each stage will follow the health and safety guidelines set forth by the California Department of Public Health and Placer County Health.

Stage I: Distance Learning: Most restrictive situation, implemented at a single classroom, cohort of students, single school, multiple schools, or entire district during significant community spread or as directed by the state or Placer County Health

Stage II: Prioritized cohorts of up to 12 children following health/safety guidelines

Stage III: Hybrid: Partial return of students following health/safety guidelines

Stage IV: All students may return following health/safety guidelines

Stage V: No restrictions

Reopening School Priorities

- Health and safety of all students and staff
- Student learning and socio-emotional well-being
- Supports for students, staff, and families
- Fiscal and operational viability








Establishing our Reopening School Priorities

	Stage I	Stage II	Stage III	Stage IV	Stage V
Maximize student academic growth	<ul style="list-style-type: none"> ● Distribute devices/internet access ● Build parent/teachers learning partnerships ● Daily live instruction ● Daily interaction with peers ● Assessment, feedback, and grades ● Teacher and parent professional development 	<ul style="list-style-type: none"> ● Build and implement robust blended learning plans ● Continue interventions to address learning needs ● Partial in-person instruction/peer interaction ● Assessment, feedback, and grades ● Teacher and parent professional development 	<ul style="list-style-type: none"> ● Build and implement robust blended learning plans ● Continue interventions to address learning needs ● Partial in-person instruction/peer interaction ● Assessment, feedback, and grades ● Teacher and parent professional development 	<ul style="list-style-type: none"> ● Maintain innovations in a full-time, in-person model to maximize learning for all students 	
Provide supports to teachers and staff	<ul style="list-style-type: none"> ● Mobilize district-level staff to: <ul style="list-style-type: none"> ○ Provide online platform training to teachers ○ Reorganize staff priorities to meet immediate needs ● Enact guidelines for staff to provide services to vulnerable student cohorts on campus 	<ul style="list-style-type: none"> ● Ongoing professional development and support ● Develop reintegration plans ● Protect vulnerable staff ● Schedule Hybrid classes ● Schedule full-time online classes 	<ul style="list-style-type: none"> ● Ongoing professional development and support ● Develop reintegration plans ● Protect vulnerable staff ● Schedule Hybrid classes ● Schedule full-time online classes 	<ul style="list-style-type: none"> ● Ongoing professional development and support ● Protect vulnerable staff 	
Ensure health, well-being, and safety of all students and staff	<ul style="list-style-type: none"> ● Provide food service at targeted schools ● Connect families to community resources (health and nutrition) ● Support and respond to student and staff mental health and emotional needs ● Provide health and safety guidance ● Promote community well-being and resiliency ● Ensure clear and timely communications ● Support students with special needs and additional services 	<ul style="list-style-type: none"> ● Provide food service for in-person and distance learning students ● Connect families to community resources (health and nutrition) ● Support and respond to student and staff mental health and emotional needs ● Implement health and safety protocols ● Ensure clear and timely communications ● Plan for vulnerable students and staff ● Support students with special needs and additional services 	<ul style="list-style-type: none"> ● Provide food service for in-person and distance learning students ● Connect families to community resources (health and nutrition) ● Support and respond to student and staff mental health and emotional needs ● Implement health and safety protocols ● Ensure clear and timely communications ● Plan for vulnerable students and staff ● Support students with special needs and additional services 	<ul style="list-style-type: none"> ● Provide food service for in-person and distance learning students ● Implement health and safety protocols ● Support physical, social, and behavioral health needs ● Plan for vulnerable students and staff ● Collaborate with community partners to ensure access to support ● Support students with special needs and additional services 	
Assure operational and financial viability	<ul style="list-style-type: none"> ● Create multiple budget scenarios ● Build an administrative structure to support operations remotely ● Online curriculum solutions ● Maintain online security and privacy ● CARES Act Funding Planning 	<ul style="list-style-type: none"> ● Reallocate and prioritize funds ● Expand year-long distance learning options ● Ensure compliance with CARES Act Funding Requirements 	<ul style="list-style-type: none"> ● Reallocate and prioritize funds ● Expand year-long distance learning options ● Ensure compliance with CARES Act Funding Requirements 	<ul style="list-style-type: none"> ● Develop new long-term policies and procedures ● Establish revised budgets ● Audit Preparation 	



Health Precautions and Protocols

Red: Enhanced Health Protocols | **Yellow:** Encouraged Health Protocols
Green: Standard Health Protocols

	Physical Distancing 	PPE (Personal Protective Equipment) 	Increased Cleaning & Disinfecting 	Student Cohorts 	Health Screening 
Stage I In-person learning is not permitted. All learning is remote via Distance Learning.	NO IN-PERSON INSTRUCTION				
Stage II Cohorts: Limited in-person learning activities for prioritized groups. Distance Learning for all other groups.	6 feet	Require face coverings for staff and students while indoors. Highly recommend for PreK-2nd grade students.			Active screening
Stage III Hybrid: Easing restrictions allow more students to access in-person learning with blended options. Online option available.	6 feet	Require face coverings for staff and students while indoors. Highly recommend for PreK-2nd grade students.			Passive screening
Stage IV Most students return to in-person learning. Online option available.	As feasible	Require face coverings for all staff and students while indoors. Highly recommend for PreK-2nd grade students.			Passive screening
Stage V In-person learning with no health and safety restrictions. Online option available.					Passive screening



Student Cohorts

During certain stages of a pandemic, it is crucially important to investigate cases and conduct contact tracing quickly. By grouping students together in cohorts, actions can be taken to limit interactions with other students within the building and on school grounds. Additionally, if there is a suspected case of COVID-19 at a school, it is easier to determine possible exposure and isolate and/or quarantine specific students rather than having to close the entire school.

Distance Learning

We surveyed parents at the end of the school year and have made improvements to distance learning which is a crucial component of Stages I-IV. Here are some improvements that you will see going into this year:

Learning Management System

- Students and families will be asked to engage in one learning management system to receive updates and track student progress.

Student Feedback

- Students will receive ongoing academic feedback.

Attendance

- Students are required to engage in distance learning and are expected to log in daily.

Grading

- Students will be assigned grades.

Engagement

- All students will receive multiple opportunities to engage in a virtual meeting with their teachers and classmates each week. In Stages III and IV, those opportunities will include in-person instruction.

Material Supports

- All students will receive the necessary materials including but not limited to Board adopted textbooks and materials, Chromebooks, Edgenuity virtual materials, and other teacher choice supplemental materials.

Neighborhood School Distance Learning vs. Year-Long Distance Learning

In Stages I and II, families can have their children stay in their resident school with their classmates and continue distance learning. However, for those families who desire to keep their children at home for the entire school year, you may be asked to register for the year-long distance learning program the weeks of September 28 - October 2, depending on Placer County's health status. Staff and students would be moved to form new classes before the start of the second trimester on Wednesday, November 4, 2020, based on the number of year-long distance learning registrations.



STAGE I - DISTANCE LEARNING

What To Expect

Stage I may be implemented at a single classroom, individual school, multiple schools, or entire district during significant community spread or directed by the state or public health.



Type of Instruction: During Stage I, all RCSD buildings are closed to in-person instruction, and all students engage in distance learning.



Physical Environment: No in-person instruction.



Special Education: Educators provide instruction and additional services virtually.



Food Services: Available at Bujan, Cirby, Crestmont, Eich, and Woodbridge



Transportation: No services are provided.



Child Care: Expanded childcare services at all elementary schools.



Athletics/Activities: None.



Health Precautions: All students are engaged in distance learning.



Stage II - Distance Learning and Cohorts

What to expect

Stage II will prioritize a limited number of cohorts of 12 or fewer students following health and safety guidelines.



Type of instruction: Very limited return to in-person learning prioritized by students' needs. Most students will continue to engage in distance learning.



Physical Environment: Each cohort will have limited access to the building to prevent cross-contamination. Students will maintain social distancing of six feet whenever possible. Students and staff are required to wear face coverings.



Significantly Impacted Learners: Provide services to our most vulnerable student populations, including, but not limited to Special Education, English Learners, and Intervention students.



Food Services: Available at Buljan, Cirby, Crestmont, Eich and Woodbridge



Transportation: Limited to students who require transportation per their IEP.



Child Care: Expanded childcare services at all elementary schools.



Athletics/Activities: None.



Health Precautions: All staff and students are required to wear a face covering. Students and staff will maintain a social distance of six feet whenever possible.



Stage III - Hybrid

What to expect

Stage III will include partial return of all students following health and safety guidelines.



Type of Instruction

The hybrid model will be considered at all grade levels and at all schools. Students will have access to in-person instruction in a hybrid model while completing distance learning assignments as directed by their teacher on home learning days and/or times. Students will be in smaller groups called cohorts.

TK-8 Students: Hybrid Model Options

- One day per week of in-person instruction and four days of distance learning
- Two full days of in-person learning and three full days of distance learning
- Five half-days of in-person learning and five half-days of distance learning



Physical Environment: Desks and tables will be placed at least six feet apart.

- Access to the school will be limited to students, staff, and essential personnel. Each cohort will have access to specific areas of the school – limiting the interactions of groups/classes.
- Staff will maximize use of outdoor spaces for instruction and breaks.



Significantly Impacted Learners: Continuation of Stage II, with the possibility of increased in-person instruction time as permitted by health and safety guidelines.



Food Services: Breakfast and lunch may be consumed in the classroom, cafeteria, or outside while maintaining health and safety guidelines.

- Food distribution is provided at specific schools based on need for year-long distance learners.



Transportation: Limited to students who require transportation per their IEP.

- Staff will disinfect the buses after each group of students has been transported. At the end of each day, buses will be deep cleaned and disinfected.



Childcare: Expanded childcare services at all elementary schools.



Athletics and activities: None.



Health Precautions: All staff and students are required to wear a face covering. Highly recommend PreK-2nd grade children wear a face covering. Students and staff will maintain a social distance of six feet whenever possible.



Sample Schedules

Hybrid Model: One Full Day Per Week

	Monday	Tuesday	Wednesday	Thursday	Friday
In-person instruction	<ul style="list-style-type: none"> Teacher Prep Professional Learning Communities 	Cohort A	Cohort B	Cohort C	Cohort D
Lunch; Prep; Classroom Cleaning					
Distance Learning	<ul style="list-style-type: none"> Staff Meetings IEP Meetings SSP Meetings 	Cohort B, C, D	Cohort A, C, D	Cohort A, B, D	Cohort A, B, C

Hybrid Model: Two Full Days Per Week

	Monday	Tuesday	Wednesday	Thursday	Friday
In-person instruction	<ul style="list-style-type: none"> Teacher Prep Professional Learning Communities 	Cohort A	Cohort B	Cohort A	Cohort B
Lunch; Prep; Classroom Cleaning					
Distance Learning	<ul style="list-style-type: none"> Staff Meetings IEP Meetings SSP Meetings 	Cohort B	Cohort A	Cohort B	Cohort A

Hybrid Model: AM/PM

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session In-person Instruction	Cohort A	Cohort A	Cohort A	Cohort A	Cohort A
Lunch; Prep; Classroom Cleaning					
PM Session In-person Instruction	Cohort B	Cohort B	Cohort B	Cohort B	Cohort B



Stage IV - Regular School Schedule with Restrictions

What to expect

In Stage IV, most students will return to their regular five days per week of in-person instruction with normal class sizes. However, schools are to avoid large groups, gatherings, or events such as assemblies and dances. RCSD will continue to follow health and safety guidelines.



Type of Instruction: In Stage IV, most students will return to in-person learning, but full-time distance learning will continue to be available for students. Health and safety precautions will remain in effect, and staff will be able to resume normal duties at their buildings. For instance, at an elementary level, students will be able to transition between core classes and music enrichment. At the middle school level, teachers will move from a team instruction model to the more typical single teacher per class.



Significantly Impacted Learners: Students who are medically able and willing to return to school will receive their support and programming during in-person learning.

Support will continue for students with special needs or are medically vulnerable who need to remain in-home learning.



Physical Environment: In many ways, schools in this stage will return to normal operations. However, face coverings will be required indoors, and students and social distancing will be encouraged as practicable. For instance, in areas where social distancing can be accommodated, seating may be spread out, and during physical education students will be encouraged, but not required, to keep distance while exercising.

- Staff will maximize use of outdoor spaces for instruction and breaks.



Food Services: Food will be served in the cafeteria in alignment with any applicable federal, state, and local health orders. As a result, seating may be arranged to provide some social distancing, and there may be schedule changes.



Transportation: Limited to students who require transportation per their IEP.

Staff will disinfect the buses after each group of students has been transported. At the end of each day, buses will be cleaned and disinfected.



Child Care: The City of Roseville will offer before and after school care.



Athletics/Activities: Yes.



Health Precautions: Require face coverings and encourage social distancing. Highly recommend PreK-2nd grade children wear a face covering.



Stage V: Regular Schedule with No Restrictions

What to expect

Students will attend class daily with no restrictions. All school-related activities are permitted.




Students enrolled in the year-long distance learning program remain in the program.







Health Precautions: Normal cleaning and maintenance schedules.



Stages at a Glance

Stage	Instructional		
	Type of instruction 	Physical Environment 	Significantly Impacted Learners 
I	All RCSD schools are closed, and all students engage in distance learning.	None	Students with special needs will receive instruction and services remotely.
II	Very limited return to in-person learning prioritized by student group. Most Students: Distance Learning	Limited access to the school. Physical distancing of six feet as practicable.	Potential for in-person special education, English Learner, and Intervention instruction and services in small cohorts of students.
III	Hybrid Model: Options - One day per week, two days per week, or AM/PM of in-person instruction.	Limited access to the school. Physical distancing of six feet as practicable. Adhere to state guidance on face coverings	In-person instruction as permitted by health guidelines and feasibility.
IV	Most students return to in-person learning. A full-time, year-long distance learning option is being developed for those students who need to remain at home.	Adhere to state guidance on face coverings, and encourage social distancing as practicable.	Supports for students with special needs who need to remain in distance learning.
V	All students return to in person learning.	Normal	Normal



Stage	Instructional			
	Food services 	Transportation 	Childcare 	Athletics and activities 
I	Food distribution is provided at specific schools based on need.	No services are provided.	The City of Roseville will provide expanded childcare for school-aged children.	None
II	Meals may be provided to students in the classroom. Food distribution is provided at specific schools based on need.	Limited to students who require transportation per their IEP.	The City of Roseville will provide expanded childcare for school-aged children.	None
III	Breakfast and lunch may be served in the classroom, cafeteria, or outside. Food distribution is provided at specific schools based on need.	Limited to students who require transportation per their IEP.	The City of Roseville will provide expanded childcare for school-aged children.	None
IV	Food may be served in the classroom, cafeteria, or outside.	May be limited to students who require transportation per their IEP.	Before and after school care provided by the City of Roseville.	Based on guidance from state and county health departments.
V	Normal	Normal	Normal	Normal



Transitioning between stages

Transitioning from one stage to another will take time. As explained above, each stage has different physical configurations and protocols that need to be implemented.

Quick action to protect students

Our main priority is ensuring the health and wellness of students and staff. Therefore, if an outbreak is detected at a school or in our community, we will work closely with our partners in public health to determine if the closure of school(s) are necessary. Regardless of which stage we are in, we will always be prepared to immediately return to Stage I and distance learning.

Coordinated transitions

In situations where conditions are gradually changing (for the worse or the better), the District may transition schools from stage to stage. In a coordinated fashion, changes will be communicated to families with as much advance notice as possible, and school leaders will work to implement the changes in each school. In some cases, a brief return to distance learning may be necessary to allow for changes to be completed at the school.

Transportation

The Roseville City School District contracts our bus service with the Roseville Joint Union High School District. Therefore, due to potential district scheduling conflicts, we are not able to guarantee bus transportation for students without an IEP this school year. Please start thinking about how to transport your child to and from school based on the various stages of reopening.

Food Services

Food and Nutrition Services will develop a schedule for breakfast and lunch pick up during the distance Stages I, II, and III. The dates, times, and locations will be communicated prior to the start of the school year.

Childcare

The City of Roseville will extend childcare services. These services are for families who do not have an adult at home during the day and do not have a reliable childcare option. This option is only available to elementary school-aged children. Space is limited and dependent upon class and school schedules.