

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

Due to the COVID-19 pandemic, Roseland School District has been operating in a Distance Learning mode of instruction since March of 2020. All school campuses have been closed for on-site instruction since this time. The COVID-19 pandemic has placed large stressors on students and families due to the ongoing health crisis, shelter in place requirements, and job loss. With some of the highest virus transmission rates in the county, our local Roseland community has been hit particularly hard by the pandemic.

Additionally, in the spring of 2020, the shift to remote instruction required the development of new technological skills amongst students and staff. Equity issues arose for students whose parents were working or were unable to assist their children with Distance Learning for various other reasons. This was particularly a challenge for our youngest students, as they needed the most parent support to successfully participate in Distance Learning instruction. Students missed being at school with their teachers and friends, and teachers reported that while valiant efforts were made to maximize the quality of Distance Learning instruction, it was not as effective as live, in-person instruction. All of these factors have had a negative impact on our students' overall academic progress and social emotional wellbeing.

Roseland School District is committed to providing equity and access to all learners with specific plans for those with special needs. We recognize that all students deserve a safe, accessible, engaging, and equitable educational experience in which they can thrive academically, physically, and emotionally.

On that end, the district has developed an updated Distance Learning plan for the 2020-21 school year in an effort to mitigate the negative effects that are a result of the current health crisis and school campus closures. This plan will be in effect until the district is able to safely pivot back to in-person instruction. The steps we are taking to serve our students and families, and meet the wide range of needs that exist while we operate in a Distance Learning format, are described throughout this Learning Continuity and Attendance Plan.

# Stakeholder Engagement

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

Roseland School District utilizes the Accelerated Schools Process to support collaborative decision making. Under the Accelerated School Process, there are three types of decisions.

- Consensus- Utilized when making systemic changes based on completing an inquiry process to address a challenge area/improve any aspect of school operations or conditions. With a consensus decision, 90%-100% of identified stakeholders agree to implement the decision.
- Informed- Utilized when a decision needs to be made quickly but affects day to day operations or conditions. With an informed decision, leadership gathers stakeholder input and then makes a decision.
- Command- Utilized when a decision needs to be made to implement a state/county directive, is related to safety or other urgent matter. A command decision is made by identified leadership when necessary.

Based on the short timeline available to develop our reopening plan, the majority of decisions have been informed decisions. However, gathering stakeholder input has been an important part of the process. When engaging parents/community stakeholders to help develop our reopening plans, the district provided all information in English and Spanish. Additionally, the district has provided hotspots to all families who did not previously have internet access to help ensure students' equitable access to instruction, as well as to ensure that all parents/guardians can meaningfully participate in the stakeholder engagement process.

To develop this plan, stakeholder input was gathered in the following ways:

Teacher Surveys:

- May- Distance Learning Software Priorities (58 responses)
- May- Reopening Schools Survey (56 responses)
- July- Distance Learning Priorities & Needs Survey (63 responses)

Classified Staff Survey:

- May- Reopening Schools Survey (55 responses)

Parent Surveys:

- May- Reopening Schools Survey (289 responses)

- July- Distance Learning Priorities & Needs Survey (360 responses)

#### Student Survey

- September- Distance Learning Survey (542 responses)

Teacher/staff Focus Group Meetings (these meetings were split up by grade spans and department, with 65+ staff members attending)

- 6 hours of initial focus group meetings held June 23 -24
- 12 hours of continued teacher focus group meetings held July 21-24
- 5 1/2 hours of workgroup meetings related to scheduling and selection of essential standards Aug. 4-5
- Separate voluntary meetings were also convened with special education teachers, psychologists and speech-language pathologists, to plan distance learning instruction and services, specific to meeting the diverse needs of our students with disabilities.

#### Principals/School Administrators:

- Ongoing leadership team meetings were held throughout the summer to develop reopening plans and plan stakeholder engagement meetings.

#### Roseland Educators Association

- Meetings between REA and the district were held on 7/8/20, 7/15/20, 7/21/20, 7/24/20, and 7/28/20 to develop a Memorandum of Understanding related to working conditions while the district operates in a Distance Learning format.

#### California School Employees Association

- Meetings between CSEA and the district were held on 5/6/20, 6/18/20, 7/30/20, and 8/28/20 to develop a Memorandum of Understanding related to working conditions during the COVID 19 pandemic.

#### District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC)

- A joint DELAC and PAC meeting was held on 9/1/20 to solicit input on Distance Learning and the Learning Continuity and Attendance Plan.

#### Board of Trustees and Local Community

- Roseland District's Distance Learning Plan was presented to the Board of Trustees on 8/5/20 and approved at that meeting.
- The Learning Continuity and Attendance Plan will be presented to local community and the Board of Trustees for discussion at a public hearing on 9/28/20.
- The Learning Continuity and Attendance Plan will be brought to Board of Trustees for adoption at a public meeting on 9/30/20.

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

While the district operates in a Distance Learning format and school site campuses are closed for on-site instruction, all Board of Trustee meetings are held virtually through Zoom. These public meetings are open to all who would like to attend. Agendas with Zoom links to attend are posted on the school district website at least 72 hours before each scheduled meeting. Chromebooks have been made available to all students, with 98% of students now utilizing one at home, and hotspots have been made available for families without internet access to help ensure all are able to participate in virtual meetings. Additionally, parents/guardians, students, and community members can call into the Zoom meetings via telephone.

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

Our various stakeholders provided valuable feedback to help inform the development of this plan. Input from specific stakeholder groups included the following:

Teachers/Certificated Staff:

- expressed that it was critical that we set and communicate clear learning expectations and student schedules with families at the beginning of the year, and communicate that Distance Learning is required.
- prioritized the following software programs as critical for use during Distance Learning: RazKids, Lexia, IXL, Reflex Math, Mystery Science and Brainpop.
- expressed the importance of having common learning platforms across grade levels for the sake of ease-of-use amongst families.
- conveyed that technology issues and helping students who were using a multitude of different devices was a large challenge in the spring of 2020.
- prioritized the importance of ensuring that students have access to books/hands-on learning materials to balance technology with other learning modalities.
- expressed that having time and a common communication platform to regularly communicate with parents/guardians was a large priority.
- prioritized the importance of all students having access to the internet and necessary devices/Chromebooks.
- expressed the need to determine essential standards prioritized for instruction during Distance Learning.

Classified Staff/California School Employees Associate:

- expressed concerns related to student and staff health and safety, especially during person-to-person interactions required during food and supply distribution, parent office visits, etc..
- prioritized the importance of parent communication during this time.
- prioritized student success and agreed that duties may need to be modified during this time to help maximize this.

Parents:

- requested that teachers increase the amount of small group instruction during Zoom sessions to increase the effectiveness of virtual instruction.

- conveyed that the technology skills necessary for Distance Learning are a challenge for parents and that they feel they are sometimes unable to assist their children.
- expressed concerns related to their children's academic progress, especially in reading, while students are not physically present at school.
- conveyed the importance of frequent teacher-parent communication during Distance Learning.

#### Leadership Team (principals/school administrators):

- prioritized the need for intervention and newcomer support during Distance Learning.
- prioritized the importance of all students having access to the internet and necessary devices/Chromebooks.
- conveyed the importance of having clear, common schedules and learning expectations for students/families.
- prioritized the importance of frequent home-school communication.
- expressed the importance of supporting teachers/staff with professional development needs and necessary preparation time to support successful Distance Learning.
- expressed the importance of incorporating enrichment into Distance Learning and other means to encourage motivation/support student engagement and participation.

#### Students

- communicated that they have the technology devices/internet necessary to participate in Distance Learning.
- conveyed that the amount and level of work being assigned during Distance Learning is OK or good for them.
- feel comfortable with the technology being used for Distance Learning (Zoom, Google Classroom, IXL, Lexia, etc.). The level of comfort has increased this year.
- expressed that they enjoy seeing their friends and teachers on Zoom but they miss being at school.

#### Roseland Educators Association:

- communicated the importance of the protecting the health and safety of staff and students.
- prioritized the need for specific equipment/supplies to protect the health of unit members and students (new air filters, air purifiers, etc.).
- expressed the importance of having agreed upon schedules with sufficient preparation and parent communication time.
- expressed an interest in helping to develop our reopening plans and ensure ongoing staff engagement.

#### Board of Trustees:

- expressed the importance of addressing equity issues that arose for students during the spring of 2020 and to plan for distance learning with an equity lens.
- conveyed the need to prioritize the health and safety of students and staff.
- expressed their desire to be regularly updated on the successes and challenges of Distance Learning.

#### PAC/DELAC

- expressed gratitude for all that the district has done to serve students and families during this time.
- appreciated the at home learning kits/school supplies and technology that has been provided to families.

- expressed the need for more parent education around technology.

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

Much of what is included in our Learning Continuity and Attendance Plan is based on the powerful engagement process that occurred throughout the summer of 2020 and will continue throughout the year. The district is indebted to all the staff members, students, parents/guardians, and board members who contributed to the development of our plan. Specific aspects of our plan that are a result of stakeholder engagement include the following:

- Specific software subscriptions were purchased based on teacher recommendations (e.g. IXL, Reflex, Brainpop, etc.).
- To help address technology concerns expressed in engagement meetings, a school chromebook has been issued to all students in order to provide a higher level of support with district managed devices (easy access to bookmarks, etc.).
- Additional hotspots were purchased to ensure all students have access to technology .
- Common Learning Management Systems were adopted based on teacher recommendations (Seesaw and Google Classroom).
- Parent technology education opportunities are being held and are included in this plan based on parent request.
- A common parent communication platform (ParentSquare) was purchased to meet parent and staff needs and support frequent school-home communication.
- Additional classroom level funds have been provided to support hands-on learning materials and additional books. Regular distribution days are being held to support on-going student access to hands on learning materials, books and paper-based curriculum.
- Common grade level Distance Learning schedules were developed collaboratively with teachers and administrators to provide clear, consistent communication and expectations.
- Small group instruction was prioritized in the Distance Learning schedules based on parent, teacher, and principal recommendations.
- Increased time for teacher preparation and teacher-parent communication was included in teacher schedules based on the recommendation from several stakeholder groups.
- Essential standards were determined for each grade level collaboratively with teachers and leadership team members.
- An intervention teacher has been hired at each school site to help support students performing far below grade level in reading.
- An English Learner Support/Intervention teacher has been hired to support newcomer students during Distance Learning.
- Classified staff job duties have been adjusted to maximize student success via providing additional student supports and increased parent communication during Distance Learning.
- Funds have been allocated to help address health and safety concerns (purchase of additional cleaning supplies, personal protective equipment, air filters, air purifiers, etc.).

# 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.]

In the summer of 2020, it was determined that a safe re-opening of school campuses for in-person instruction was not possible due to Sonoma County being on the state watchlist. Additionally, virus transmission rates in our local Roseland community have been amongst the highest in the county. Therefore, the district will continue to operate in a Distance Learning format until it is deemed safe to pivot to in-person instruction.

Nevertheless, the district recognizes that classroom-based instruction is preferable to remote instruction from an educational standpoint and for the social emotional wellness of our students. The district has taken the following measures to plan for a possible return to on-campus/in-person instruction so that we are ready to pivot when it is deemed safe and when we have authorization to do so from state or local public health officials and our Board of Trustees, as well as an agreement between the district and our bargaining units.

Plans to pivot to in-person instructional offerings include:

- A plan for health and safety protocols, including the requirement of social distancing, use of face coverings and other personal protective equipment.
- A plan for increased daily cleaning and disinfecting of classrooms, high traffic areas and school campuses.
- Purchase of new air filters for HVAC systems that are rated at least MERV-13.
- Purchase of new air purifiers for classrooms, school offices, and common areas.
- Development of a system for wellness checks for staff, students, and visitors.
- Clear messaging posted at school sites related to requirements for face covering, social distancing, and wellness check requirements.
- Use of plexiglass barriers in school offices and other areas that require person-to-person interaction.
- Use of isolation rooms in the event a student or staff member becomes ill while on campus.
- Development of a possible hybrid schedule in the event that school sites need to operate on a modified schedule to support social distancing. This includes a potential 50:50 model where students are broken into two rotating cohorts, with one cohort attending in-person instruction and the other cohort participating in Distance Learning.
- Specific plans for classroom layouts and restriction of the use of shared items to protect the health and safety of students and staff. This includes ensuring desks face the same direction and remain 6 feet apart, when deemed necessary.
- Training for school staff on necessary health and safety protocols related to COVID-19.

When we are able to resume in-person instruction, the district will continue focusing on providing a strong instructional program that includes standards-based direct instruction, small group instruction, use of high-quality instructional materials, powerful learning opportunities, integration of technology, and frequent progress monitoring. Teachers will utilize an ongoing assessment cycle and collaboration to identify and address learning gaps.

Additionally, the district will continue to prioritize students' social emotional wellness by providing regular social-emotional learning opportunities in the classroom and providing a school counselor at each school site. Counselors will provide school-based counseling services and also, with the aid of the coordinated services team, help families access available community resources related to mental health.

Before the district returns to in-person instruction, further engagement with key stakeholders will occur, including the development of a new Memorandum of Understanding with our local bargaining units, to ensure that all plans for re-opening can be safely implemented.

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

Description	Total Funds	Contributing
Sanitation/Disinfection Supplies & Personal Protective Equipment	\$80,764	No
Air purifiers and air filters	\$67,037	No
Plexiglass Barriers, signage, etc. to reinforce social distancing	\$6,069	No
Additional Staffing	\$50,000	No

## **Distance Learning Program**

### **Continuity of Instruction**

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

Through Distance Learning, Roseland School District will provide standards-based instruction with access to a broad curriculum. Teachers and students will utilize technology, adopted curriculum, supplemental materials, and personalized learning software to support learning.



Daily instruction will include synchronous (live) learning via virtual classwide and/or small group meetings (e.g. Zoom meetings), as well as asynchronous (independent) learning via the use of personalized learning software, use of an online Learning Management System, adopted curriculum/textbooks, hands-on interactive lessons, and other means.

#### Synchronous Instruction:

Each school day, five days a week, students will start their day with a virtual class Zoom meeting with their teacher for purposes of school connectedness, social development, social-emotional learning, and to provide an opportunity to review the daily schedule and assignments for the day. In addition, at least four times weekly, students will attend additional virtual class Zoom meetings for the purposes of English language arts and math instruction. English language learners will also be provided additional synchronous learning opportunities for Designated English Language Development at their identified proficiency levels. The vast majority of synchronous instruction provided by the teacher for core content areas will be done in a small-group format as this has been found to be more effective during Distance Learning instruction. Synchronous instruction will also be provided on at least a weekly basis in an additional content area or areas (e.g. science, social studies, and art). In addition, teachers will use integration strategies to ensure access to a wide curriculum.

#### Asynchronous instruction:

When students are not participating in synchronous instruction/virtual class meetings, they will complete their remaining instructional minutes participating in asynchronous instruction. Teachers will provide students with assignments and post them in the districtwide common Learning Management Systems: Seesaw for TK-3 and Google Classroom for 4-6. Students will also submit their assignments through these Learning Management systems. Asynchronous instruction/assignments will complement instruction provided through synchronous instruction and also be utilized to ensure access to a broad curriculum, including regular asynchronous assignments in science and social studies. In addition to use of Seesaw/Google Classroom for asynchronous instruction, students will regularly utilize personalize learning software that provides targeted instruction in students' identified areas of need.

To support Distance Learning, students will be provided with the following materials/supplies to use at home:

- Adopted textbooks/curriculum in core content areas
- Access to online learning software to support student achievement in English language arts, foundational reading skills, math, and science
- Use of common Learning Management Systems (Seesaw for TK-3 and Google Classroom for 4-6)
- Independent reading material (online or paper-based books)
- District-issued Chromebook
- Headset/headphone with a microphone
- At home learning kit/necessary school supplies
- Paper-based assignments as determined by the classroom teacher
- Additional materials as determined by the classroom teacher

The district will organize regular distribution days in order to distribute and collect materials using a drive-up/walk-up model.

During distance learning, classroom instruction and assignments will be based on California state-adopted Common Core Standards, with core-adopted curriculum and similar supplemental materials/programs that students use when they are physically present at school. This will help to support a seamless transition between Distance Learning and in-person instruction, should there be any changes in modes of instruction throughout the year (e.g. a full Distance Learning model, a hybrid model, or a full return to on-campus instruction).

## **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.]

Ensuring equitable access to instruction and school services is a top priority for Roseland School District. To help address some of the barriers that our students and families face, the district will provide the necessary technology for this new school environment.

### **Chromebooks/Student Devices:**

All TK-6 students will be issued a school Chromebook, on loan, for their dedicated use. Additionally, students will receive a microphone-enabled headset in order to support participation in live video-conferencing/Zoom meetings.

- Chromebooks will have the necessary bookmarks to help assist students and families with access to important software programs.
- Every effort will be made to utilize uniform student login and passwords across software programs to promote easy student access.
- Teachers will be responsible for spending an adequate amount of time instructing students on the proper use of Chromebooks and how to efficiently use the necessary software programs for Distance Learning.

### **Internet Access:**

A priority for the district is to ensure that all students have internet access at home. The technology team will provide information and guidance to parents/guardians on how to access free or low cost internet services. Additionally, the district will provide hotspots to support student access to Distance Learning for those families who have been unable to obtain internet access.

### **Software:**

All district students will utilize common grade-level Learning Management Systems. Seesaw will be utilized in grades TK-3 and Google Classroom will be utilized in grades 4-6. The Learning Management Systems will be utilized to assign students work, for students to submit assignments, and for teachers to provide instructions, announcements, and feedback.

Additionally, all students will be provided with subscriptions to learning software to support academic progress in a variety of subjects during Distance Learning. Software programs that elementary students will have access to include, but are not limited to:

- Lexia Reading Core 5
- RazKids (for grades TK-3)
- IXL Math
- IXL ELA (for grades 4-6)

- Accelerated Reader
- Reflex Math
- Mystery Science
- BrainPop

## Technology Support

Members of the technology team will provide ongoing technology support and troubleshooting to parent/guardians:

- Parents/guardians can request assistance for technology support through their child's classroom teacher. Teachers will then submit a request for technology assistance for the parent/guardian through the district ticketing system.
- A district technology team member will then provide remote assistance through telephone or video conferencing.
- When in-person support is necessary (e.g. exchanging of a broken device), the technology team will provide support at a designated location, and all health/safety protocols will be implemented, including social distancing, use of face coverings, and the requirement of wellness checks.

## 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.]

Students will participate in Distance Learning daily for at least the minimum amount of instructional minutes set by the state:

- Kindergarten: 180 minutes
- Grades 1-3: 230 minutes
- Grades 4-6: 240 minutes

Students will complete their instructional minutes through a combination of synchronous (live) and asynchronous (independent) learning activities.

All classes will start the instructional day with a morning live virtual class meeting to take attendance, reinforce school connectedness and review the schedule/assignments for the day. Students will receive additional daily synchronous (live) virtual instruction from the teacher with a focus on English language arts/reading, math, and for English language learners, Designated and Integrated English Language Development.

- Students will receive synchronous (live) ELA/reading instruction for 20-30 minutes, four times weekly.
- Students will receive synchronous (live) math instruction or 20-30 minutes, four times weekly.
- English learners will receive (live) ELD instruction at least 2x a week, with additional asynchronous (independent) ELD assignment(s) throughout the week.
- Synchronous instruction in ELA, math, and Designated ELD will predominantly take place in a small group format in order to maximize the effectiveness of instruction.

The remainder of the instructional minutes and curriculum/course subjects, including additional assignments in English language arts, math, and ELD, as well as science, social studies, PE, and the arts, will be completed synchronously or asynchronously through assignments given by the teacher, and may include use of personalized learning software, use of adopted curriculum/textbooks, hands-on activities or other teacher-selected lessons.

Common grade level schedules that include all the above have been developed by grade level teams for the sake of consistency and clear communication to students and families.

Teachers will take daily attendance via an online platform. Teachers will also complete a weekly engagement record to document daily synchronous and/or asynchronous instruction, verify student daily participation, and track assignments. On the weekly engagement record, teachers will certify that the assignments listed represent the minimum amount of instructional minutes required by the state.

Any student who has three or more unexcused absences from Distance Learning, or 60% of the instructional days in a week, will be identified for a re-engagement process. The goal of the re-engagement process is to increase student attendance and participation in Distance Learning. The re-engagement process will occur as follows:

- Step one: The classroom teacher will contact the parent/guardian and/or student to provide support and discuss next steps:
- Step two: If the student is still absent from Distance Learning, the teacher will fill out a Coordinated Services Team (CST) Referral, and the CST team will determine next steps in order to re-engage the student, including conducting additional outreach by an identified staff member, such as the school principal, the Student Services Manager, or the school counselor.
- Step three: If the student is still identified as absent from Distance Learning, the school will convene a group of staff and administrators to meet with the family and provide additional outreach and support in order to re-engage the student.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

### **Professional Development**

Prior to the start of the 2020-21 school year, all Roseland School District staff received training on COVID-19 health and safety protocols, as well as in necessary changes to school operations. Additionally, in August, teachers/staff received professional development and focused collaboration time on topics identified by stakeholders as being important to promote student success under a Distance Learning model. This included:

- Technology training (Google platforms, video conferencing, web applications to support Distance Learning, Seesaw, Google Classroom, etc.)
- Training on our new parent communication platform (ParentSquare)
- Responding to trauma and social emotional learning/wellness strategies for students
- Review of essential standards

- Accessing community library resources through the Sonoma County Library Student OneCard program

Further professional development opportunities necessary to support Distance Learning will be conducted regularly throughout the year during the district/site meeting time on Mondays. Additional areas prioritized for professional development through focus groups/workgroups, surveys, and district-identified need include:

- Ongoing technology training
- Student software programs (IXL, Seesaw, etc.)
- Social emotional wellness/self-care strategies for staff and students
- Student engagement and motivation strategies in a Distance Learning format
- English Language Development instruction in a Distance Learning format

### Technology Support for Staff

Members of the district technology team will provide ongoing technology support for staff while the district operates in a Distance Learning format. Staff may request technology support at any time by submitting a technology support ticket. Members of the technology team will provide support via phone, live remote sessions, and virtual meetings. If in-person support is necessary (e.g. to fix a broken device) all necessary health and safety protocols will be put into place, including social distancing, use of face coverings, and the requirement of wellness checks.

## Staff Roles and Responsibilities

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

The transition to Distance Learning has required all staff to take on new roles and responsibilities to ensure student success in this challenging format of instruction, including:

- Teachers- Fully transitioned instruction into a virtual format. Developed necessary technology skills to provide remote instruction.
- Instructional assistants, Yard Duties, and Library Assistants- Are providing small group and 1:1 virtual instructional support to students, providing translation support for daily parent communication calls, and helping to support important distribution of essential items to families (technology, learning supplies, etc.).
- Principals are responsible for overseeing overall student and staff success with Distance Learning, which includes many new or different job responsibilities (organizing distribution days, holding remote staff meetings, overseeing the student re-engagement process, supporting staff with the challenges of Distance Learning, helping to maintain strong school cultures/home-school connections in a remote format, etc.).
- Office staff are helping with parent engagement and parent technology support. They have also been assisting with new attendance and reporting requirements.
- Computer lab assistants and technology team members are providing remote technology support to families and staff.
- Food Service Workers- are providing meal distribution, assisting families with Free and Reduced Lunch Applications, providing family outreach regarding meals, and also assisting with translations, copying, office or clerical support when not distributing meals.

- New positions have been added to address learning loss, including an intervention teacher at each school site and a district English Learner/Intervention support teacher to provide support to newcomer students.
- Academic Deans are overseeing intervention services in a remote format and supporting teachers with Distance Learning needs.

## 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.]

Supporting students with unique needs throughout the COVID-19 pandemic is a top priority for Roseland District. It is an essential aspect in ensuring equity and access during this time. Roseland School District will support students with identified needs in the following ways:

### English Learners

Roseland School District is proud to serve a large population of English Learner (EL) students, and we recognize that our English Learners face additional barriers to academic and personal success while school operates in a Distance Learning format. Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve our district-wide vision of “Destination College.” In order to help mitigate the barriers our English Learners face, the district will:

- Utilize the principles identified in California’s English Learner Roadmap to implement instructional programs for English Learners.
- Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels
- Prioritize oral language development during synchronous/live Distance Learning instruction and encourage oral language practice during asynchronous/self-paced Distance Learning instruction.
- Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.
- Engage families of English Learners through ELAC and DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the COVID-19 pandemic.
- Utilize Title III funding to hire an Elementary Intervention and English Learner Support teacher to focus on supporting Newcomer students.
- Administer the English Learner Proficiency Assessment for California, according to state and public health guidelines
- Provide bilingual paraprofessionals at each site to support small group instruction and provide translation services

### Students with Individualized Education Plans (IEPs)

Students with Individualized Education Plans (IEPs) will continue to receive Special Education Services virtually, while Roseland School District operates on a Distance Learning Model. An IEP meeting will be convened within the first six weeks of the 2020-21 School Year to review and update the IEP as appropriate. IEP meetings may be offered virtually and/or via telephone. As in-person assessments may be required towards a comprehensive evaluation determining initial or ongoing eligibility for special education services, a work group will be convened to develop a plan to conduct in-person assessments safely.

### Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan while schools operate on a Distance Learning Model. A Section 504 Plan meeting will be convened within the first six weeks of the 2020-21 School Year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

### Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted at the beginning of the 2020-21 school year, so that IHPs may be updated as appropriate. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

### Foster Youth and Pupils Experiencing Homelessness

Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly while COVID-19 remains a health risk and students are not able to attend school on campus. Roseland School District will support foster youth and students who are experiencing homelessness by:

- Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.
- Assigning a key staff member, such as a school counselor or other designee, to monitor academic progress and overall well-being for the identified students.
- Utilizing the Coordinated Services Team referral process to address concerns/needs when necessary for the identified students.
- Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.
- Ensuring students have the resources needed to be successful in a Distance Learning format, including technology devices, internet access, and school supplies.

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

Description	Total Funds	Contributing
Instructional materials and supplies, including at-home student school supply kits, books, supplemental learning materials, etc.	\$48,574	No
Necessary distance learning technology hardware (student Chromebooks, teacher laptops, hotspots, chargers, headsets, adaptors and cables, sanitation cabinets for disinfecting technology, etc.)	\$337,546	No



Description	Total Funds	Contributing
Video conferencing software, personalized learning software, and other supplemental software to support student learning (e.g. Zoom, IXL, Brainpop, Learning A to Z, Seesaw, etc.)	\$91,462	No
Professional development, collaboration, and Accelerated Schools Process work (Google conference stipends, professional development webinars, teacher workgroup meetings to plan Distance Learning, etc.)	\$19,389	No
Misc. supplies and services to support Distance Learning (distribution supplies, pop up tents, postage, etc.)	\$39,470	No
Additional staff hours to support Distance Learning (staffing for distribution days, clerical support for mass mailings home, tech team summer work hours, instructional assistant extended hours, etc.)	\$26,106	No
Music/Enrichment opportunities	\$8,800	Yes

## Pupil Learning Loss

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

To assess student learning loss, the district will utilize the following assessments:

English Language Arts and Mathematics:

- Students will complete STAR reading/math assessments 3x/year.



- Primary grade students will complete grade level determined foundational reading assessments such as the BPST, site word assessments, and/or running records at least 3x a year.
- Students in grades 3 and up will complete standards-based benchmark assessments through the use of Illuminate at least 1x a semester.
- Adaptive software being utilized during Distance Learning will provide additional, frequent information regarding students' current learning levels (e.g. Lexia, IXL math, etc.)
- Teachers will also regularly include informal, formative assessment to guide daily instruction.

#### English Language Development

- To assess English learner progress, teachers will use multiple data sources and regularly review student progress as displayed through Illuminate Data Dashboards. This includes: ELPAC results, STAR results and Lexia levels. Additionally, teachers will use formative assessment as a regular component of Designated and Integrated ELD instruction including the use of oral language surveys.

### 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.]

To address learning loss, the district will implement the following:

- Universal access reading support, with small group guided reading and phonic instruction in all TK-3 classrooms, instructional assistant small group and 1:1 support, teacher provided small group virtual instruction, access to leveled reading materials, and use of personalized, adaptive learning software (e.g. RazKids, Lexia and IXL).
- Additional intervention support from the intervention teacher for students who are most at risk of not meeting grade level standards or are demonstrating ongoing learning loss.

The following student groups will also receive additional services:

- English learners will receive Designated and Integrated ELD instruction. ELs who are not making adequate progress in English language attainment or mastery of grade level standards will receive additional services such as: data chats and goal setting with the academic dean, additional small group or 1:1 support with the teacher or an instructional assistant, assignment of extra personalized learning software minutes, and/or qualification for English Learner Support/intervention services.

- Low income pupils who are not making adequate progress towards mastery of grade level standards will receive additional services such as: data chats and goal setting with the academic dean, assignment of extra personalized learning software minutes, additional small group or 1:1 support with the teacher or an instructional assistant, and/or prioritization for intervention services.
- Foster youth and pupils who are experiencing homelessness will be assigned to the school counselor or other designated school site staff member to ensure that there is an extra layer of progress monitoring for these students. The counselor or designated school staff member will check in with the classroom teacher at least monthly to ensure that the students academic and social emotional needs are met. If any foster youth or student experiencing homelessness is not making adequate progress, the coordinated services team referral process will be utilized to determine how to best meet the student's needs.
- Pupils with exceptional needs: In addition to the services described above, within the first 30-days of the new school year, an IEP meeting will be convened for each pupil with exceptional needs to discuss and plan goals, services and accommodations during the period of distance learning. Additionally, special education teachers and general education teachers will be provided time to collaborate on accommodations and meeting student needs based on Individualized Education Plans.

## 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.]

At a district, school site, grade level and classroom level, assessment data will be analyzed regularly to measure the effectiveness of services and supports to address learning loss. This includes the use of STAR reading/math assessment results, foundational reading assessments results and Illuminate benchmark assessment results.

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

Description	Total Funds	Contributing
Assessment and progress monitoring software (Illuminate and STAR)	\$37,639	No
Intervention Teachers (1 per site)	\$352,267	No
English Learner/Newcomer Support Teacher	\$93,169	No
Materials and supplies for intervention (SIPPs program, at-home intervention supplies, etc.)	\$9,673	No

## 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.]

Roseland School District recognizes that the difficulties students, staff, and families are experiencing due to COVID-19 have the potential to negatively impact their well-being. Now, more than ever, a dedicated emphasis on Social Emotional Learning will be critical. In that regard, the district will implement the following:

- Professional development for teachers/staff to address the trauma that students have experienced and other related impacts of COVID-19.
- Professional development/staff wellness sessions and support for teachers/staff to promote their own self-care, stress management, resilience and wellbeing while working to support our students and educate in a new way during these difficult times.
- Ongoing communication to staff regarding available selfcare/wellness resources, counseling resources, and other available support measures offered through district insurance carriers and the Employee Assistance Program.
- Social emotional learning lessons/opportunities will be provided for all students by classroom teachers through Distance Learning instruction.
- The coordinated services team referral process will be utilized for students with identified needs related to emotional well-being and mental health.
- Parent education opportunities will be offered through workshops, videos and/or newsletters that provide social-emotional learning strategies and tips to be used in the home.
- School counseling services will be provided virtually.
- Assistance will be provided for families/students in accessing community resources and services related to mental health.

Additionally, the district will continue to utilize the Accelerated School Process to conduct ongoing inquiry work to develop and/or improve school/district wide plans and processes to support social emotional well-being for students, staff, and 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.]

While Roseland District operates in a Distance Learning format, student attendance is required. Teachers will take daily attendance on an online platform. In order to be considered present, students must attend live virtual class sessions (e.g. Zoom meetings), or participate in another capacity, such as submitting classwork, completing learning software minutes, two-way communication with their teacher, etc. Teachers will submit their daily attendance by 8:30 a.m. to the school office for the preceding school day. In order to meet the needs of students and families in special circumstances (e.g. students who are at daycare, students who do not have available in-person adult support during school hours, etc.), work completed anytime during the calendared school day will count towards attendance, even if it is completed after school hours. Parents/guardians who need to report an absence must contact the teacher or the school office.

In addition to taking attendance, teachers will monitor students' ongoing participation and completion of assigned work. The district will work collaboratively with teachers to develop weekly participation tracking agreements. This may include the use of an online school gradebook, tracking in a paper-based gradebook, or other format developed collaboratively with teachers and leadership team members.

To promote regular participation and completion of student work, teachers/school staff will clearly communicate expectations to students and parents/guardians. Communication of expectations will occur through a variety of measures, such as through email, teacher syllabi, school to home communications, parent meetings, parent conferences or other means.

In addition, each teacher will have scheduled parent communication time, four times a week. As a component of this time, teachers will contact the parent/guardian of any student who was absent. The teacher will request the parent notify the teacher/school of the reason for the absence and log it in the online attendance platform. This will help ensure regular monitoring of student attendance. The district has purchased an online parent communication platform, ParentSquare, which provides easy to use two-way translation to assist with this task. Additionally, teachers will have translators available to help with other parent outreach needs.

Any student who has three or more unexcused student absences from Distance Learning, or has unexcused absences for 60% of the instructional days in a week, will be identified for a re-engagement process. The goal of the re-engagement process is to increase student attendance and participation in Distance Learning. The re-engagement process will occur as follows:

- Step one: The classroom teacher will contact the parent/guardian to provide support and discuss next steps to ensure regular attendance/engagement.
- Step two: If the student is still unengaged from Distance Learning, the teacher will fill out a Coordinated Services Team (CST) Referral, and the CST team will determine next steps, including conducting additional outreach by an identified staff member, such as the school principal, the student services manager, or the school counselor.
- Step three: If the student is still identified as absent/unengaged from Distance Learning, a team meeting will be held, either through videoconference or telephone, with the parent/guardian, classroom teacher, and one or more additional staff members, such as the school principal, academic dean, school counselor and/or the Student Services Manager. The team will discuss student strengths

and challenges in Distance Learning, identify barriers that are limiting the student's regular engagement and develop an action plan for re-engagement.

Translation support will be utilized for any parent who speaks a language other than English throughout the re-engagement process.

## 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.]

While Roseland School District operates in a Distance Learning model, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses within the district as follows:

- Meals will be provided free of charge to all children 18 years old and younger.
- Meals will be distributed two times per week, Tuesday and Thursday from 7:30 - 6:00 at two different locations.
- Seven days worth of breakfast and lunch will be distributed between the two days.
- Meals served will be individually plated or "grab and go".
- Meals will be distributed unheated; proper food handling and heating procedures will be provided.
- All safety protocols will be put into place during food distribution. Social distancing practices will be required. Additionally, cafeteria staff, as well as persons picking up food, will be required to wear face masks, with the exception of children under the age two.
- Parents/guardians will be communicated with regularly through the district parent communication platform (ParentSquare) about the process, location and dates/times to pick up meals.
- Parents will receive communications related to meal service in their language of preference.

In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Parent communication platform and parent education opportunities	\$10,639	No
School Nutrition	Contribution to school nutrition program to staff ongoing meal distribution throughout the year	\$21,673	No
Mental Health and Social and Emotional Well-Being	School counselors (social emotional support for students)	\$306,343	No
Mental Health and Social and Emotional Well-Being	Support for Social Emotional Wellbeing of Staff- Professional Development/Workshops	\$25,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38.38%	\$4,323,651

### 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.]

Roseland School District will be receiving \$4,323,651 in Supplemental and Concentration Grant funds. Because our district demographics include 94.11% unduplicated pupils, we provide additional actions/services to all students.

Additional actions/services that we will provide in the 2020-21 school year using Supplemental & Concentration Grant Funds include:

- Reduced class sizes in grades TK- 3: This action/service is principally directed to serve our unduplicated pupils by providing small class sizes of 24 pupils or less in order to ensure that students, the majority of whom are English learners and socioeconomically disadvantaged pupils (90%+), receive the individualized attention necessary to reach English language proficiency and grade level proficiency in the California state standards/Common Core State Standards. This will be particularly important this year due to COVID, as the district has prioritized small group instruction to maximize the effectiveness of virtual instruction.
- 5 calendared professional development days: This action/service is principally directed to serve our unduplicated pupils by ensuring teachers are well-trained and receive collaboration time regarding current research-based methodologies to support English learners and below grade level students in accessing classroom curriculum, achieving English language proficiency and mastering California State Standards/Common Core State Standards. Specific topics planned for these professional days include addressing Learning Loss due to COVID, planning instruction of essential standards, English Language Development in a remote format, and mastering the technology skills necessary to provide engaging, differentiated Distance Learning instruction.
- Expanded professional development opportunities: This action/service is principally directed to serve our unduplicated pupils by ensuring teachers are well-trained on current, research-based methodologies to support English learners and below grade level students in accessing classroom curriculum, achieving English language proficiency and mastering California State Standards/Common Core State Standards. Additional funds will be utilized to support the use of consultants, conference/training fees and additional staff hours for optional professional development opportunities. Professional development opportunities will be selected based on the district's research-based Accelerated Schools Process work, and specific needs that arise due to COVID-19/Distance Learning, targeted towards meeting the specific needs of unduplicated pupils.
- Instructional leadership support (academic deans and curriculum director): This action/service is principally directed to serve our unduplicated pupils by providing the following: oversight and monitoring of reading intervention services that are being provided in a Distance Learning format; planning implementation of research-based professional development opportunities to maximize the effectiveness of Distance Learning instruction to meet the needs of English learners, socioeconomically disadvantaged pupils and Foster Youth; oversight of district/school site assessment and progress monitoring systems to identify struggling students and help teachers determine learning gaps that have been developed due to COVID-19; facilitation of Accelerated Schools Process inquiry work to develop action plans collaboratively with staff to address school/districtwide challenges that have arisen due to COVID-19; and coaching and mentoring for classroom teachers to ensure the instructional needs of unduplicated pupils are being met.



- Increase of 1.0 FTE School Psychologist: This action/service is principally directed to serve unduplicated pupils by increasing and improving services in the areas Tier 2 behavior supports, crisis support and risk assessment, and providing trainings/supports for teachers on behavior interventions and responding to trauma, which is especially prevalent this year due to COVID-19.
- Instructional assistants: This action/service is principally directed to serve our unduplicated pupils by providing Highly Qualified instructional assistants to support student achievement and give additional individualized assistance to English learners and below grade level students, the majority of whom who are unduplicated pupils (90%+). While the district operates in a Distance Learning format, due to COVID-19, instructional assistants will provide small group and 1:1 assistance through Zoom. They will also help assist with increased teacher-parent communication and support teachers and families with translation services.
- Accelerated Schools Process work to support school and districtwide improvement/student achievement: This action/service is principally directed to serve our unduplicated pupils by ensuring that identified areas of need for unduplicated pupils, such as English Language Development, academic achievement, social emotional wellbeing during COVID/school campus closures, are addressed through the development of systemic, research-based action plans which are in turn implemented on a school or districtwide basis to improve outcomes for all students, the majority of whom are English learners and/or socioeconomically disadvantaged.
- Supplemental materials: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils, English learners and foster youth have access to resources, materials, and services needed to support student achievement and success while they participate in Distance Learning. This includes at-home learning kits/school supplies, art supplies, independent reading books, etc., to use at home.
- Assessment & Data Management System: This action/service is principally directed to serve unduplicated pupils by ensuring that students' progress towards English proficiency and mastery of grade level standards is monitored on an on-going basis, including while school is operating in a Distance Learning format due to COVID-19. This will enable teachers to use data to identify areas of need/learning loss and improve instruction for students, the majority of whom are English learners and socioeconomically disadvantaged.
- Support for English language learners/newcomers: This action/service is principally directed to serve our English learners/newcomer students by providing them with materials/software and additional instructional support necessary to promote their successful engagement in Distance Learning and attainment of English proficiency.
- Personalized Learning Software: This service is principally directed to serve our unduplicated pupils by providing differentiated, individualized instruction through the use of reading and math instructional software. This will enable English learners, socioeconomically disadvantaged pupils and foster youth to make progress with foundational English skills, reading proficiency and math skills. The personalized learning software selected for use during Distance Learning will address learning loss that has been developed due to COVID-19.



- **Site-based Tutoring/Intervention:** This action/service is principally directed to serve our unduplicated pupils by providing struggling students who are performing below grade level, the majority of whom (90%+) who are English learners and/or socioeconomically disadvantaged pupils, with tutoring and intervention services. Intervention services will be held virtually during Distance Learning instruction, and will continue upon a possible return to on-site instruction.
- **Augmented school and classroom budgets:** This action/service is principally directed to serve our unduplicated pupils by ensuring that school sites and classroom teachers can provide school site/teacher determined services and materials during Distance Learning and/or classroom-based instruction to enrich the education of socioeconomically disadvantaged pupils, English learners, and foster youth beyond the basics, increase their academic achievement, and help them meet other goals as outlined in the LCAP (student engagement, parental involvement, other student outcomes, etc.).
- **Enrichment Funds:** This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils have increased and improved access to the visual and performing arts, either virtually during Distance Learning instruction or while at school, through the hiring of outside consultants, offering additional enrichment classes, purchasing additional materials, etc. Rich experiences in the arts will help increase student achievement and engagement; additionally, our socioeconomically disadvantaged pupils often have less access to these experiences than their non-socioeconomically disadvantaged peers.
- **Library services:** This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils have access to books to read at home and to support schoolwork. During Distance Learning instruction, the district will provide library books and/or other independent reading books through scheduled distribution days.
- **Computer lab assistants:** This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils, English learners, and Foster Youth have regular access to technology and that they acquire the technology skills necessary to master the California State Standards/Common Core State Standards and participate in 21st century learning activities. While the district operates in a Distance Learning format, computer lab assistants will be utilized to provide remote technology support to students and families.
- **Music for grades TK-2:** This action/service is principally directed to serve our unduplicated pupils by providing socioeconomically disadvantaged students, English and foster youth with increased opportunities for music lessons, which helps increase their access to a broad curriculum and improve academic achievement/reading ability, as well as student engagement in school. Music classes will be held remotely, through Zoom, while the district operates in a Distance Learning format due to COVID-19.
- **Classroom technology/Chromebooks:** This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, Foster Youth, and their teachers, have consistent access to technology devices whenever they need them. This will support implementation of districtwide initiatives (e.g. Learning Labs/individualized software), help increase student achievement and provide unduplicated pupils with 21st Century Learning

opportunities. Access to Chromebooks for at home use has become exponentially more important for our unduplicated pupils during Distance Learning instruction due to COVID-19.

- Technology staff, supplemental hardware/software, and related supplies to support increased technology access: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, Foster Youth, and their teachers, have consistent access to working technology devices and software, particularly while the district operates in a Distance Learning format and students are receiving daily virtual instruction.
- Student service managers: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, and Foster Youth are engaged, motivated and thriving at school by receiving additional behavioral and motivation support and encouragement, as well as access to schoolwide events that promote a positive school culture (student of the month, honor roll, etc.). Due to COVID-19/Distance Learning, schoolwide events will occur virtually and Student Service Managers will continue to organize them. Additionally, Student Service Managers will provide additional parent outreach to support strong student engagement during Distance Learning instruction.
- Counseling services: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, and Foster Youth have guidance with social emotional learning strategies, conflict management, friendship strategies, and college and career awareness, in order to help underserved pupils maintain social emotional wellness and attain academic goals. Due to COVID-19, counseling services will be offered remotely while the district operates in a Distance Learning format.
- Cafeteria/student nutrition contribution. This action/service is principally directed to serve our unduplicated pupils by providing socioeconomically disadvantaged youth with healthy meals for breakfast and lunch, in order to give them the nutrition needed to be successful in school. Due to COVID-19, school meals will be distributed
- School busing/free transportation: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils have free access to transportation to and from school in order to promote high attendance rates and school choice within the district. Funds are being allocated for busing to ensure that the service will continue when our schools pivot back to on-campus instruction.

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

In order to implement the services and actions described above, the district anticipates that it will need to expend its entire supplemental concentration grant allocation of \$4,323,651. By expending our entire allocation, the district will have met the necessary percentage to increase services.

