California Department of Education, July 2020

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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redding School of the Arts</td>
<td>Margaret Johnson</td>
<td><a href="mailto:mjohnson@rsarts.org">mjohnson@rsarts.org</a></td>
</tr>
<tr>
<td></td>
<td>Executive Director</td>
<td>530-247-6933</td>
</tr>
</tbody>
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General Information

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

COVID-19 has had a significant impact on our school and Community. Redding School of the Arts began planning and responding to COVID-19 in late February. On March 15th emails and letters were sent to school community outlining our plan to ensure the health and safety of students and staff. Including information regarding, general disinfecting measures of the school. On Tuesday, March 17th RSA began its transition to distance learning. A staff meeting to address the actions the school planned to take occurred on Monday March 16th with a follow up letter detailing immediate plans sent to families on the evening of 3/16/20. (Refer to letter: RSA School Closure). At the same time the school created and prominently displayed a COVID-19 link on the school’s website to ensure that families seeking current news on what was happening could access this information. As the Covid-19 emergency evolved the school informed families regularly regarding any changes to our programs and the impact to our school community.

RSA continued its closure to all onsite programs from March 17th-May 28th. However, all core curriculum staff collaborated continuously to ensure continuity of learning and mitigate any loss of learning due to an extended onsite closure. Some major impacts to our programs included: our inability to continue with our VAPA elective and enrichment programs since these programs could not be provided online. For example, tumbling and gross motor skills development class could not be addressed adequately for safety. Our Tier 2 intervention services were interrupted (reading and math) which were provided during class push in or during elective time for grades 2 thru 8. Students were not able to access our onsite supervised after school computer lab. We quickly had to make available hundreds of computers for use at home, which may impact planned technology replacement needs due to increased wear and tear on devices.

In June and July RSA Administration continuously reviewed extensive documentation and attended various webinars to plan for the safe reopening of school in the fall. A master working document was developed Redding School of the Arts: School Reopening Plan- 2020-2021 and adjusted with current information as needed. The COVID-19 link as well as our fully developed Re-Opening Plan has been made available on our website, copies of which have been emailed to families and maintained thru the present with updates.
## Stakeholder Engagement

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

RSA has continued to maintain contact and reach out to families, our Governing Board and Staff members in multiple ways to gather information for the formation of our LCAP. There have been multiple Family and Staff surveys for soliciting feedback on our reopening plan. The results of the survey helped to guide the details of our reopening plan which aligns with the content of our LCAP. RSA continued to work closely with our Parent Teacher Council, Staff, Instructional Leadership Team, Special Education Staff, and Governing Board during weekly, monthly or special meetings. We have maintained regular communication through email and “Zoom” meetings that engaged the school community. RSA remained responsive to input and used all correspondence and meeting notes in the final formation of our LCAP plan.

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

Parent Club Meetings, Staff meetings, Governing Board meetings, and County-wide collaboration meetings (Included School Leaders, County Office of Education and Public Health) were held regularly and covered various components of the LCAP plan. All meetings maintained virtual “Zoom” opportunities for stakeholders to attend. Members of the meetings were able to ask questions, comment and receive feedback on their input. All meeting agendas were posted on website and or RSA social media sites. Minutes were kept and posted on Website for review by stakeholders.

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

A Survey was sent to families in regards to our School Opening Plans and Options for Learning Platforms. About 50% of our families responded to the initial survey. The key feedback from families that influenced our reopening plan was the response to the question, “Please review the description of the 3 scenarios above. Then select what you think would work best for your family. The choices are: Scenario 1: Classroom program. Scenario 2: Distance Learning. Scenario 3: Home School” 74.3% of respondents wanted some component of In-Person Instruction. 10.5% of families preferred Distance Learning, and 8.1% of families preferred to move to a homeschool program. Another Family survey questions to note is that 93% of families had already introduced their students to wearing masks and were prepared to have their child wear masks while on campus. Teacher Survey results focused on responses to which Phase of Instruction they preferred. Overall 70% of teaching staff was in favor of some form of “in-Person” instruction and 30% preferred to continue in a Full Distance Learning Model. Additional questions were asked of staff in regards to the need for PPE equipment and surveying their thoughts on the safety precautions being used to return to campus with students.

All surveys allowed for stakeholders to provide comments, ask questions, or give feedback about the reopening of school during COVID.
Both surveys directly influenced our plan to open in person learning, if it was safe to do so. Our reopening plan specifically outlines all the areas we implicitly covered that meets the needs of various stakeholder groups. For Example, Families were allowed options/choice for the type of instructional model that worked best for their family, i.e. in-person, distance learning or independent study/home school. In addition, staff was offered various improved precautions for onsite learning or the option to become a distance learning teacher. This is an on-going process as we continue to gather updated information and make appropriate adjustments to meet the needs of all stakeholders.

**Continuity of Learning**

**In-Person Instructional Offerings**

RSA has developed best practices for safety and health based on California and Local public health’s most recent guidance. High standards for cleaning are included for your review. The best ways to protect oneself from infection include frequent handwashing, social distancing, and wearing face coverings. As a result, these will be practiced on campus for as long as recommended.

**PHASE 4: ALL STUDENTS IN-PERSON EVERY DAY WITH NO RESTRICTIONS**

This phase would only occur when all restrictions are lifted in Shasta County, allowing schools to resume with no restrictions. This is not likely to happen until there is a Coronavirus vaccine or viable treatment.

**PHASE 3: ALL STUDENTS IN-PERSON EVERY DAY WITH RESTRICTIONS**

California is moving away from the "watch list" system of tracking coronavirus trends and instead moving to a four-tier, color coded classification system that will determine which counties can move forward with reopening businesses. Should Shasta County move to the identified color or other restrictive measurement requiring schools move to Phase 2, RSA will implement a hybrid learning platform. During Phase 3 all students whose family selected “in-person” instruction will be on site every day. We will maximize space and minimize contact between students to the greatest degree possible. Students will remain in the same cohort (group) with the same teacher for the day to the greatest degree possible. Students will be taught how to access online platforms, such as Google Classroom and Google Meet, so that they are familiar with those tools in the event of a return to all school distance learning. Additionally, during Phase 3 RSA will be offering the option of families to remain in Distance Learning- with an assigned distance learning teacher or Homeschool for those parents whose life circumstances make it difficult to participate in online distance learning.
PHASE 2: TEACHER-LED HYBRID LEARNING

If Shasta County is moved to the identified color or other restrictive measurement schools may move to Phase 2. During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include group instruction in specific subject areas, hands-on application of learning, and teacher-led assessments. RSA will provide pupils access to connectivity and devices, when needed, in order for them to be able to participate. RSA’s Hybrid Learning would be a combination of in-person and distance learning, with reduced numbers of students on campus.

- Students report to school two full days a week (Mon/Th or Tues/Fri), divided into A & B cohorts. Students are provided assignments to support their learning on the days in which they do not report to school via Google Classroom and may include paper/pencil materials.

- On Wednesday all students are learning at home. This day is designated for deep cleaning, teacher planning, professional development, parent communication, and small group or individual appointments, over a 90-minute period (i.e., three 30-minute sessions), via Google Meet or in-person for students in need of greater academic support. Teachers will conduct a virtual check-in and academic help session. Paraprofessionals may also provide small group support. Staff will be on campus during regular school day hours.

- Teachers will provide live interaction with students on the other 2 days they do not report to school to support instruction in one of the following ways:
  - Students at home join the in-person class via Google Meet at a specific time for a morning meeting, SEL lesson, or to work collaboratively on an identified assignment.
  - Teachers will provide live support during an “office hour” after in-person students are dismissed for the day. This would require a minimum day for students on campus.

- EL instruction will be conducted in-person and/or virtually regularly, by the classroom teacher, specialist, or paraprofessional.

- Students in 4th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work for a better grade.

- Teachers shall follow re-engagement procedures for students who are absent from (not engaging in) distance learning for 3 days (or 60%) in a school week.
○ If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should submit the designated Google Form to their administrator. Administrators and/or counselors will pursue contact with the family, which may involve a home visit. This should be logged in Aeries. These students may need to attend 4 days a week in person as determined by the administration.

- Staff members with school age children enrolled in the school may have them attend 4 days a week if needed (engaging in “at-home” learning activities while on campus).
- Students in vulnerable populations, such as Students with Disabilities, English Language Learners, (especially at Level 1 or Level 2 proficiency), Foster Youth, and Homeless students, may attend 4 days a week.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>Cohort A: In person</td>
<td>Cohort B: In person</td>
<td>Short SEL with teacher and check in for daily lessons..</td>
<td>Cohort A: In person</td>
<td>Cohort B: In person</td>
</tr>
<tr>
<td>Cohort B: At-home</td>
<td>Cohort A: At-home remote learning*</td>
<td>All students Distance Learning Teacher Planning</td>
<td>Cohort B: At-home remote learning*</td>
<td>Cohort A: At home</td>
</tr>
<tr>
<td>remote learning*</td>
<td></td>
<td>Professional Development</td>
<td></td>
<td>remote learning*</td>
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<td></td>
<td></td>
<td>Live interaction with students for academic support and check-in; parent Communication</td>
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<td>*At-home learning will</td>
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<td>equate to a range of</td>
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<td>Kinder 180, Grades 1st-3rd 230 minutes- 4th - 8th grade 240 instructional minutes, consisting of a combination of live interaction with teacher and teacher assigned tasks.</td>
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* Classroom based Distance Learning students will continue 4 days a week with live interaction and teacher assigned tasks.

By implementing Mathematics and English Language Arts strategies that are measurable and using instructional materials which are shown to be effective, students at RSA 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 will demonstrate measurable progress in Mathematics and English Language Arts core content areas through an interdisciplinary approach to learning, extended period time for Mathematics and use of online remedial programs. Student Progress is measured by one year’s growth based on informal and formal assessments such as CAASPP and NWEA testing.
Actions include:

- Use of technology for instructional purposes that enabled students to complete assignments, be provided online academic remediation and provide access to fluency building curriculum in reading and mathematics
- Provided training for teachers to use data to drive their classroom instruction
- Interim assessment training
- Access to intervention (RTI) during school hours, before and after school services with a designated staff member
- Provided additional services with a certificated educator to accelerate English language acquisition and increase reading/writing skills for both EL and other struggling students
- Teachers attended PD on UDL and regularly met as PLC to implement and collaborate on increasing student achievement using current research and student data

Parents are asked to help prepare their children by teaching them about face coverings and proper hand washing. The charter school promotes the use of soap and water and the use of unscented hand sanitizer with at least 60% alcohol when soap and water are not available. Parents are asked to check their child's temperature each day before sending them to school. Children must stay home if they have a temperature of 100.4 or higher. To help protect everyone, families should be familiar with the symptoms of COVID-19, and all students and staff members should stay home if they are feeling ill or experiencing symptoms. Parents and Staff will talk to students about Coronavirus. Cleaning protocols will be put in place daily for each classroom. Site staff will ensure desks, masks, social distancing, handwashing, and other protocols are implemented based on their classroom environment to ensure continuity of learning.

Flexibility will be the key to implementing new practices within our school. Staff will provide the necessary support to make each of our children and their families succeed. We will work together to ensure our students receive a high-quality education and a nurturing/supportive environment necessary for success. Specific roles for auxiliary staff include:

- Office Staff will isolate students or staff with COVID symptoms, and protect school facilities by keeping parents from entering campus.
- Custodians-Clean facilities in-between student and staff use including cafe/amphitheater with multiple lunches, classroom areas, playground, bathrooms, stairwells, and other high use areas.
- Paraprofessionals - Clean cafe and other eating areas in-between student classroom areas, playground Ensure students are implementing adequate social distancing.
## Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>● Use of technology for instructional purposes that enabled students to complete assignments, be provided online academic remediation and provide access to fluency building curriculum in reading and mathematics</td>
<td>$22,900</td>
<td>Y</td>
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<tr>
<td>● Use of Interim assessment</td>
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<td>● Access to intervention (RTI) during school hours, before and after school services with a designated staff member</td>
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<td>● Provided additional services to accelerate English language acquisition and increase reading/writing skills for both EL and other struggling students</td>
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<td>● Teachers will receive training in PD on UDL and regularly met as PLC to implement and collaborate on increasing student achievement using current research and student data</td>
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<tr>
<td>● Provided training for teachers to use data to drive their classroom instruction</td>
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</tr>
<tr>
<td>● Set up and training for cleaning protocol</td>
<td>$5,000</td>
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**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.]

Distance learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of a credentialed teacher, referred to as Phase 1 which may be necessary due to public health or governor mandate. In addition parents may have selected Full Distance Learning as an option to meet the needs of their particular family situation.

As the possibility of virus resurgence or reasons that are out of our control, the possibility of alternating between virtual learning and in-person classroom instruction. We will provide continuity of instruction by:

1. Maintaining grade-level content and instructional rigor
2. Prioritizing English language arts and mathematics content standards and learning
3. Maintaining the inclusion of each and every learner
4. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum
5. Focusing on commonalities that students share in this time of crisis, not just on their differences.

These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response. Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student based on the Universal Design for Learning (UDL) principles.

If a transition between in-person instruction and distance learning is necessary, teachers will use multiple platforms including Class DoJo, Google Enterprise, Google Classroom, Google Meets, FlipGrid, phone calls, and individual conferences. Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily in Aeries, as determined through engagement.

Teachers will also be expected to teach or provide rigorous video lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 3-4 hours per day. Students in Kindergarten will receive 180+ minutes, while students in grades 1-3 will receive 230 minutes, and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students. Students and teachers will have time to interact and build a
community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

In the event that circumstances change in our community, all teachers will quickly pivot to remote learning, if needed. From the beginning of the school year, all teachers will design lessons in our Google Classrooms for on-campus learners and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible. Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.

Content for core subject areas will be provided through supplemented instructional resources. In grades K-2, learning packets and live virtual learning will take place via various platforms. In grades 3-5, content and instruction will be provided by teachers through Google Classroom/Meets and other platforms. Two designated teachers are the point of contact for distance learning. In grades 6-8, content and instruction will be provided through Google Classroom/Meets by departmentalized teachers. These teachers are the point of contact for their prospective subject areas, however, the homeroom teachers are responsible for tracking overall student engagement and following the engagement procedures should students have an attendance issue.

Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance. Grading will be the same as on-campus learning and outlined in our family handbook and policy. Physical Education, art, music, and electives—a bank of exercises, physical activities, and resources will be provided. Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students—either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades TK-8.

MATERIAL DESIGN

Staff will implement standards-based, state-adopted instructional materials locally adopted by the Charter School. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.
COHERENCE IN INSTRUCTION

When we transition to remote learning, parents supervise students using the Independent Study resources and meet with the Independent Study Teacher at a minimum of every 21 days. If necessary, parents will pick up new work, turn in completed work and discuss the child's progress. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process. All students will be provided a device to carry to and from school daily, and to easily transition to remote learning if the need arises.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the Google Classroom and audio/video lessons enable students in remote settings to be successful by participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work in grade level teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom for grades 3-8 and learning packets will be provided in grades K-2 when needed.

To support our students who are served in their special programs, teachers will participate in weekly Collaboration Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our Google Classroom. Pre-recorded instructional videos may be uploaded into the Google Classroom. Live teacher assistance will take place through various platforms during school hours on school days and/or after school. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into Aeries promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

STUDENTS WITH DISABILITIES

For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Plans will be made to support the best learning options available on a case by case basis for our students with disabilities.

COMMUNICATION

Teachers and administrators will establish a common protocol for regular and consistent communication to parents.
Access to Devices and Connectivity

RSA will use the Student Engagement/Contact document to ensure students have access to internet and devices for home use. In the spring students needing internet were offered Hot Spots; this will continue when we are in distance learning mode as a school or if the family chooses that mode of education rather than coming on campus. Students needing a device will be provided a Chromebook. The Student Engagement document will be used to assess student daily learning and participation. Every teacher including all resource specialists (EL teachers/RSP/Speech Therapists) had open access to view all information collected. The information included contact data for family: name, email, phone # etc., and also included answers collected by teachers to the following questions:

Does the family have internet access? What type of device (computer, laptop, Chromebook do you have access to?

Does the family have access to a TV and PBS?

Does the family have transportation limits?

Do They Need Breakfast/Lunch?

Do they know how to access locations to get meals?

Additional information collected included teacher assessment of whether family may need mental health/social emotional supports, or addressed other needs, questions or concerns raised by family. This document helped us to monitor and meet the needs of our English Learners, foster youth and low-income students during spring closure and will be implemented during distance learning this fall. For our EL population we implemented the following: 1.) Provided sheltered lessons through Read Works with ELD supports; 2.) Collaboration with teachers to make sure the ELD students were engaging weekly.

For foster youth students: homeroom teachers ensured they maintained engagement with their learning. We also used our school counselor to consult with or reach out if student lacked motivation or was identified as needing additional supports.

For low income students: we reviewed responses to the Student Engagement/Contact document to ensure students had: 1.) The technology they needed to access online learning resources, including internet access; 2.) Continuity of special education services similar to what they were receiving prior to the transition of distance learning. This included making amendments to IEP/504 plans to address the new learning platforms; 3.) Updated information about where they could pick up free meals.
A schedule of Teacher online directed lessons (via zoom, google meets, recorded lessons) has developed to ensure number of instructional minutes are provided daily, students have time throughout their learning day to move around, a block of time is set aside for lunch to accommodate families who may need to pick-up school lunches.

Staff including teachers, counselors or trained paraprofessionals will collaborate often through email and teacher meetings to safeguard continuity of learning. Teacher responsibilities included: preparing and monitoring online student learning, contacting unengaged students directly to encourage completion of assignments, responding to student questions, reporting engagement to administration for student monitoring, and sharing grade level planning ideas.

All students will be provided a device to carry to and from school daily, and to easily transition to remote learning if the need arises.

Parents and students will sign a user-agreement at the beginning of the year. Chromebooks (grades K-8) will be assigned to each student. A check-out process is in place the first week of school in case we are required to shut down on a moment's notice. Our parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet. The school also worked with a local internet provider to secure free or reduced rates for internet access and to eliminate barriers for our most at-risk families. Students in grades TK-2 may be distributed paper packets on a weekly basis.

Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school.

During our virtual Back to School night event, teachers will survey families to determine more individualized information regarding the deployment of devices and available internet access at home. Teachers will also assist parents in understanding Chromebooks, Google Classroom, attendance expectations, learning expectations and tips/tricks for teaching and monitoring student work at home. This will take place at our virtual Back to School Night events. Teachers will direct parents on how to access tech support for parents needing extra support. In the first few weeks of school, teachers will teach students how to connect to and navigate Google Classroom and provide the expectations for taking care of the technology and expectations for remote learning, including grading and attendance.

**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.]
Distance learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. RSA will provide pupils access to connectivity and devices when needed in order for them to be able to participate.

*Distance learning students will be assigned a combination of Synchronous and Asynchronous learning activities that equate to a minimum number of instructional minutes: Kinder 180, Grades 1st - 3rd 230 minutes- 4th - 8th grade 240. These minutes will consist of a combination of live interaction with teacher & teacher assigned tasks. Teachers will post a master schedule of denoting daily times for both Synchronous and Asynchronous learning that accounts for the minimum number of instructional minutes. This will be shared with families to allow for consistency and comprehension of daily responsibilities for all stakeholders. School wide master schedules will be maintained in a shared google folder for easy access.

Distance learning will include the following:

- Content that is aligned to grade level essential standards and district adopted curriculum.
- Daily live interaction between teacher and peers for purposes of instruction, progress monitoring, and maintaining school connectedness (may include in-person appointments).
- Establish a consistent school schedule by grade level or content area.
- Instruction will include both synchronous (live video conferencing via Google Meet that takes place at a scheduled time) and asynchronous (recorded lessons or online resources provided by the teacher that students can access at their own pace/time) and formats.

**K-5 Synchronous:** online or distance education that happens in real time M,T,TH & F

**Students:**

- Total of 60-90 minutes of live interaction with teachers daily, including:
  - Daily morning meeting for wellness check-in and overview of the day
  - Daily 30-minute lesson, alternating between ELA and Math
  - Potential of twice-weekly 30-minute small group sessions

- 60-90 minutes of independent work daily, including:
  - 30 minutes of reading daily
  - 30-60 minutes of independent work daily, submitting assignments online
- At least 30 minutes of movement and exercise daily
- Ability to reach teacher virtually during office hours
- Additional intervention support provided by aide or specialist based on individual need
- Students may also attend an additional small reading (or math) group with teacher or paraprofessional 4 days a week for at least 20 minutes.
- Some in-person instruction will be offered via weekly/biweekly appointments with students individually or in small groups that allow for 6’ of social distancing.

  - **K-5 Asynchronous:** learning occurs through online channels without real-time interaction

    - All teachers will have a Google classroom accessible by the school. Go Math & MobyMax Math lessons should not exceed 45 minutes per week for math and 45 minutes for reading.
    - Additional lessons in science and social studies may include a combination of recorded lessons and posted assignments/resources.
    - These assignments will fulfill the balance of minimum instructional minutes after synchronous instruction.
    - Go Math & MobyMax Math lessons should not exceed 45 minutes per week for math and 45 minutes for reading.
    - Additional lessons in science and social studies may include a combination of recorded lessons and posted assignments/resources.
    - These assignments will fulfill the balance of minimum instructional minutes after synchronous instruction.
    - Wednesdays will be designated for teacher prep, family communication, and small group virtual support appointments utilizing teachers, specialists and paraprofessionals and may include some in-person appointments (over a 90-minute time period).

  - **6-8 Synchronous:** online or distance education that happens in real time M,T,TH, & F

    - **DAILY CLASS MEETING:** homeroom classes (0 period teachers) will conduct a class meeting via Google Meet of at least 15 minutes each day which may include SEL or a daily warm-up activity; attendance will be taken. Students will be responsible to email/contact their advisory teacher and complete warm-up activity if they are unable to join the live meeting. Attendance will be taken during this time.
    - **LIVE INSTRUCTION:** will be held in core academic classes according to the regular (blocked) bell schedule. Students/Families must notify their teacher if they are unable to join virtually on a particular day and complete a designated activity assigned by the teacher.
New content will be presented a minimum of 3 times a week.

Wednesdays will be designated for teacher prep, family communication, and small group virtual support appointments utilizing teachers, specialists and paraprofessionals and may include some in-person appointments.

- **6-8 Asynchronous:** learning occurs through online channels without real-time interaction

  - All teachers will have a Google classroom accessible by the school.
  - Khan Academy and MobyMax Math lessons should not exceed 45 minutes per week for math and 45 minutes for reading.
  - A combination of recorded lessons, posted assignments, and online resources will provide the balance of minimum 240 instructional minutes after synchronous instruction as needed.
  - PE and VAPA teachers will post weekly activities.
  - Teachers will communicate with and give regular feedback to students/families through Google Classroom, Google Meet, Aeries, email, phone, etc.
  - Teachers will oversee reading intervention and English Learner Development small group instruction. The priority for aide time will be to support 1st and 2nd grade reading groups.
  - English Language Learners and Special education students will receive a combination of in-person and remote learning.
  - Attendance will be completed for each student in Aeries based on completion of participation questions in Google Classroom. Students will be marked absent for any days or class periods they did not participate. This shall be updated at least once a week.
  - Teachers will use Aeries and/or Google Classroom to track completion of assignments.
  - Teachers will be on campus during typical school hours. School age children of staff members may accompany them in their classroom if other childcare is not available and staff is still able to perform their assigned duties.
  - Teachers shall follow re-engagement procedures for students who are absent from distance learning for 3 days (or 60%) in a school week.

- If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should submit the appropriate Google Form to their administrator. Administrators and/or counselors will pursue contact with family which may involve a home visit.
RSA’s *Distance Learning MTSS Framework for Academic Engagement and Attendance* will be used to track participation and engagement in student learning. The full tiered model will be shared with all stakeholders and outlines the responsibilities for each stakeholder group. The Model is attached below.

**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.]

In May the teachers and support staff completed a survey regarding the confidence in the platforms they have used during the spring distance learning. They were also asked to list additional training that they felt they needed to better service the distance learner. Teachers requested additional training on the various Google platforms and how to integrate google classroom into Google Meets. Several asked for specific training from the county office of education or other universities. RSA provided training on campus and supported teachers with other online learning platforms as needed. Additionally, SCOE provided many workshops on a variety of technology platforms and many teachers attended these workshops during the summer.

With the new instructional program model using Google classroom, meets and for some Zoom, teachers are better able to set up synchronous and asynchronous lessons to meet the variety of technology needs and supports for the students. Additionally the school purchased new math curriculum that provided online lessons for distance learners. Twelve teachers participated in this training and immediately set up lessons within their google classroom.

Teachers will continue to meet on Mondays as PLC to share successes, challenges and encourage each other as they implement the new online platforms. Monday afternoons are set aside for PD, PLC and general teacher meetings.

Special Education Staff will attend online training available through:

EDCOCO Charter SELPA, including highlighting practices for distance learning specialized academic instruction (SAI), for education specialists and paraprofessionals; EDCOCO Charter SELPA also offers up-to-date information regarding updated special education legal requirements and best practices; American Speech and Hearing Association (ASHA), including online tele-therapy training for speech/language therapists; and any other applicable trainings provided by CDE, local county office of education or other professional entities.
**Staff Roles and Responsibilities**

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

Maintaining positive relationships among staff is important to the success of distance learning or classroom learning. Administration will be intentional in promoting staff responsibilities and positive staff relationships.

- Teachers will continue to meet on Mondays as PLC to share successes, challenges and encourage each other as they implement the new online platforms. Monday afternoons are set aside for PD, PLC and general teacher meetings.

- Teachers will communicate with and give regular feedback to students/families through Google Classroom, Google Meet, Aeries, email, phone, etc.

- Teachers will oversee reading intervention and English Learner Development small group instruction. The priority for aide time will be to support 1st and 2nd grade reading groups.

- English Language Learners and Special education students will receive a combination of in-person and remote learning.

- Attendance will be completed for each student in Aeries based on completion of participation questions in Google Classroom. Students will be marked absent for any days or class periods they did not participate. This shall be updated at least once a week.

- Teachers will use Aeries and/or Google Classroom to track completion of assignments.

- Teachers will be on campus during typical school hours. School age children of staff members may accompany them in their classroom if other childcare is not available and staff is still able to perform their assigned duties.

- Teachers shall follow re-engagement procedures for students who are absent from distance learning for 3 days (or 60%) in a school week. If teacher is unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should submit the appropriate Google Form to their administrator. Administrators and/or counselors will pursue contact with family which may involve a home visit.

RSA will use specific Distance Learning Roles in (Hybrid or Full Distance) Phases of instruction that accounts for all stakeholders.
STUDENTS ENGAGE IN REMOTE LEARNING BY:

- Participating in activities offered by the teacher.
- Ensuring they have a device plus a username/password.
- Having instructional resources ready and knowing how to contact the teacher for assistance and follow-up.
- Knowing due dates of assignments.
- Creating a work space and scheduled time to engage in learning.

FAMILIES SUPPORT REMOTE LEARNING BY:

- Ensuring students have access to a device and instructional materials supplied by teacher / school.
- Ensuring students have access to the internet if needed.
- Knowing username and passwords for students.
- Knowing how to contact teachers with questions.
- Creating a realistic schedule and setting up an appropriate space to do school work.
- Monitoring school communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
- Reviewing RSA’s Remote Learning plans.
- Considering age-appropriate enrichment to engage learners.

TEACHERS SUPPORT REMOTE LEARNING BY:
- Connecting with students and families through phone calls and emails to ensure each student has the resources they need including internet, device and instructional materials.
- Communicating with the tech dept. if alternative resources are needed for families that do not have access to the internet.
- Monitoring school communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
- If families do not have internet access - teachers may need to create materials/experiences for them to pick-up and return to school.
- Being flexible when creating schedules for engaging with students via internet, phone, email.
- Focusing on what works best for students based on age, content, needs, and technology access/ability.
- Providing a variety of opportunities to engage, respond, and have students show mastery of content.
- Encouraging students to collaborate among themselves.
- Participating in professional learning opportunities offered by the school while collaborating with colleagues to continually strengthen instruction for all students.
- Clearly posting for families how to contact teacher, submit assignments, request help in Google Classroom.
- Provide regular communication to families on student progress and upcoming learning activities.

**LEADERS SUPPORT REMOTE LEARNING BY:**

- Maintaining a positive school culture (share encouraging messages, positive feedback, etc.) for their school community.
- Reviewing RSA communication and ensuring pertinent information is highlighted for staff and families.
- Collecting feedback from staff, students, and families regularly.
- Visiting the remote learning platforms of students (Google Classroom).
- Supporting teachers, students and families in accessing and troubleshooting resources.
- Scheduling and participating in school team meetings.
- Providing feedback to teachers about remote learning plans and implementation.
- Engaging district staff to problem solves issues, answer questions, and access resources.
- Supporting the health and wellbeing of staff.
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.]

STUDENTS WITH EXCEPTIONAL NEEDS/DISABILITIES:

Students with Disabilities have had Emergency Contingency Plans written for each student with an IEP, taking into consideration students’ abilities to access online learning and need for in-person specialized academic instruction and related services. Based on IEP team decisions, some students during Phase 1 model (Full Distance Learning) will receive in-person services except as prohibited by Public Health, i.e. under quarantine. During Phase 2 (Hybrid Model- where general education students attend “in-person” instruction two days a week) IEP students whom the IEP team determines require more “in-person” instruction will attend school on additional days. Safety protocol and PPE are in place for all in-person instruction and assessment. For other IEP students, service minutes will remain constant, but service delivery will be fluid between in-person and online instruction, depending on the Phase the school is in. Credentialed special education staff and paraprofessionals have received training in Best Practices for online teaching methods. Where needed, hands on materials have been sent home. School contacts have been streamlined through the education specialist for students who are overwhelmed by receiving information from several teachers. Parents have worked with the school counselor to set up predictable home routines and space for students to self-regulate. General education teachers have been informed of needed accommodations & modifications and will implement these into the mode of delivery of instruction. In addition, FM units and receivers have been provided to D/HH students for use during distance learning.

EL students will continue to receive integrated ELD services either in-person or virtually. If needed, a family liaison will be made available to assist families with translation. Special education services will be provided in accordance with each student’s IEP. RSP services will support students' progress in their general education class. Other service providers may deliver services in-person or virtually. Technology devices and Internet access will be provided to students who need them so that they can participate equitably in remote learning while at home.

Foster youth and homeless students may attend more in-person instruction as needed during at-home learning days.
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.]

RSA will continue to implement the use of NWEA benchmark testing to ensure that students, especially those with unique needs, are targeted and monitored for intervention. We will utilize our resource teachers and regular education staff to provide push in interventions and small group pulls out support.

All students will complete reading and math work using MobyMax software, which will then track their skill levels and rate of progress. Students in primary grades will use Lexia to monitor reading skills and comprehension. Students who are not recouping previous skills or are not gaining skills at a rate comparable to their peers will receive synchronous instruction from staff as noted in
RSA’s MTSS plan. Progress will be carefully monitored and, for students who continue not to make progress, SST meetings will be held and screening using the Feifer Assessments of Reading or Math will be completed, so that targeted, synchronous instruction can be provided. Push-in and pull-out supports are available at all levels of RSA’s MTSS

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.]

While school closures have impacted all students, such as English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.

To ensure that we are not a source of further distress for our most at-risk students and families, we will work with families to support learning loss and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up.

Support staff will work with our at-risk students in small groups and one-on-one to provide additional support due to learning loss. Interventions will take place within the classroom during a specific time of the day throughout the school week. Using formative assessment, teachers will identify the area needs for each student. Furthermore, teachers will identify essential state standards for current and prior school year utilizing diagnostic testing in order to address any learning loss and accelerate students. Teachers will prioritize the concepts and skills that are of immediate importance in helping students access grade-level work. Paraprofessionals, in collaboration with classroom teachers, will provide this support.

Foster youth, homeless youth, English learners and students with disabilities will participate in core instruction with push-in support provided by paraprofessionals. English learners will be provided a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. It is our goal to continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible. English learners will be provided additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for our English learners to achieve the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars. To accomplish these goals, all English learners will receive a comprehensive program of designated and
integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

Additionally, we believe engaging the parents of English learners, foster youth, homeless youth and low income students is important during distance learning and in-person learning. We will adequately notify parents of these at-risk populations of the same information about any program, service or activity that is shared with other parents in our district. We will make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL). UDL principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g., blindness or deafness), and learning disabilities all require a different way of approaching content. We will provide students with different ways to engage in and process learning, and to express their learning helps to reduce or eliminate barriers to showing what they know and can do.

Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners. Teachers will ensure that all students have the opportunity to engage in productive struggle utilizing the Tiered approach.

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.]

Diagnostic assessments are used to identify specific areas where instruction or intervention to improve student learning and address learning loss. Universal screenings will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, etc.) Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students’ learning status relative to the desired lesson goal. Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. When students are given opportunities to participate in engaging activities, teachers and support staff will provide students with ample time to think and develop a solid response.

Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students’ progress towards learning goals. Actions and services will be adjusted and refined based on student data and reflection.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>

California Department of Education, July 2020
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration Time with teachers and other support employees</td>
<td>$32,250</td>
<td>y</td>
</tr>
<tr>
<td>Instructional paraprofessionals</td>
<td>$177,275</td>
<td>y</td>
</tr>
<tr>
<td>Supplemental instructional material</td>
<td>$54,100</td>
<td>Y</td>
</tr>
<tr>
<td>Use of data to be able to focus instructional needs, reviewing past progress and attendance.</td>
<td>$9,129</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase technology for student use</td>
<td>$41,099</td>
<td>Y</td>
</tr>
<tr>
<td>Access to tutoring before and after school for eligible students.</td>
<td>$15,000</td>
<td>Y</td>
</tr>
<tr>
<td>Provide additional direct services through use of classroom paraprofessinals/certificated services and programs to access English Language Arts CC for EL students and other students noted with learning loss.</td>
<td>$15,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

**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.

All students deserve an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional needs are met through embedded practices within the school day, instruction in interpersonal skills and self-management, and with support services for students with greater needs.

- All staff will focus on supporting a positive climate and culture that practices, For example, Six Pillars of Character; Trauma Informed Practices; Kelso’s Choices, etc.
- Teachers will strive to foster a sense of belonging in the classroom.
- Students will have access to ongoing social-emotional lessons, such as Second Step.
- Surveys will be developed and provided to students upon returning to school to assess well-being.
- School counselors are accessible for students in need of additional support. Counselors may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- Classrooms will practice predictable and consistent routines.

All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently. Staff members will be provided with an updated training on Trauma Informed Care and Practices specifically addressing how to support students’ mental, social and
emotional health during the COVID-19 pandemic. Trauma Informed staff training will include building a sense of community and support within the classroom, addressing students through a trauma informed lens, conducting routine self-check ins and the importance of staff self-care. Staff members will utilize student self-ratings to determine current mental and emotional states, changes in students’ mental and emotional states as well as identifying a need for immediate student support. Using the Devereux Students Strengths Assessment (DESSA) or other universal social/emotional screening tool, to be completed three times per year, to monitor and support students for whom there are SEL concerns. The school counselor will work with staff in implementing a yearly calendar of SEL topics for all students, support a strong MTSS process for providing small group and individual counseling, and provide tiered behavioral supports. Students, staff and parents will be provided with opportunities to share ongoing trauma and levels of stress through screeners, open meetings and on an individual basis. Resources for mental health and wellness including COVID-19 supports and suicide prevention will be posted on the school website under the school counselor’s webpage and in communications with families.

### 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.]

RSA's Distance Learning MTSS Framework for Academic Engagement and Attendance will be used to track participation and engagement in student learning. The full tiered model will be share with all stakeholders and outlines the responsibilities for each stakeholder group. The Model is attached below.
During distance learning, RSA will maintain our current MTSS model to support students’ regular academic engagement and attendance. The following information outlines how academic engagement and attendance in a distance learning model fits into our current MTSS model. Within this model “Student Engagement” is the commitment to learning, sense of belongingness, and willingness to participate in learning and extracurricular activities that is associated with positive student outcomes (Christenson et al., 2008).

Tier 1: (Universal Strategies for All)

School Staff communicates regularly with all stakeholders regarding procedures and protocols for engaging in learning. Teachers utilize the Combined Daily Participation and Weekly Engagement Template to track Academic Engagement and Attendance. Teachers will provide students with ability to check in synchronously or asynchronously and participate in an SEL activity to monitor engagement. School will maintain a resource folder with appropriate SEL activities.

Tier 2: (Early Intervention)

Provide early intervention for students who need more support to avoid academic disengagement and chronic absences. Teacher will implement intervention strategies to engage family in learning. Teacher to consult with SST Team to assist with the implementation if appropriate or problem solve additional intervention Strategies to use. Teacher Teams meet regularly to share intervention strategies.

Tier 3: (Intensive Intervention)

School Staff will provide intensive supports for those students who face the greatest challenges accessing learning and/or engaging academically. SST team will implement Intensive engagement strategies and manage referrals to outside agencies if appropriate.
Tier 1: Universal Strategies for ALL Students: Tier 1 represents universal strategies to encourage academic engagement and good attendance for all students. Tier 1 is the implementation of RSA’s Positive School Climate Program and Positive Behavioral Interventions and Supports (PBIS).

Whenever a student is engaged in distance learning whether Phase 2 (Hybrid of Distance Learning & In-Person Learning) or Phase 1 (Full Distance Learning- every day) Each Teacher with distance learners shall ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments (EC Section 43504(e)).

Each Teacher shall also document daily participation for each student on each instructional day, in whole or in part, for which distance learning is provided. A student who does not participate in distance learning for at least part of an instructional day shall be documented as absent for that instructional day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents or guardians. (EC Section 43504(d)).

Daily Contact Academic Engagement: Teachers must verify student academic engagement daily. Student academic engagement could include, but is not limited to – submitting classroom assignments; or participating in class activities; or taking an exam; or participating in an online discussion; or initiating contact with the teacher about a subject related to the class.

Daily Contact Attendance: Daily communication between teacher and/or students who are not academically engaged. This could include, but is not limited to – phone calls, emails, or internet-based face-to-face platforms.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
<th>Family</th>
<th>Administrator</th>
<th>Student Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily contact with students – academic engagement &amp; attendance/SEL check-in</td>
<td>Daily contact with teacher(s) – academic work &amp; SEL Check-In</td>
<td>Confirm daily contact with teacher(s) re: academic engagement &amp; attendance if student not engaged.</td>
<td>Maintain contact with teachers re: academic engagement of students &amp; attendance criteria</td>
<td>Support the Daily contact with students – academic engagement for groups/lessons, SEL Activities-Attendance strategies</td>
</tr>
</tbody>
</table>

Reducing chronic absence fits nicely into RSA’s current Attendance Supervision Program which has been successfully implemented to reduce chronic absenteeism. During the implementation Phase of Distance Learning all teachers of distance learners will complete a master spread sheet/Google Form questionnaire for contact information and needs assessments of RSA students and Families. The Distance Learning Student Contact & Needs Survey, will be maintained in google drive and accessible by all applicable staff.

If a student has not been in contact with any school personnel for 60% of a week (three days), the SST problem-solving model should begin – move students from Tier 1 to Tier 2.
**Tier 2: Early Intervention:**

Tier 2 provides early intervention for students who need more support to avoid academic disengagement and chronic absences.

*If a student has not been in contact with any school personnel for 60% of a week (three days), the student should be placed into Tier 2. In addition:* 
Once a student has failed to engage in academics (not turning in any assignments/engagement in online educational programs or participate in assessments) for 5 days, the teacher will notify (SST) personnel (Admin, Counselor, Special Ed Director,). SST personnel and teacher will problem solve appropriate intervention strategies. **Teacher will continue tracking data in the classroom, and begin tracking intervention data for every Tier 2 student. If after three weeks of additional support and intervention the student/family fails to successfully and consistently engage, the student should be moved to Tier 3.**

**Daily Contact Academic Engagement:** Teachers must verify student academic engagement daily. Student academic engagement could include, but is not limited to – submitting classroom assignments; or participating in class activities; or taking an exam; or participating in an online discussion; or initiating contact with the teacher about a subject related to the class.

**Daily Contact Attendance:** Daily communication between teacher and/or students who are not academically engaged. This could include, but is not limited to – phone calls, emails, or internet-based face-to-face platforms.

<table>
<thead>
<tr>
<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td>Daily contact with student(s) – academic engagement and Implement identified intervention</td>
<td>Daily contact with teacher(s) – academic work and Participate in identified intervention</td>
<td>Confirm daily contact with teacher(s) re: academic engagement and Partner with teacher/school in identified intervention</td>
<td>Daily contact with teachers re: academic engagement of students and Support teacher, student, and family in identified intervention</td>
<td>Communicate intervention to families</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Support the implementation of intervention</td>
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<td></td>
<td>Monitor intervention</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*consider student home wellness checks</td>
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</tbody>
</table>

**Student Study Team – Once a student meets the school-wide absence or academic disengagement criteria to move from Tier 2 to Tier 3, the student should be brought to the problem-solving team to identify next steps and/or an intervention.**
**Tier 3: Intensive Support**

Tier 3 provides intensive support for students facing the greatest challenges getting to school and engaging academically. *Students in Tier 3 will be monitored by Teacher and SST Personnel who will develop appropriate intervention strategies to engage student in learning. SST Personnel will determine if a referral to an outside agency is needed in these most severe cases.*

**Daily Contact Academic Engagement**: Teachers must verify student academic engagement daily. Student academic engagement could include, but is not limited to – submitting classroom assignments; or participating in class activities; or taking an exam; or participating in an online discussion; or initiating contact with the teacher about a subject related to the class.

**Daily Contact Attendance**: Teachers or SST personnel will have daily communication between teacher and/or students who are not academically engaged. This could include, but is not limited to – phone calls, emails, or internet-based face-to-face platforms.

<table>
<thead>
<tr>
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<td>Daily contact with teachers re: academic engagement of students &amp; attendance and Support teacher, student, and family in identified intervention</td>
<td>Communicate intervention to families Support the implementation of intervention Monitor intervention *consider student home wellness checks</td>
</tr>
</tbody>
</table>

*SST Team – Once a student meets the school-wide absence or academic disengagement criteria to move from Tier 3 to community support and intervention, SST team will identify next steps and/or an intervention."
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.]

In-person Instruction-Students will be served lunch on a staggered schedule. All items that are normally put on the salad bar will now be either portioned out and put in sealed containers/bags and delivered to the classroom for the teachers to distribute prior to going to the designated eating area. Extra lunch periods have been put in place to implement social distancing. Lunch will be served in the main café, amphitheater or outside when the weather permits. Hand hygiene will be performed prior to and after lunch breaks. Social distancing will be implemented at the lunch tables (or classroom) depending on where students eat.

Distance Learning- lunch meals will be pre-ordered the prior week. Distance Learning Families may pick up meals at school on Monday and Thursday. If needed and in some cases, meals will be delivered to at-risk student populations.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Lunch Program</td>
<td>Supplies for meal preparation</td>
<td>$1,000</td>
<td>Y</td>
</tr>
<tr>
<td>School Nutrition</td>
<td>Additional staffing to support social distancing at lunch time</td>
<td>$33,168</td>
<td>N</td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.18%</td>
<td>$295,181</td>
</tr>
</tbody>
</table>

**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.]

RSA created a Student Engagement/Contact document that listed every student by homeroom teacher/grade. Every teacher including all resource specialists (EL teachers/RSP/Speech Therapists) had open access to view all information collected. The information included contact data for family: name, email, phone # etc, and also included answers collected by teachers to the following questions: Does the family have internet access? What type of device (computer, laptop, Chromebook do you have access to? Does the family have access to a TV and PBS? Does the family have transportation limits?, Do They Need Breakfast/Lunch? Do they know how to access locations to get meals? Additional information collected included teacher assessment of whether family may need mental health/social emotional supports, or addressed other needs, questions or concerns raised by family. This master document helped us to flag and monitors our English Learners, foster youth and low-income students so we ensure their needs were being met.

This Student Engagement/Contact document helped drive our response to target the needs of our Identified groups. Equity has remained the goal in our spending decisions for the COVID funding and supplemental/concentration funds. No matter the instructional phase we transition to we will continue to work to eliminate the barriers to student success that existed before the closure. We believe that we have an unprecedented opportunity to improve how we provide services and implement more student-centered designs for our most at-risk families. We identified the areas of need for our foster youth, English learners and low-income students and have worked with staff to ensure we have reached out to their families in order to provide the necessary tools and resources for their students to be successful in school.
All actions and services will be provided on a school wide base. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information will be principally directed to support the unduplicated pupils and enhance the overall program.

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

In 2019-20, Redding School of the Arts is projecting it will receive $321,179 based on the enrollment of foster youth, English learner, and low-income students. Redding School of the Arts must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Redding School of the Arts plans to spend $340,926 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

RSA will be using more of the base revenue to meet the high needs students as indicated in the actions and services outlined in the LCAP report. RSA strives to be inclusive of meeting all student needs when providing targeted intervention.

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