

Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocklin Unified School District	Hannah Anderson Director of Innovation, School Programs, and Accountability	handerson@rocklinusd.org (916) 630-3306

General Information

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

Rocklin Unified responded to the CSFOVID-19 pandemic by altering their face to face program of instruction last spring and continuing to deliver distance learning opportunities. Crisis-response distance learning in RUSD included a selected scope of standards and objectives delivered to students by RUSD teachers and staff through Schoology, Google Classroom, or Seesaw. Instruction types included: virtual whole-class, small group, and one-to-one instruction, pre-recorded video instruction, and independent learning. During the immediate transition to distance learning, Instructional Coaches (IC) created and distributed TK-6th grade choice learning boards for teachers and families to use. ICs and administration collaboratively developed an RUSD online learning training module and resources to familiarize TK - 12 teachers and specialists with online learning tools, including district expectations, curriculum resources, and technology resources. Teachers were provided training and ongoing resources through RUSD's Professional Learning website. In addition to two designated days of professional development, the District designated and provided planning and collaboration time for teachers and grade level teams each Monday to ensure teachers were supported in the development of distance learning lessons and experiences. This enabled teachers to provide high-quality instruction Tuesday through Friday. ICs provided virtual office hours and support for teachers and staff and a daily download newsletter to teachers to highlight tips and tricks with online learning tools. Teachers, in turn, provided office time and/or one-to-one contact time for students and families via Google Meet to support them with ongoing online learning and technology support. During spring 2020, families in the District were surveyed, with a 60% completion rate. Families indicated that the major impacts to student learning during this time were: parent's work schedules, levels of independence for their students (mainly children who were young and needed parent assistance), and motivation of the students to participate in distance learning that met the needs of the Rocklin community, were aligned with health and safety guidelines, and continued to provide instructional continuity

During the summer of 2020, teams of RUSD teachers, support staff, and administrators worked to develop a variety of instructional options for its 12,000 students. To meet these criteria, RUSD both redefined and strengthened its current Distance Learning model and created a virtual schooling option in the Rocklin Virtual Campus - a fully online school utilizing the Edgenuity platform and taught by Rocklin Unified teachers. Summer workgroups created multiple toolkits for teachers and schools to utilize at the beginning of the 2020-21 school year. These summer workgroups focused on the following topics: Distance Learning 3.0 Elementary, Distance Learning 3.0 Secondary, Social-Emotional Learning, Equity, Health and Safety, Assessment, and Special Education. These bodies of work, in addition to the subsequent professional development and collaborative work time provided to teacher teams, allowed RUSD to lay the groundwork for an

improved model of distance learning that exceeds the minimum instructional minutes called for by Senate Bill 98. Additionally, the district and its bargaining partners met between March 2020 to August 2020 resulting in comprehensive Memorandums of Understanding that outline the return to school in hybrid/partial students on campus, distance learning and Rocklin Virtual Campus.

At the July 8 Board meeting, the RUSD Board of Trustees voted to move forward with plans for an initial, partial return to campus for the 2020-21 school year on August 12, 2020. This decision was made with the short-term goal of returning to school five days a week. Per Governor Newsom's orders on July 17, schools in counties on the state monitoring/watch list for COVID-19 must use distance learning until their county has been off the state monitoring/watch list for 14 consecutive days. On August 12, 2020, Rocklin Unified School District began the 2020-21 school year in distance learning, providing an improved model of distance learning where "live time" between RUSD teachers and students is increased. This model provides rigorous instruction on grade level standards, daily attendance, and continuous assessment and grading.

Stakeholder Engagement

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

Throughout the COVID-19 pandemic, Rocklin Unified School District has continued to gather input from key stakeholder groups. The process for soliciting stakeholder input was varied to include meetings (in-person and virtual depending on current restrictions), online surveys, public feedback via phone, email, and School Board meeting comments. Feedback has been used to develop programs and meet the needs of our students throughout the COVID-19 pandemic up to and including the drafting of the Learning Continuity and Attendance Plan. Feedback was collected from stakeholder groups in the following ways:

- Student Survey (May 2020): Grades 4-12 completed the RUSD Distance Learning Student Survey
- Parent/Guardian Surveys (May 2020 and June/July 2020): District survey via email with 50-80% of families responding
- Parent/Guardian Technology Needs Surveys (March 2020 and August 2020): District survey via email
- Staff Survey (May 2020 and June/July 2020): District survey via email with 55-80% of staff responding
- Email/Social Media/Telephonic Communications (Ongoing throughout the March 2020-September 2020 pandemic period): Feedback, discussion and question/answer between district/school site staff and parents/guardians
- One on one check-ins with English Learner, foster youth families, and students experiencing homelessness (August/September 2020 and ongoing): Discussion regarding student/family needs and feedback
- Homeless and Foster Youth Advisory Committee (January 2020): Consultation, feedback and discussion
- Professional Development Committee (April 2020, including representatives from RTPA): Consultation and discussion
- Negotiations/Collaboration with Labor Partners - CSEA/RTPA (Various dates throughout the March 2020-August 2020 pandemic period)
- Equity Steering Committee (May 2020 and September 2020): Consultation, discussion and feedback
- Summer Workgroups (July 2020, including representatives from RTPA/CSEA): Consultation, discussion and product creation
- Ask RUSD Series (Various dates throughout the March 2020-August 2020 pandemic period): Discussion and question/answer series

- District English Learner Advisory Committee (May 2020 and August 2020): Consultation, discussion, and feedback
- District Leadership Team, Elementary Leadership Team, and Secondary Leadership Team (Various dates throughout the March 2020-September 2020 pandemic period): Consultation, discussion, and survey
- Parent/Guardian Advisory Committee (September 2020): Consultation and discussion
- Staff Advisory Committee (September 2020): Consultation and discussion
- Board of Trustees (Various dates throughout the March 2020-September 2020 pandemic period): Presentation, discussion, and approval

RUSD provided internet access via hot spots to all families without internet access. Additionally, RUSD reached out to families who speak languages other than English by providing translated surveys, district communications, and through individual contact with English Learner families by English Language Development teachers/staff.

RUSD provided the District English Learner Advisory Committee, Parent/Guardian Advisory Committee, Staff Advisory Committee, and members of the public the opportunity to provide written comments regarding specific actions and expenditures proposed in the LCP. Superintendent Roger Stock responded in writing to specific comments received from the Parent Advisory and EL Parent Advisory committees.

The Learning Continuity and Attendance Plan (LCP) was presented for Public Hearing at the regularly scheduled Board of Trustees meeting on September 16, 2020. Superintendent Roger Stock and designee responded to public comments and questions in writing before the LCP was presented to the Board of Trustees for approval on September 29, 2020.

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

Rocklin Unified School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

1. Holding public meetings in-person and streaming live via YouTube
2. Making public meetings accessible telephonically/otherwise electronically to all members of the public seeking to observe and address our local legislative body, as consistent with [Executive Order N-29-20](#), published on March 18, 2020. Public comment is accepted through two means - via a google form which are read by all Trustees and via a Zoom link.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and input. The needs highlighted below synopsize the input.

Parents/Guardians expressed the following needs:

- desire to return to in-person learning as soon as possible, with the possibility of an at-home option

- increased time with teachers via synchronous instruction
- ongoing communication from District, sites and teachers
- consistency of learning management platforms
- consistency of schedules
- engagement between students and teachers
- additional facilitated time for students to receive support
- parent/guardian training on platforms
- increased access to internet and student devices

Staff expressed the following needs:

- clear health and safety protocols
- ongoing collaboration across grade levels and departments
- ongoing professional development on technology tools
- professional development on equity and social-emotional tools
- clear guidance from the District on use of technology platforms/tools
- increased access to digital software, tools, and devices to provide quality distance learning
- increased access to student social-emotional supports
- time for preparation of quality synchronous and asynchronous learning

Parents/Guardians and staff representative of our unduplicated student groups (English Learners, Foster Youth, Socio-economically Disadvantaged) expressed the following needs:

- ongoing communication between school and home
- ongoing training for parents/guardians on platforms
- ongoing access to internet and student devices
- increased access to targeted support for students (ie, tutoring, English Language Development)
- ongoing progress monitoring
- increased access to student social-emotional supports
- increased professional development for staff on trauma-informed and equity-based practices

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

Rocklin Unified School District is committed to meeting the needs of its stakeholders. As such, RUSD continues to learn and grow during this COVID-19 pandemic. The information from stakeholders has influenced the development of the Learning Continuity Plan in numerous ways detailed throughout the plan. The following provides an overview of the information.

In response to feedback from parents/guardians, the in-person learning model includes:

- opening in a hybrid model to allow for a return to in-person instruction as soon as possible
- additional in-person instruction in small cohorts for students in special education and students at-risk of significant learning loss
- increased health and safety measures
- increased access to technology to support at-home and in-person instruction

In response to feedback from staff, the in-person learning model includes:

- enhanced safety protocols, procedures, cleaning kits
- expanded health office hours and contact tracing
- additional sick leave in the case of a documented COVID-19 health-related absence
- increased access to Tier II and III intervention materials
- increased access to professional development and training

In response to feedback from parents/guardians, the distance learning model includes:

- increased access to synchronous instruction
- creation of Rocklin Virtual Campus and options for families
- flexible programing to allow for adapting to the needs of staff and families
- increased supports for student in special education
- increased access to hot spots and Chromebooks
- consistency in schedules and software programs
- increased access to social-emotional supports for students
- increased communication and outreach to families

In response to feedback from staff, the distance learning model includes:

- consistent expectations on schedules and instructional minutes, while also providing ongoing opportunities to re-evaluate and adjust
- increased access to software programs
- increased access to hardware
- additional instructional coaches to provide professional development and creation of a teacher technology team
- increased focus on collaboration
- shift in the calendar to provide 5 days of professional learning and collaboration prior to the school year starting
- increased access to social-emotional supports for students
- creation of toolkits for access to ongoing asynchronous professional learning
- increased access to academic interventions

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.]

The Rocklin Unified School District (RUSD) is prepared to return to in-person instruction as soon as it is allowable by the California Department of Health. It would also require full implementation of the health and safety guidelines required by the state of California and Placer County. While the ultimate goal would be the resumption of traditional school with in-person instruction offered five days weekly, RUSD recognizes this may not be possible given social distancing and health guidelines and so is prepared to transition from distance learning into a partial in-person hybrid model of schooling. In the hybrid model, students in TK-12 would attend their schools on a A/B schedule (or equivalent thereof) where they would be in-person on one day and at home in distance learning on the following day. This model would allow for appropriate social distancing and health and safety protocols to be met while providing continuity in learning for our students and families. Attached below are schedules for hybrid learning for elementary and secondary schools.

In elementary schools (TK-6), students would be divided into “A” and “B” schedules according to the following attached schedules - [Elementary Hybrid Learning Schedules/Expectations](#). As noted on the schedules, TK-1st grade students would attend school on an AM/PM schedule, coming every morning OR afternoon five days weekly to the school. This model was selected in TK-1st due to the need for students in this age band to attend school regularly and have opportunities to interact with teachers and peers to build socio-emotional skills and school readiness. Furthermore, students in this age group have less experience with technology and shorter attention spans which creates challenges for students and teachers with distance learning. In 2nd-6th grade, students will attend school in person on Tuesday and Thursday OR on Wednesday and Friday - and then alternating each Monday between the A and B groups. On the days students are at home, they will complete assignments or other asynchronous learning activities equivalent to their regular instructional day. Students will be accountable for these assignments and activities when they return to school the following day.

At the secondary level (7-12), students will be divided into “A” and “B” schedules according to the following attached schedules - [Secondary Distance Learning/Hybrid Schedules/Expectations](#). In this model students will alternate between attending school three days in person one week and two days in person the following week. On the days students are at home, they will be required to join a daily check in at a specified time. Afterwards students will be expected to complete assignments or other asynchronous learning activities equivalent to their regular instructional day. Students will be accountable for these assignments and activities when they return to school the following day.

RUSD will identify and address students who have experienced significant learning loss due to the school closures in 2019-20. Information about RUSD's assessment plan is included in the Pupil Learning Loss section below.

In addition to the work on distance learning, RUSD recognizes that, due to isolation and stress associated with COVID-19, students may need social-emotional support as they return to school. To address this, a workgroup created the [RUSD SEL Toolkit](#) that was shared with teachers through professional development. The expectation being that socio-emotional supports are embedded into daily instruction. Furthermore, RUSD recognizes that many students are experiencing stress due to the protests stemming from systematic racism across the United States. Therefore, another workgroup created the [RUSD Equity Toolkit](#) to give students activities and strategies to address these issues as they arise in the classroom.

Furthermore, once more wide-spread testing is available for COVID-19, RUSD is interested in seeking a waiver to allow for TK-6 students to return to school in person, five days weekly. Initially, the target grades for this waiver would be TK-1st based on the information already provided above. RUSD is also interested in pursuing this initial waiver for special education students and English Language Learners. Following initial waivers, RUSD would seek to bring back 2nd-3rd graders and finally 4th-6th grade students assuming all health and safety measures can be met.

Foster youth and students living in homelessness will be given priority access to check-out chromebooks and hot spots. Additional contact with these families during the beginning of the 2020-21 school year, included communication about available distance learning and hybrid learning tools, nutrition services, social-emotional supports, and social services supports. Families were surveyed to ensure they have necessary supplies and were provided direct contact information in order to communicate needs. Principals and support staff were also provided this information and were able to refer students and families needing support. Available resources for homeless and foster youth include: tutoring, gift cards for basic needs, counseling, social-worker access, community organization referrals, and connection to the Placer County System of Care. Through this network, families can access a variety of basic services, including housing, transportation, and behavioral supports.

English learners will be provided Designated ELD during uninterrupted blocks and Integrated ELD with content support throughout the school day. In addition to daily instruction, EL students will have access to qualified EL support staff during asynchronous instruction time frames and after school hours who will be available to scaffold and support students with their work. EL students who scored in the "novice/beginning" stage of English proficiency will have additional language support through virtual platforms that allow the student to progress at their own rate.

RUSD's in-person instructional model includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance. These plans include considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles. RUSD will ensure that all local conditions are in place for in-person school re-opening and continued operations. The following plans and protocols are in place to ensure the safety of students and staff:

- All parents/guardians will be asked to screen students before leaving for school to ensure temperatures below 100.4 degrees Fahrenheit, and keep students home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19.
- All employees will be asked to self screen before leaving for work to ensure temperatures below 100.4 degrees Fahrenheit and stay home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19.
- Staff, including bus drivers, will be trained to recognize possible COVID-19 symptoms and refer students that are displaying symptoms.
- Any student who displays signs of a fever or possible COVID-19 symptoms, will be sent to the school Health Office (schools to identify multiple locations for isolation [conference room or multiple rooms] and provided with a face mask. Parent/guardian to be contacted to take home or to the doctor.
- Any student or staff member who has a fever will be advised to isolate at home for 10 days from the onset of symptoms, or if they get tested with a negative test, can return to school 3 days after no longer having a fever.
- Placer County Public Health will contact the District if a student or staff member has a positive COVID-19 test. Placer County Public Health will work with the District on a case by case basis to determine the extent of exposure to other students and staff members and consider if classroom, office, or school closure is warranted, and the length of time based on the need to mitigate the spread of COVID-19 and allow for additional cleaning. Classroom or school closure may result in using distance learning to ensure continuity of learning until the classroom or school can reopen.
- District to communicate with staff/families, at the impacted school site, in the case of a student or staff member with a positive test for COVID-19, in accordance with the privacy requirements of FERPA/HIPPA and the communication guidance as required from County Public Health.
- All staff must wear a face covering, unless exempt, at school.
- All students must wear a face covering, unless exempt, at school.
- All students must wear a face covering on the bus, unless exempt.
- Face coverings will be provided to staff (face shields as appropriate).
- Face coverings are available upon request for students.
- Gloves will be available upon request for staff, to the extent feasible, and will be provided for certain job specific groups (ie: bus drivers/technology).
- Plastic shields will be installed in front office areas where students and the public interact.
- A cleaning log will be displayed in each bathroom.
- Portable hand washing stations will be provided to both high schools for athletics.
- All classrooms will have wall mounted hand sanitizer dispensers.
- Elementary classrooms will have students wash their hands using the classroom sink. Classroom drinking fountains will not be accessible (water bottles can be filled).
- Clean and disinfect frequently-touched surfaces within schools daily, and throughout the day as practicable, by trained custodial staff as practicable.

- Elementary playground equipment (balls, ropes, etc.) will be assigned to each class and used by that class only in a designated area. Equipment will be sanitized daily.
- Middle school lunch-time recreational equipment will be sanitized each day.
- Sharing of objects and equipment, such as toys, games and art supplies will be limited to the extent practicable. Items will be cleaned and disinfected between uses as practicable.
- Use cleaning products approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list “N” and follow product instructions.
 - Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. Provide employees training on manufacturer’s directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
 - Custodial staff, that are responsible for cleaning and disinfecting school sites, will be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment.
- Cleaning and disinfecting guidelines will be established to ensure safe and correct application of disinfectant and to keep products away from children’s reach (stored in a space with restricted access).
- Signage will be posed at water fountains instructing students to fill water bottles and/or cups.
- All students should wash and/or sanitize hands as they enter classrooms (hand sanitizer will be provided for each classroom).
- Students should wash and/or sanitize hands before/after snacks and lunch.
- Staff and students will be trained on proper hygiene procedures including washing hands, not touching face and eyes, covering mouth when coughing or sneezing and physical distancing.
- Signage will be posted reminding students and staff of health protocols.
- Desks/tables spaced to provide maximum physical distancing whenever possible in areas other than classrooms.
- Students should use their own individual supplies, where practicable, (ie: pens, paper, markers) and should not share with other students.
- Food should not be shared with other students.
- Shared computers and other equipment should be regularly wiped down throughout the school day as feasible.
- Cleaning and sanitization supplies will be made available in the event a teacher desires to perform additional classroom cleaning/sanitization.
- Outdoor Campus access will be limited to staff, students, and parents/guardians on official business ONLY. (No volunteers and visitors on campus.)
- Several different drop off/pick up areas on campus will be designated for different classrooms or by grade levels, as feasible.
- Additional signage/marker campus facilities use will be available to outside groups as approved.
- Indoor campus facilities use will not be available to outside groups at this time.
- Provide Public School Works (PSW) employee training on: COVID-19, How to Protect Yourself and Others
- Specific training for job classes and work sites.

- Social/Emotional Resources for Staff: The current Employee Assistance Program (EAP) utilizes the ComPsych Guidance Resources program to provide a network of services for employees who require support during these difficult times. More information is available for staff in the Human Resources section of the staff room portal on the District website.
- Directional routes/markings, as applicable, for classes/students to move about campus safely and to avoid large groupings/congestion.
- Where possible, designate “zones” for students at recesses/lunches to create efficient flow and avoid congestion of students.
- Train students to follow specific routes on campus (ie: recess / lunch / bathroom / front office).
- Guidelines will be established for use of bathroom and entry into office to limit the number of people in these spaces at any given time.
- Hallways shall be marked for one way egress and ingress as necessary.
- Elementary: Students may be assigned seating/desks as practicable. Flexible seating may be eliminated or limited to prevent cross contamination of surfaces.
- Secondary: Students may be assigned seating/desks/lab stations as practicable.
- Desks/tables spaced to provide maximum physical distancing whenever possible in areas other than classrooms.
- Elementary: Students will be grouped together by classes/groups as much as possible (ie: students groups eat together and play together in one area). Outdoor facilities will be used to the greatest extent possible for Physical Education (PE) and lunch.
- Secondary: Outdoor facilities will be used to the greatest extent possible for Physical Education (PE) and lunch.
- Locker Rooms: The use of locker room facilities shall be limited. A plan for the utilization of locker rooms will be created in conjunction with Department Leads and Site Administration at each Secondary Site. These facilities will be sanitized daily.
- Middle School campuses will continue to offer two lunches to limit the amount of students eating at the same time.
- High Schools will create a two lunch schedule in which students rotate between intervention and lunch.
- Large gatherings will be suspended (ie: rallies, assemblies).
- Follow State and County health department guidelines for internal and external facilities use.
- Floor decals will be installed to mark maintaining six feet distancing at all District facilities.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Increase support staff hours to assist with enforcing health and safety protocols (ie, health office personnel, instructional aide/discipline tech lunch supervision personnel)	\$275,000	N
Acquire and implement Tier II and Tier III Academic Interventions at all grade levels (ie., Leveled Literacy Intervention for TK-6 students)	\$300,000	Y
Acquisition of Health and Safety materials and supplies (ie, Personal Protective Equipment, sneeze guards, MERV-13 filters, floor decals, exterior directional markings, signage, hand sanitizer dispensers, etc.) and increased cleaning	\$460,000	N

Provide small group in-person instruction to targeted student groups to address learning loss	\$150,00	Y
Administer in-person assessments (ie, one-on-one assessments with English Learners)	\$700,000	Y
Provide an additional 10 days of paid sick leave in the case of a documented COVID-19 health-related absence as detailed in the Memorandum of Understanding with RTPA & CSEA	\$840,000	N

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.]

Due to the status of Placer County being on the statewide COVID-19 monitoring list, the Rocklin Unified School District (RUSD) began the year in a full distance learning model in grades TK-12. Throughout the summer months, RUSD teachers and administrators worked hard to provide a variety of instructional options that met the needs of the Rocklin community, were aligned with health and safety guidelines, and continued to provide instructional continuity for its 12,000 students. To meet these criteria, RUSD both redefined and strengthened its current Distance Learning model and created a virtual schooling option in the Rocklin Virtual Campus - a fully online school utilizing the Edgenuity platform and taught by Rocklin Unified teachers.

In its elementary schools (TK-6), a workgroup of twenty-six teachers, administrators, special educators, and instructional coaches came together to review parent survey data, state requirements under Senate Bill 98, research, and collective knowledge to establish best practices for distance learning for all staff. At the secondary level (7-12), a workgroup of twenty-four teachers were led by administrators and instructional coaches using the same criteria mentioned previously to create a [RUSD Secondary Best Practices for Distance Learning Resource Guide](#). This new iteration of distance learning - nicknamed “Distance Learning 3.0” was presented to the Board of Education on August 5th, 2020 and shared with principals and teachers for professional development and in-service the same week (See [RUSD - Distance Learning Presentation to Board of Education](#)). Simultaneously, the RUSD negotiations team comprised of district office staff, principals, and union leadership created a new memorandum of understanding that redefined daily requirement for distance learning in RUSD, providing clear guidance to teachers about schedules and expectations for instruction (See [RUSD Elementary Distance Learning 3.0 Instructional Expectations](#) and [RUSD Secondary Distance Learning/Hybrid Expectations](#)). These bodies of work, in addition to the following professional development and collaborative work time provided to teacher teams, allowed RUSD to begin the school year in an improved model of distance learning that exceeds the minimum instructional minutes called for by Senate Bill 98, increasing “live time” between RUSD teachers and students, moves forward with rigorous instruction on grade level standards, and calls for continuous assessment and grading. Inherent in the model is the expectation that teachers will utilize currently adopted state approved textbooks/curriculum, many of which offer digital components, to provide content to students. Furthermore, teachers will be given additional time to collaborate with grade level teams

and peers to identify [priority standards](#) to be taught during the 2020-21 school year so as to insure that students get the essential content at each grade level.

In addition to the work on distance learning, RUSD recognizes that, due to isolation and stress associated with COVID-19, students may need socio-emotional support as they return to school. To address this, a workgroup created the [RUSD SEL Toolkit](#) that was shared with teachers through professional development. The expectation being that socio-emotional supports are embedded into daily instruction. Furthermore, RUSD recognizes that many students are experiencing stress due the protests stemming from systematic racism across the United States. Therefore, another workgroup created the [RUSD Equity Toolkit](#) to give students activities and strategies to address these issues as they arise in the virtual and in-person classroom.

RUSD is confident that the new distance learning model will provide strong instruction and academic growth for its students. As a means of continuous improvement and assessing the implementation and efficacy of the new model for distance learning, RUSD will be gathering data on student attendance, engagement, and ongoing performance on local assessments and MAP throughout the fall. RUSD will seek feedback on the new model from students, teachers, and parents as was done at the end of the 2019-20 school year.

As noted previously, RUSD is also providing a virtual, online option for parents/guardians not comfortable or deemed at risk (due to continuing surges of COVID-19). This full-time distance learning option is fully-online and best suited for families who do not plan to send their student back to school in-person either in a hybrid (partial students on campus model) or traditional five days weekly model. This online option is called Rocklin Virtual Campus (RVC) and differs from Distance Learning 3.0. RVC utilizes the Edgenuity learning management platform for content and instruction, and pairs this with continuous monitoring from RUSD teachers. Elementary students will be enrolled in Genius K-5 Core (English Language Arts, Mathematics, Science and Social Studies) based on their grade level. Students will receive workbooks in these subject areas to practice the skills being taught online. Students will also be enrolled in up to two elective courses. Additional intervention and extension opportunities are available through Edgenuity Pathblazer and Freckle, which will also be provided to students. Elementary student schedules include a daily virtual meet, small group instruction, office hours, 1:1 meetings, and asynchronous work through Edgenuity. Secondary students in middle and high school will be enrolled in the courses they selected last spring. If selected courses do not match those available through RVC, students will be asked to select another course. Students will be able to access an online tutor through Edgenuity. Additional intervention and extension opportunities are available through Edgenuity My Path, which will also be provided to students. Secondary student schedules include a daily virtual meet, office hours, 1:1 meetings, and asynchronous work through Edgenuity.

Foster youth and homeless students will be given priority access to check-out chromebooks and hot spots. Additional contact with these families during the beginning of the 2020-21 school year, included communication about available distance learning tools, nutrition services, social-emotional supports, and social services supports. Families were surveyed to ensure they have necessary supplies and were provided direct contact information in order to communicate needs. Principals and support staff were also provided this information and were able to refer students and families needing support. Available resources for homeless and foster youth include: tutoring, gift cards for basic needs, counseling, social-worker access, community organization referrals, and connection to the Placer County System of Care. Through this network, families can access a variety of basic services, including housing, transportation, and behavioral supports.

English learners will be provided Designated ELD virtually through different modes of digital platforms during uninterrupted blocks within the school day. Core classroom teachers will use EL best practices and UDL to incorporate Integrated ELD throughout the day. In addition to daily instruction, EL students will have access to qualified EL support staff during asynchronous instruction time frames and after school

hours who will be available to scaffold and support students with their work. EL students who scored in the “novice/beginning” stage of English proficiency will have additional language support through virtual platforms with qualified EL support staff. Collaboration between core teachers and EL support staff will be advised in order to scaffold daily lessons according to English proficiency level. EL students will also have access to EL support staff for an hour each night for those students who are unable to complete daily work within the school day.

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.]

The Rocklin Unified School District will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

- School site staff determined the needs of students through a technology survey to understand their families access to devices and connectivity.
- Technology services staff and instructional coaches provided technical support, including training on how to use the devices and how they allow for access to the curriculum and participation in learning. Ongoing supports are provided through a family help desk and ongoing professional development for staff.
- Students and families with unique circumstances were prioritized for access to devices and hot spots.
- Additional devices (hot spots and Chromebooks) were purchased in order to ensure enough devices are available for hybrid learning where students will need access to devices while at school learning and while at home learning.

RUSD will continue to host a help desk for parents/guardians to call and troubleshoot issues each morning from 7:30-11. Families can access support by calling 916-672-3600 or emailing parentsupport@rocklinusd.org.

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.]

Rocklin Unified School District will track and monitor student progress through both live contacts and asynchronous instructional minutes. Students will meet with their teacher each day for curriculum and SEL instruction. During this time, daily attendance will take place. If a student is not present on the digital platform and does not engage in any activities that day they will be marked absent and parents will be notified of their absence. This procedure will happen in Digital Learning, Hybrid and In-Person schooling. Students who continue to miss school will be tracked through our student information database, Aeries. School staff will also contact families in hopes of eliminating any

barriers and provide supports to ensure the student has every opportunity to be present. School staff will also document all communication with parents on our internal tracking sheet. Attendance and instructional minutes will be verified by teachers at the end of each week.

In addition to daily attendance, student participation and engagement will be monitored and documented on a daily basis. Per SB 98 daily participation rate is flexible and may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Teachers will document participation/engagement daily in our student information database, Aeries. Students who are non-engaged during the school day will be monitored through the same tracking system as mentioned above. Parents/guardians will be notified in hopes of finding supports that will help their child be more successful in school.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee. Class schedules with associated instructional time that meet SB 98 requirements are documented and communicated to students and guardians. Instructional minutes will be verified at the end of each week to ensure we are compliant with SB 98. RUSD will internally audit sites throughout the year to ensure our Attendance and Engagement Procedures are successful.

Full attendance information and procedures can be referenced in the following attachments:

- [RUSD Elementary Attendance Plan](#)
- [RUSD Secondary Attendance Plan](#)

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 order to support our staff in the implementation of a high-quality distance learning program, staff collaborated during July 2020 on “toolkits” that were shared by site principals with staff during the professional development days prior to school commencing. These toolkits and professional development presentations are also located on [RUSD's The Hub](#) for future reference by RUSD educators.

Toolkits and Resources shared with staff and available to staff on The Hub include:

[Distance Learning 3.0 Elementary Teacher Resource](#) | [Distance Learning 3.0 Elementary Presentation](#) - This toolkit covers best practices for Distance Learning including support for Building Relationships / Maintaining Student Engagement, Curriculum & Instruction, Assessment / Demonstration of Learning, Communication & Support for Students/Families, Organization & Scheduling, and Professional Development & Teacher Collaboration.

[Distance Learning 3.0 Secondary](#) - This toolkit covers best practices for Distance Learning including Building Culture & Community, Schoology (LMS) organization, Content Delivery, Student Practice & Feedback, and Assessment.

[Equity Toolkit](#) | [Staff Professional Development Slides](#) - This toolkit provides teachers three recommended resources to help create inclusive classrooms and school environments for all students: RUSD Equity and Inclusivity Portal, Resource for Topics in HSS, and Teaching Tolerance Speak Up at School strategy.

[Health and Safety Reopening Expectation Matrix](#) | [Health and Safety Professional Development Slides](#) - This toolkit provides a guiding document that aligns with PBIS for site leadership teams to utilize when planning their reopening practices, procedures, and protocols.

[SEL Toolkit](#) | [Staff Professional Development Slides](#) - This toolkit provides teachers with resources and strategies to promote social and emotional wellness for themselves and students. The resource includes the following sections: Care for Educators, Cultivate Relationships & School Connectedness, Create a Safe Learning Environment, Weave in SEL Practices and Wellness Activities, Identify and Assess Student Traumatic Stress, and Support Families with Parent Education & Resources.

[Assessment Toolkit](#) This toolkit is an assessment guide for K-6 teachers as they plan for distance learning with resources to quickly assess learning loss, identify standards needing support, and provide scaffolding support and additional instruction.

[Distance Learning 3.0 Special Education Guidelines](#) - This toolkit for special educators was created by the Special Education workgroup made up of 37 participants including teachers, related service providers, classified staff, principals, and district administrators. This group collaborated to identify best practices and recommendations for providing special education and related services for students with IEPs.

Additionally, Instructional Coaches and Computer Maintenance & Support Technicians are collaborating to offer on-going support for teachers. We have created and continue to develop an [RUSD Technology Training Menu](#) to support asynchronous learning opportunities for staff. This resource is available on The Hub. Additionally, the coaches and technicians are offering drop-in IT/Ed Tech virtual support sessions for staff who need assistance with digital tools. Moreover, the Computer Maintenance Technicians have a support helpline and email for families who need technical support. This resource allows teachers to focus on classroom instruction.

School sites continue to collaborate (virtually) through staff meetings, common grade level and PLC planning time on Monday afternoons (early release for students). Furthermore, RUSD reallocated two staff development days (one from fall and one from spring) to prior to school beginning in order to allow for more collaboration time for teachers to prepare for distance learning. Details regarding professional development schedules for teachers are detailed on page 9 and 13 of the [Memorandum of Understanding with RTPA](#).

Staff Roles and Responsibilities

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

As a result of COVID-19, the Rocklin Unified School District has had to adapt staff roles and responsibilities. To meet the academic needs of students, we have adjusted 3 positions into instructional coaches to provide teachers with timely access to professional learning related to distance learning. To meet the social-emotional needs of students, we have increased provided all staff a social-emotional toolkit to implement in their classrooms. Additionally, we have increased access to social-skills groups and individual school-based therapy through our partnership with Wellness Together. Classified staff and the District acknowledge that given unforeseen and unprecedented

circumstances, some employees may be asked to temporarily perform duties outside of their current job description. This agreement is included in the [Memorandum of Understanding with CSEA](#).

The following changes to employee roles and responsibilities have been made:

- One Licensed Vocational Nurse (LVN) has had their role adjusted to conduct contact tracing
- Three teachers have had their roles adjusted to provide instructional coaching support to teachers during distance learning and hybrid learning
- One teacher has had their role adjusted to provide administrative support to Rocklin Virtual Campus
- Education Services staff roles/responsibilities changed during the summer of 2020 to start-up Rocklin Virtual Campus
- Over sixty certificated staff have had their roles and responsibilities change to teach in the Rocklin Virtual Campus.

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.]

Supports for English Learners:

In addition to Designated and Integrated ELD, students will have access to EL support staff throughout the day and for specific times in the evening ensure students are successful in their core classroom content areas. RUSD will provide a ‘Newcomer’ virtual class that will work directly with Novice/Beginning EL students two times a week. EL students will also have access to software programs that allow students to progress in the English language at their own pace. Universal Design for Learning strategies, translators and interpreters will be available in order to break down barriers for our EL students. RUSD will also provide opportunities for adult learning based on survey data of family needs.

Supports for Students in Special Education:

Whether in a traditional, in-person, five days weekly model, a hybrid, partial in person model, distance learning, or the Rocklin Virtual Campus (RVC), students with IEPs will continue to have Special Education supports and services to meet their individual needs. Through the Rocklin Virtual Campus (RVC) students will have the opportunity to engage in live sessions with their case manager, in addition to opportunities to participate in the daily check-in with their general education peers. General and Special Education teachers will collaborate in order to provide accommodations and modifications to the online curriculum in order to ensure access to students. During Distance Learning, students have live daily check-in opportunities with both General and Special Education staff in addition to synchronous and asynchronous learning with supports and services specific to the student’s IEP. In a hybrid model, students in our moderate/severe Special Education programs will have the opportunity to attend school on campus five days a week (as opposed to every other day for other students) in order to increase engagement and supports available through in-person instruction. Emergency Plans and Individual Distance

Learning Plans will be developed for each student in special education to align to their offer of FAPE as closely as is feasible. Individual Distance Learning Plans include daily schedules, teacher contact information, learning platforms, frequency and duration of special education services, goals that are being addressed, connectivity and other pertinent information. These plans establish one document with all information regarding distance learning, which supports effective communication between home and school.

Supports for Students identified as Gifted and Talented (GATE):

Whether in a traditional, in-person, five days weekly model, a hybrid, partial in person model, distance learning, or the Rocklin Virtual Campus (RVC), GATE students in RUSD will continue to have access to curriculum and instruction that includes depth, complexity, and opportunities for gifted and talented students to tackle rigorous problems utilizing a range of tools, methods, and resources. At our elementary schools (TK-6), in the various models, GATE students will be clustered with GATE peers and allowed to collaborate around challenging and authentic problems - extending the grade level standards. RUSD also offers a self-contained GATE program. These classes, regardless of the model of learning, will continue to provide GATE students with accelerated and expanded content, high level instruction by GATE certified teachers, and opportunities to go beyond the classroom through virtual field trips and project based learning. At the middle and high school, accelerated courses will continue to be offered in ELA, mathematics, sciences, the Arts, and technology to meet the needs of our highest performing students. Through the Rocklin Virtual Campus (RVC) students will have the opportunity to accelerate their course of learning into higher grade levels in addition to taking advanced elective courses in the sciences and Arts.

Supports for Foster and Homeless Youth:

Foster youth and students experiencing homelessness will be given priority access to check-out chromebooks and hot spots. Additional contact with these families during the beginning of the 2020-21 school year, included communication about available distance learning and hybrid learning tools, nutrition services, social-emotional supports, and social services supports. Families were surveyed to ensure they have necessary supplies and were provided direct contact information in order to communicate needs. Principals and support staff were also provided this information and were able to refer students and families needing support. In collaboration with our Placer County Office of Education's Prevention Supports and Services department, RUSD will be offering a variety of additional supports for students who are in foster care and experiencing homelessness. Key staff in PCOE's Prevention Supports and Services department include 7 Student Support Practitioners and 1 Bi-Lingual Community Liaison, who are available to provide enhanced services to these vulnerable populations. Collectively, these staff are referred to as the Foster/Homeless/CSEC (Commercial Sexual Exploitation of Children) Team. Enhanced supports this team can provide include:

Consultation for Foster, McKinney-Vento and/or CSEC youth

The Foster/Homeless/CSEC team are available to provide consultation and guidance to teachers, administrators, and other staff around student needs/areas of concern; identify next steps and resources available to the student/caregiver; and address pandemic-related barriers (loss of job, housing, wifi access, mental health services, community activities).

Pandemic Referral Form

Teachers, school staff, and administrators can make direct referrals to the Foster/Homeless/CSEC team for students/families about whom they are concerned due to distance learning in particular and the pandemic, in general. These staff will reach out directly to

families/caregivers and provide a variety of resources and referrals including social services, employment, mental health, food security, housing, and other referrals.

Home visits

The Foster/Homeless/CSEC team is available to conduct joint home visits with school staff for students/families who are struggling with engagement/attendance and other pandemic-related stressors.

Direct outreach to all foster youth enrolled

Foster Youth Services Student Support Practitioners will reach out to all resource homes, group homes, and relative placements for all foster youth attending PCOE schools to check in on distance learning engagement, assess needs, and make referrals.

Backpack distribution for McKinney-Vento students

Backpacks and school supplies will be available to all McKinney-Vento students. These backpacks also include referrals to community housing and social services resources. This service is in addition to the materials and supplies provided to any RUSD student in need.

Foster or Homeless Education

Tier III school-based wraparound meeting conducted virtually by Student Support Practitioners for foster or homeless youth struggling with attendance, academics, or behavior.

Foster/Homeless/CSEC Youth Services training

General professional development for any staff, including classified staff, on how to support and identify foster, homeless, and CSEC youth, including red flags identified through a distance learning environment.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Increased access to the internet through the purchase of Hotspots to distribute to students in need	\$65,000	Y
Increased access to devices through the purchase of Chromebooks to distribute to all students without access to a reliable device to participate in Distance Learning	\$900,000	Y
Start-up and implementation of Rocklin Virtual Campus to provide long-term distance learning for students unable to return to school (ie, purchase of curriculum, professional development, support positions, etc.)	\$1,400,000	N
Increased access to reliable devices through the purchase of Laptops to distribute to all teachers	\$650,000	N
Acquisition and implementation of software programs and tools to ensure consistency of distance learning content (ie, SeeSaw, Kami, Screencastify)	\$310,000	Y
Updated network infrastructure, data tools and devices to support access to on-premise and off-premise tools for teachers, staff, and students	\$350,000	N

Reorganized Computer Support Services to better serve distance learning and hybrid learning	\$230,000	N
Increased access to software, equipment, and curriculum specific to students in special education (ie, webcams)	\$68,000	N
Provide Professional Development for teachers and staff (ie, training on software programs, summer workgroup extra time for content development, training for special education staff to develop Individual Distance Learning Plans for each special education student to address individual needs, goals, supports, and services)	\$160,000	Y

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.]

The Rocklin Unified School District (RUSD) recognizes that students may experience significant learning loss due to school closures associated with COVID-19. This learning loss may be exaggerated for specific groups of pupils such as those who experience trauma due to sickness at home, those lacking in technological resources, or students in targeted groups such as foster youth, students with disabilities, and English Language Learners. In order to address this learning loss, RUSD will take the following measures to assess and address learning loss.

Anticipating a need for assessment of learning loss, RUSD convened a summer workgroup to create an Assessment Toolkit giving clear guidance to elementary (TK-6th grades) teachers. The [Assessment Toolkit](#) includes assessment tools, resources, and activities that can be utilized in the first several weeks of school (regardless of the model - in person, hybrid, or distance learning) to quickly and accurately understand student achievement levels in English-Language Arts (ELA) and mathematics. This resource includes the [RUSD 2020-21 Assessment Timeline](#) and a breakdown of assessments by month/quarter that are to be used at each grade level. Assessments will include the use of ESGI, running records, curricular assessments, and MAP. Additionally, RUSD has purchased the web-based curricular resource Freckle for all of its elementary schools. Freckle provides an online, adaptive, standards-based assessment in both ELA and mathematics, that can be used as a formative assessment to establish a baseline for student learning and identify gaps in specific standards. Content can then be assigned to individual students to address content gaps.

Furthermore, at the end of last school year, 2019-20, again anticipating student learning loss, elementary grade level teams at each school and across the school district worked together to identify key standards that were not taught and articulated these standards to the grade level above them. Through this articulation process, teachers came into the school year prepared to address any essential standards that were missed during initial distance learning efforts in the spring of 2020. This process of articulation and collaboration will continue in the 2020-21 school year.

Following assessment, the expectation, per the learning expectations and memorandum of understanding, is that teachers utilize small group instruction to first scaffold essential standards that students are lacking and also remediate in areas where there is diagnosed learning loss.

Finally, per guidance from the state of California and Placer County Health Department, RUSD will proceed with conducting 1:1 assessments for specific at-risk groups including students in special education, English-Language Learners, and students in TK-1st grades. These assessments will be conducted with health and safety guidelines in place to protect students and staff.

At the end of last school year, 2019-20, secondary department level teams at each secondary school worked together to identify key standards that were not taught and articulated these standards to the grade level above them. Through this articulation process, teachers came into the school year prepared to address, where appropriate, any essential standards that were missed during initial distance learning efforts in the spring of 2020. This process of articulation and collaboration will continue in the 2020-21 school year. Additionally, at the secondary level (7-12), schools work under the “Master Learning” concept. Student grades consist of “A”, “B”, “C” or “Incomplete/No Mark”. Any student who earns an “Incomplete” on an essential skill/concept/question is provided intervention time. Once the student is prepared the student is able to complete a “retake” of the essential item to show proficiency in order to earn a passing grade. Middle school students will be assessed utilizing the MAP assessment.

Students at all grade levels participating in Rocklin Virtual Campus will receive the same assessments listed above and will also receive screeners and diagnostic assessments through Edgenuity (Pathblazer or MyPath). The results of this assessment will place students in an individualized learning path where they will receive instruction and practice at their independent level.

Foster youth and students living in homelessness will be monitored for learning loss in the methods detailed above. Additionally, these students will have their progress monitored by certificated site-based homeless and foster youth liaisons. These liaisons are a point of connection for the student and family. Students will be referred for additional support and intervention during the day and are also eligible for tutoring services, if their progress or performance warrants this intervention. The site-based liaisons can also assist in referring students to the District Homeless and Foster Youth Liaison who can connect the student with broader county-wide services.

RUSD English learners will be monitored for learning loss by using baseline curriculum and formative language assessment data. Baseline assessments include NWEA MAP Reading Growth Test, ELA core curriculum baseline assessment, Running Records and BPST. In addition, our EL teachers will administer formative assessments that address the students’ English proficiency in writing, listening and speaking. EL students also have access to improve their English proficiency through our ELD digital platforms that will be monitored on a weekly basis by our EL support staff. These products allow students to work at their own pace at their own proficiency level. Students who have met curriculum criteria for reclassification will be administered the ELPAC summative assessment. English learners who scored an achievement level 3 on their 2018-2019 ELPAC summative assessment will be given the 2019-2020 ELPAC summative prior to October 20, 2020. Any student that scores at the achievement level 4 and has met all other reclassification criteria will be reclassified. Students with another language other than English on their home language survey will be administered the Initial ELPAC within 30 days of enrollment. Students who score ‘novice’ or ‘intermediate’ will be placed in appropriate designated ELD small groups and students who score IFEP will not need EL services.

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.]

At the end of last school year, 2019-20, grade level teams at each elementary school and across the school district worked together to identify key standards that were not taught or needed reteaching. These key standards and concepts were articulated to the grade levels above them. Through this process, elementary teachers came into the school year prepared to address any key standards that were missed during initial distance learning efforts in the spring of 2020. A similar process took place at the secondary level at the end of the 2019-20 school year. Site based department teams discussed key standards that were not taught and would need to be integrated into the next level course where appropriate. This process of articulation and collaboration will continue in the 2020-21 school year.

While Distance Learning 3.0 is much improved from the district's initial distance learning efforts in the Spring of 2020, there is widespread recognition amongst district staff that instruction and content needs to move slower during distance learning due to the constraints associated with distance teaching and learning. Therefore, there is recognition and commitment to revisiting/identifying essential or priority standards at each grade level to focus instructional efforts. To this effect, teachers will be given additional time to collaborate with grade level teams and peers to identify [priority standards](#) to be taught during the 2020-21 school year so as to insure that students get the essential content needed at each grade level. This content will be documented and prioritized during all models of instruction.

As mentioned previously, RUSD has purchased Freckle, an online, adaptive, standards-based supplemental curriculum in both ELA and mathematics for all elementary schools. Freckle will be utilized as a formative assessment to establish a baseline for student learning and to identify gaps in specific standards. Once the initial assessments are completed, Freckle can be used to assign specific content and standards to individual students to address identified gaps. This powerful digital tool will provide an additional means for teachers to assess, individualize, and remediate students in specific areas. At the secondary level staff will use formative and summative assessments to assess student knowledge while implementing the Master Learning concept. As previously mentioned, if students are not able to demonstrate mastery of an essential skill/concept/question they will be offered intervention and an opportunity to "retake" the assessment in order to prove mastery. Qualifying students at Granite Oaks, Rocklin High School and Victory High School will participate in Aleks, which provides individualized practice and ongoing progress monitoring. A team of secondary educators will continue the pilot of Edulastic, started in the spring 2020, to provide ongoing progress monitoring.

Students participating in Rocklin Virtual Campus will continue to practice in Edgenuity (Pathblazer or MyPath). Teachers will monitor student progress and meet with students needing additional support. Elementary students not making progress in the digital platform will be included in virtual intervention groups.

The emphasis for teacher instruction based on the distance learning work and the memorandum of understanding will be on small group instruction (either online or in person) to assess and address student academic needs. It has been strongly recommended that teachers convene small groups daily in ELA and mathematics to better understand and meet the needs of their students. The focus of these efforts will not be on remediation, but rather on scaffolding of content/standard gaps within the current grade level standards/instruction. Additional

professional development will be provided in this area including how to best utilize Zoom Breakout Rooms to create small virtual learning spaces.

Regular progress monitoring of student attendance, engagement, and performance will provide teachers with feedback on how students are responding to these instructional methods. This will include formative and summative assessments throughout the fall and school year.

Foster youth and students living in homelessness will be monitored for learning loss in the methods detailed above. Students not making progress will be referred for additional support and intervention during the day and are also eligible for tutoring services, if their progress or performance warrants this intervention.

English language learners will be placed in appropriate designated ELD groups based off of their grade level and English proficiency level. In the elementary setting, EL students will be given 30 minutes of designed ELD during non-instructional, uninterrupted blocks. EL support staff will provide both synchronous and asynchronous instruction specifically directed at their proficiency level during this block of time. Students who are at the beginning stages of English proficiency will have additional support through our “Newcomer Club” and will have access to Imagine Learning, a language development software program that allows students to increase their language proficiency at their own pace. All elementary EL students will also have access to EL staff support throughout the day and Freckle, an online, adaptive, standards-based supplemental curriculum in both ELA and mathematics. Classroom teachers will integrate ELD within their curriculum through UDL and best practices. Secondary English learners will have ELD built into their class schedules. EL teachers and support staff will provide designated ELD to small groups based on English proficiency levels. Integrated ELD will be provided in their core curriculum through UDL and best practices. EL support staff will also be available to support EL students in their core courses. EL students who are at the beginning stages of English proficiency will have access to Rosetta Stone, an interactive, individualized language program that is self-paced. Evening EL support will be provided as needed for all EL students and their families. In addition to student support, our ELD department will provide Adult Learning opportunities in several languages so they can better support their child with digital learning.

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

Rocklin Unified School District (RUSD) continues to expand its understanding and professional development around Improvement Science and Continuous Improvement. Improvement Science methodology will be utilized throughout the school year to understand the impact of the outlined strategies on addressing student learning loss and advancing student achievement. Based on data collected and input from end users, RUSD’s approaches to distance learning and addressing learning loss will be modified. Small tests and changes will be implemented, data will be collected, and efforts will be scaled that are successful. Moreover, regular reports on student progress and instructional efficacy will be presented to the board of education.

As a means of continuous improvement and assessing the implementation and efficacy of the new model for distance learning, RUSD will be gathering data on student attendance, engagement, and ongoing performance on local assessments (Freckle / ESGI) and MAP testing throughout the fall (both formative and summative). RUSD will also seek quantitative and qualitative feedback on the new model from students, teachers, and parents as was done at the end of the 2019-20 school year.

EL students and their families are notified annually of their EL status and academic progress is monitored on a weekly basis. Support is available immediately for students who are not progressing at the standard rate of their EL peers. Formal reports will be available each trimester as a basis for informing students and their families of their English language proficiency progress. ELD progress reports and grades

will be based off of the CA ELD Standards. Summative ELPAC results will be communicated to families as state releases scores, generally in June of each year.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Implement individualized software programs to mitigate learning loss and address learning gaps in elementary schools (ie, Freckle ELA and math)	\$100,000	Y
Expand use of online assessment tools to assess learning loss of all students	\$110,000	Y
Expand service delivery options for recovery services based on progress monitoring of students in special education	\$400,000	N
Provide home access to Career Technical Education (CTE) tools and software for students in need (ie, hardware, cloud-based access, and licenses for in-home installation)	\$30,000	N
Expand tutoring to address learning loss for English Learners, Foster Youth, and students living in homelessness	\$50,000	Y

Mental Health and Social and Emotional Well-Being

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

The Rocklin Unified School District will support the mental health and social emotional well-being of students and staff during the school year. Prior to school commencing in July 2020 staff collaborated to create a [SEL Toolkit](#) | [Staff Professional Learning Slidedeck](#). This toolkit was shared with staff by school site principals during the staff development days prior to school beginning. This toolkit provides teachers with resources and strategies to promote social and emotional wellness for themselves and students. The resource includes the following sections: Care for Educators, Cultivate Relationships & School Connectedness, Create a Safe Learning Environment, Weave in SEL Practices and Wellness Activities, Identify and Assess Student Traumatic Stress, and Support Families with Parent Education & Resources. Ongoing professional learning will be offered during RUSD Learns days to continue this learning. Through this toolkit and ongoing RUSD Learns professional development, school staff will have access to tools to support Tier 1 social emotional needs, such as whole school safety and prevention, community and family engagement and supports, and classroom strategies, in addition to Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports.

Tier 1 supports include: Our elementary schools implement InFocus social-emotional learning curriculum and have altered this curriculum to provide the lessons in a distance learning format. Additionally, our elementary and middle schools use a Positive Behavior Interventions and Supports (PBIS) model, which includes monthly structured Tier I PBIS meetings, school-wide distance learning and online behavior expectations, and an acknowledgement system. Students will be acknowledged by school staff in a variety of ways for participating and

staying engaged during distance learning. Each of our secondary sites have counselors and peer counselors available for students for quick check-ins at the Tier 1 level. Teachers, students and parents/guardians can refer students for support.

Tier 2 supports include Tier 1 and increased focus on teaching students necessary social-emotional skills through participating in social skills groups or referrals to RUSD counseling supports. RUSD continues its partnership with [Wellness Together](#) to support students with their social and emotional wellbeing. Additional social-emotional supports were added at each elementary school either through time with Wellness Together or through the addition of personnel to run social skills groups. At the secondary level, students may be referred for Tier 2 counseling supports through the student study team or Principal review process.

Tier 3 supports can be provided by RUSD counselors, school psychologists, mental health specialists, in addition to partnerships with outside agencies, such as Wellness Together. These supports are in addition to the supports at both Tier 1 and Tier 2 for students and staff.

Student social-emotional well-being is tracked by school site teams. Teachers monitor students well-being and refer students requiring additional supports through pre-existing MTSS/PBIS structures on each campus (including social-emotional screeners). Students are also recommended for social-emotional supports if through the tiered re-engagement structure, mental health/wellness is identified as a barrier to participating in school.

The Rocklin Unified School District will also provide resources for students and staff to address trauma and other impacts of COVID-19 on the school community via the [Online Learning Resources for Families](#) website, which provides resources for families that include support for behavior, coping, mindset, and mindfulness strategies. Additionally, referrals can be made to the Placer County Network of Care for ongoing support.

RUSD staff has access to an [Employee Assistance Program](#) provided by RUSD free of charge to staff and their immediate family members 24 hours a day, 7 days a week by phone or online for extra support. Additionally, [Grokker](#), an online resource of on-demand fitness and wellness videos for staff is provided by RUSD.

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 is not engaging in instruction and is at risk of learning loss.]

The Rocklin Unified School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered re-engagement strategies we will use for pupils who are absent from distance learning are detailed above in our Pupil Participation and Progress section and in our [Tiered Non-Engagement Process](#). Additionally, RUSD will continue to reach out to families who speak languages other than English when their students are dis-engaged or not attending school. This outreach is done through translated conversations with school staff or by bilingual educators.

School Nutrition

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

The Rocklin Unified School District will continue to provide free breakfast and lunch for all pupils at all school sites, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning in the following ways:

In-person learning: For those pupils who are on site for in-person instruction all day, meals will be available for service on site. For those who are participating in AM (half day) instructional programs, meals will be provided through a grab-and-go service. For those who are participating in PM (half day) instructional programs, meals will be available for service on site and students will be supervised by school staff. All nutrition services staff will wear personal protective equipment. Schedules for pick-up vary by school site. A schedule of service times is available on the [Nutrition Services Website](#).

Distance learning: For those who are distance learning, there will be a curbside/walk-up service for students to access meals. All nutrition services staff will wear personal protective equipment. Schedules for pick-up vary by school site. A schedule of service times is available on the [Nutrition Services Website](#).

US Department of Agriculture waivers allow RUSD to continue non-congregate feeding and parent/guardian pick-up without students present.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
In-Person, Distance Learning	Provide professional learning supported by Instructional Coaches and teacher leaders in alignment with the RUSD Professional Development plan and the Professional Learning plans outlined in the Learning Continuity Plan	\$335,000	Y
Mental Health and Social and Emotional Well-Being	Increase access to school-based therapy and social skills groups to address social-emotional needs	\$260,000	Y
School Nutrition	Expand access to meal service by having pick-up service at all schools during Distance Learning	\$75,000	Y
In-Person, Distance Learning	Provide timely, ongoing communication with RUSD’s staff and community (ie, Ask RUSD, live streaming, infographics, etc.)	\$30,000	N

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
4.02%	\$4,051,382

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.]

While many of the services and approaches to educating Rocklin Unified’s students are provided to all students, RUSD staff recognizes that those most affected will likely be our English Learners, foster youth, students living in homelessness, and socio-economically disadvantaged students. In order to specifically support these students, administrators, teachers and support staff will receive ongoing professional development and coaching support to address student needs as well as access to referral processes for those students in need of tier II and/or III interventions. RUSD utilizes highly-qualified support teachers for English Learners to provide both student, staff and parent/guardian support. When addressing the specific needs of our unduplicated student groups during the COVID-19 pandemic, Rocklin Unified has and plans to continue to utilize the following process to support our English learners, foster youth, and low-income students:

- Provide professional development for staff regarding how to identify and address unfinished learning using RUSD’s assessment toolkit
- Identify learning loss through diagnostic assessments for all students
- Provide student data for teachers and site staff and allow for collaboration for staff to develop action plans to address unfinished learning for their students
- Provide high quality first instruction for all students with scaffolds and small group instruction as needed
- Monitor student progress throughout instruction, whether distance learning or in-person
- Continue to develop and adjust action plans as needed based on ongoing data collection and analysis
- Provide tier II/tier III interventions, as needed
- Maintain open lines of communication between teachers, support staff and parents/guardians
- Utilize pre-established site processes to refer students for more supports

The programs and positions funded with supplemental funding (and detailed in the [2019-20 Local Control and Accountability Plan](#)) will help unduplicated pupils and other students, both schoolwide and districtwide, during the COVID-19 pandemic. The programs and positions have

had previous roles and responsibilities modified to ensure support for English Learners, Low-Income students, and Foster Youth. These programs and positions include: instructional coaches, English Language Development teachers and instructional aides, English Learner and assessment program specialist, district homeless and foster youth liaison, full-day kindergarten program staff, secondary intervention and credit recovery staff, data specialists, multi-tiered systems of support staff and software/materials, positive behavior interventions and supports, secondary counselors, technology loan program, behavior instructional assistants, and social-emotional supports and services,

For specific actions listed above which are for all students, the following descriptions provide information on how these services are principally directed towards, and are effective in, meeting RUSD's unduplicated pupils in the state and any local priority areas:

Action Related to Tier II and III Interventions, small group in-person instruction, and in-person assessments

Actions related to interventions provided in small groups contribute to the increased and improved service requirement because students in RUSD's unduplicated student groups may have more significant learning loss during this pandemic period of distance learning. RUSD is prepared to provide these students multiple tiers of intervention and support, because staff anticipates the use of these interventions will be effective in mitigating learning loss. Data will be collected and evaluated during the 2020-21 school year.

Actions related to Hot Spot and Chromebook distribution

Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from unduplicated student groups needed access to devices in order to participate in Distance Learning instruction at the end of the 2019-20 school year. RUSD has provided these students with access to digital learning devices and internet connectivity through the distribution of wifi hotspots because staff believes it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged. Attendance and engagement data is being collected and will be evaluated during the 2020-21 school year.

Actions related to software acquisition and implementation and use of online tools to assess and address learning loss

Actions related to software programs contribute to the increased and improved service requirement because students in RUSD's unduplicated student groups may have more significant learning loss during this pandemic period of distance learning. RUSD is prepared to assess student's needs and provide these students multiple tiers of intervention and support utilizing multiple technology platforms, because staff anticipates the use of these interventions will be effective in mitigating learning loss. Data will be collected and evaluated during the 2020-21 school year.

Actions related to professional development and instructional coaches

Actions related to professional development and instructional coaches contribute to the increased and improved service requirement because students in RUSD's unduplicated student groups may have more significant learning loss during this pandemic period of distance learning. RUSD is prepared to mitigate this learning loss through deploying highly qualified and trained teachers, administrators, and support staff who can effectively integrate and implement twenty-first century teaching and learning through a well-defined system of professional learning.

RUSD's instructional delivery system is built on quality classrooms and powerful teaching and learning for each student. It is RUSD's priority to assess learning loss, address learning loss, and provide high quality professional learning in order to support and coach teachers. This coaching helps to ensure our teachers fully and effectively implement curriculum across multiple learning platforms (distance learning, hybrid, RVC) and continue to transform their practice. Our system of professional development, coaching support and learning, including time for evaluation and reflection, ensures that all staff is involved in a cycle of continuous improvement. This structure of adult learning and support is linked to high levels of student achievement. Data will be collected and evaluated during the 2020-21 school year.

Action related to increased access to school-based therapy and social skills groups to address social-emotional needs

Actions related to school-based therapy and social skills groups contribute to the increased and improved service requirement because students in RUSD's unduplicated student groups may have more significant mental health needs during this pandemic period of distance learning. RUSD is prepared to provide mental health intervention and support utilizing existing RUSD counselors, school psychologists, and mental health specialists, and through increased social skills groups and partnerships with local outside agencies. Staff anticipates the use of these interventions will be effective in supporting students' mental health needs. Data will be collected and evaluated during the 2020-21 school year.

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

Descriptions of the increased or improved services for each unduplicated student group are included in In-Person Learning, Distance Learning, and Pupil Learning Loss sections above. Additional services for each student group are below.

Additional services to better support our English learners will include:

- English acquisition software programs that target specific proficiency levels and can be accessed from any device
- Increased bilingual teacher support for our students and families who are new the country
- Additional qualified ELD staff to assist in one on one and small group EL instruction
- Family outreach to insure families feel supported, have supplies and have the ability to ask questions
- Adult learning opportunities in multiple languages that are targeted towards helping families through the curriculum and digital platforms
- Additional tutoring hours for EL students both after school and in the evening.
- Uninterrupted Designated English Language Development (ELD) blocks that will address ELD standards at targeted English proficiency levels
- Content area support and integrated ELD throughout the day with our English Learner (EL) support staff
- Use of current assessment data in order to reclassify or place EL students into English proficiency level groups
- "Newcomer" hours in order for EL support staff to provide an extra layer of instruction and support for our students and families

Additional services to support Foster Youth and Socio-economically Disadvantaged youth, including those living in homelessness will include:

- Virtual Back to School Fair to provide supplies, community resources, and elicit input on serving and supporting students and families
- Increased mental health services and referrals to community organizations
- Access to needed technologies and nutrition services
- Tutoring for students with significant learning loss or identified Tier III academic needs
- Increased communication with families through:
 - Weekly parent/guardian office hours and information sessions hosted in multiple languages.
 - Parent training on various digital platforms in multiple languages.
 - Site based homeless and foster youth liaisons.
 - Ongoing screening and individualized outreach.