



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

As a result of the COVID-19 pandemic and under the guidance of the Marin County Public Health Department and the Marin County Office of Education, the Ross Valley School District shuttered its schools and transitioned to remote instruction from March 16, 2020 through the end of the 2019-20 school year. Since the pandemic began, the Ross Valley School District Community has shown tremendous resilience. Many of our families and staff have experienced economic uncertainty and/or working outside the home while at the same time managing the home learning environments of their children. It has been a challenging time for all, and we have seen many instances of our community coming together to support one another. We know the virtual learning environment does not replicate our traditional in-person learning, physical, and social/emotional experiences.

Throughout the spring, staff engaged in research and discussions about how to provide feedback related to student progress given the varying levels of support students received and adjusted our grade level report card reporting practices. Over the summer, our two planning teams (consisting of certificated, classified, and administrative employees) - Teaching & Learning and Operations - met to discuss and explore possible learning scenarios and appropriate health and safety options and protocols for the 2020-21 school year. Plans were made and remade as state and county health guidelines changed. Once it was clear that we would begin the year in distance learning mode, we focused our efforts on how to make our distance learning program as rigorous and engaging as possible, while simultaneously planning for a return to in-person instruction once state and county health guidelines allow.

Stakeholder Engagement

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

The district has sought authentic input and feedback from stakeholders through a variety of means and has been a critical component in informing our plans. At every Board of Trustees meetings, beginning with April 21, 2020, staff has provided an update as to our distance learning as well as our reopening schools planning. A series of five formal board presentations on school reopening plans has provided the public with extensive, detailed information on both distance learning and hybrid/in-person scenarios. The district created an email account for parent feedback and also has regularly responded to parent questions via email or phone calls. All questions, input, and feedback have been incorporated into our planning and presentations.

On July 23rd, the district held a virtual Town Hall that was live streamed and recorded in order to respond to the questions parents/guardians were raising through the communications email.

A Continuity of Learning webpage was created to provide information and resources for our RVSD community related to the COVID-19 pandemic and its impact on our school community. This page is updated regularly as we receive updated information, data, and guidelines from Marin County Office of Education (MCOE), Marin County Health and Human Services Department (MCHHS), and the State (CA Department of Education and CA Department of Public Health). We use these updates to continually refine our planning for our distance and in-person instruction.

The district has regularly sought input from stakeholder groups. Our teacher leadership team with representation from all grades (inclusive of special education), working with classified representatives and our site and district administrative team, has done the heavy lifting of determining possible learning scenarios and the PPE and protocols needed to enact these options in the safest possible manner. We expanded our parent leadership team, the Superintendent's Council to include representatives from DELAC and the Parent Equity team. This group of 30 parents, administrators, and certificated and classified employees has provided feedback on our Learning Continuity Plan. The

district has conducted a total of 8 surveys to parents/guardians and/or staff to collect information on distance learning and our reopening plans (see below for additional information about the surveys).

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

Board Meetings, as well as our Town Hall, were broadcast live via Facebook and were also recorded. We created a “public comment” email account to be used for Board Meetings and a “communications” email account so that members of the community could send questions, input, and feedback. All received emails have been compiled and posted prior to the start of the meeting, and any received following the meetings have been posted as well. Following the meetings, the superintendent emails the links to the link recordings to the staff and parent/guardian community. The board members, superintendent, and planning team members read all comments carefully and incorporated them into our planning and communications. On September 3, the Superintendent’s Council met to review the draft LeCAP and give feedback and input. At the September 15 Board Meeting, the revised draft LeCAP will be reviewed and a public hearing will be held. Any public comments received will be reviewed and considered in further reopening planning and LeCAP revisions. On September 29, the final LeCAP will go to the Board for review and adoption and then will be submitted to the Marin County Office of Education.

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

Throughout the pandemic, the district has reached out to families for feedback via parent surveys and parent meetings and informally via emails and phone conversations.

A summary of the emails received have been around the various instructional models and schedules, social distancing and cohort requirements, how the District will be incorporating health and safety measures as part of our in-person instructional planning, if students can choose to remain in distance learning even when on-site instruction becomes an option, the TK-6 waiver process, bringing small groups of students on campus for assessment and instructional support, supporting students who have mental health needs, clarity around AB 77, SB 98, and state and county guidelines, maximizing onsite learning spaces to include outdoors and HVAC adjustments, supporting students who might be in home-based pods as well as those who won’t be in pods, and balancing on-screen time.

Along with questions that ask for direct input on school opening decisions, each of these surveys included opportunities for parents to provide detailed, written responses regarding their experiences with our current offerings and their input for future scenarios. District staff compiled parent and staff feedback and incorporated it into our Fall Learning Plan.

5/29/20 Parent Survey - 1009 Respondents

Given the circumstances, do you feel there are enough opportunities throughout the week to provide your child a sense of connection to their teachers and/or classmates?

Yes - 19.5%

Mostly - 19.6%

Sometimes - 24%
No 36.9%

Given the circumstances, do you feel there are enough opportunities throughout the week for your child to receive academic support or instruction from the teacher through live or recorded/asynchronous lessons and/or meetings?

Yes - 22.5%
Mostly 20.1%
Sometimes - 23.5%
No - 34%

On average, how much focused time is your child spending on assigned academic work, including reading?

Less than one hour per day - 12.3%
Between 1 and 3 hours per day - 48.7%
More than 3 hours per day -39%

If you have faced challenges with access to remote learning, what are they?

Childcare - 224
Access to services - 42
Internet connectivity 107
No computer at home - 8
Difficulty understanding the assignment - 255
Difficulty engaging your child in the work - 568

6/12/20 Parent Survey - 617 Respondents

Please select the scenario you think will be best for students, teachers, and families in the event that we need to implement a two cohort option:

Scenario 1: Students attend school in-person two days every week. 77.8%
Scenario 2: students attend school in-person four days every other week. 22.2%

6/29/20 Parent Survey 1011 Respondents

Based on the county and state guidelines and other considerations as outlined in the cover email, please indicate whether you would send your child/children to school under each of the scenarios below (keep in mind that we may need to make adjustments as state and county guidelines are revised).

In-person instruction five days a week for all or part of the day with pre COVID-19 class sizes

Yes - 65.64%
No - 34.36 %

In-person instruction five days a week for all or part of the day only if the cohort size is significantly reduced

Yes - 86.41%
No 13.59%

Full distance learning
Yes - 30.91%
No - 69.09 %

7/14/20 Request for Distance Learning

Please select the statement that best represents your thinking at this time. *

I am ready to request full distance learning for my child(ren) for the 2020-21 school year. - 126 respondents

I will most likely request full distance learning for my child(ren) for the 2020-21 school year. - 104 respondents

8/3/20 Site-based Parent Surveys

If the district transitions to a hybrid or other in-person model during the school year, please select one option below:

My child will transition to the hybrid in-person model of instruction when it is available. 1238 respondents

My child will remain in the Virtual Learning Academy program. 175 respondents

My child will not return to RVSD for the 20-21 school year. 41 Respondents

6/11/20 Elementary Teacher Survey 63 Respondents

Please select the scenario you think will be best for students, teachers, and families.

Scenario 1: Students attend school in-person two days a week, either Monday/Tuesday or Thursday/Friday (Wednesday teacher workday). - 82.5%

Scenario 2: Students attend school in-person every other week (teacher workday on Monday or Friday). - 11.5%

5/27/20 Staff Survey 50 Respondents

Approximately what percentage of your students are “showing up” for class meetings and live lessons?

All - 12.5%

Most - 79%

About half - 6%

Some - 2%

Few - 0%

Approximately what percentage of your students are attempting work?

All - 27%

Most - 53%

About half - 12%

Some - 6%

Few - 2%

Have you been able to address individual student needs and differentiate your lessons for students through scaffolds and/or small group meetings, etc?

Yes - 49%
Sometimes - 51%
No - 0%

5/27/20 Middle School Staff Survey 24 Respondents

Approximately what percentage of your students are “showing up” for class meetings and live lessons?

All - 0%
Most - 21.74%
About half - 34.78%
Some - 26.09%
Few - 17.39%

Approximately what percentage of your students are attempting work?

All - 0%
Most - 62.5%
About half - 25%
Some - 12.5%
Few - 0%

Have you been able to address individual student needs and differentiate your lessons for students through scaffolds and/or small group meetings, etc?

Yes - 25%
Sometimes - 50%
No - 25%

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

Many aspects of the Learning Continuity and Attendance Plan were influenced by feedback from our stakeholders. In response to parent feedback we:

- Developed an A/B hybrid model which made childcare easier than an AM/PM model
- Increased the amount of live interaction between teacher and students within our Virtual Learning Academy
- Created published schedules of instruction for grades TK-8th
- Facilitated site-based distribution of materials inclusive of print materials and Home Learning Kits
- Created a daily schedule with a balance of live, whole class interaction, small group work, and asynchronous activities that allowed for time away from screens

Incorporated social-emotional learning into our daily schedules

Changed our TK-2nd grade learning platform from Google Classroom to Seesaw in order to provide a more independent experience for our “littles”

In response to staff feedback we:

Developed weekly schedules with time for teacher prep and teacher collaboration

Provided a scheduling template with flexibility for different grade levels and sites

Purchased online learning platforms and materials that are more effective in a virtual learning format

Included certificated and classified staff in the planning process for our return to school

Upgraded to licensed Zoom accounts for all teachers

Created a new Virtual Learning Coach position for both elementary and middle school teachers (8 coaches total)

Developed a Virtual Learning Playbook for easy reference

As a result of stakeholder input, the district is incorporating structure, consistency and engagement strategies into the development of learning plans. Staff are meeting in collaborative teams to create responsive plans to meet the needs of students. A COVID-19 health and safety handbook has been developed to provide one location in which all elements of our operations are encapsulated, such as around our sick and personal protection protocols, air quality, when to stay home, positive case response, etc.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

RVSD has identified and is planning for the implementation of five (5) phases to a full return when and as conditions permit. Throughout all aspects of our planning for in-person instruction, we are prioritizing student and staff health and safety by developing and implementing COVID-19 prevention and response plans, including but not limited to healthy hand hygiene, requiring face coverings for all staff and students (except where medically or behaviorally contraindicated), maintaining physical distance inside and outside of the classroom, ensuring stable cohorts, checking for signs and symptoms of COVID-19, cleaning and disinfecting schedules, and having a plan in place for when a student or staff member becomes sick which will include the use of appropriate protective equipment. For each of the phases to a full return, we have developed and will continue to hone and refine our student academic and social/emotional programming as well as our teacher, staff, and family supports.

As was the case with our distance learning model, our hybrid model will be designed the following in mind:

A focus on building relationships and community in every class

A program that addresses the whole child - art, music, social-emotional learning

Utilize standards-based assessments to guide instruction and provide feedback on student learning

Integrate quality instructional materials and technologies to enable and enrich student learning

Provide opportunities for student-to-student interactions and discourse

Provide for both intervention and accelerated learning opportunities

Provide a variety of activities that include options for in-depth learning through authentic problem solving and experiential learning

Supports for our most vulnerable students will include:

Small group instruction and academic support for Special Education and EL students

Staff outreach to students that are not showing up to virtual classes on distance learning days

Regular collaboration with General Education teachers

Parent meetings as needed

Virtual support from school Counselors and Social Workers

Staff support for students in navigating virtual learning platforms and assignments

A description of the five phases is below:

Phase 1 - Virtual Learning Academy (Distance Learning 2.0 with daily live/synchronous instruction). All students began the 2020-21 school year in distance learning. See Continuity of Instruction for more information.

Phase 2 - Virtual Learning Academy & in-person learning for vulnerable learners (e.g. special education, English learners, students at higher risk learning loss, students at risk of abuse or neglect, foster youth, and students experiencing homelessness).

Phase 3 - Hybrid Model with some virtual Learning (Classes divided into two cohorts "A" and "B" with two days of in-person instruction per week)

Phase 4 - In Person Learning 5 days/week (In-person instruction five days a week with a shortened and/or modified day)

Phase 5 - Return to Pre-Covid Schedule of In-Person learning 5 days/week with a full day schedule.

Students in the Ross Valley School District, in accordance with state and county guidelines, will begin the 2020-21 school year in full distance learning mode (Phase I). The district will provide instruction to students through a comprehensive remote learning plan that requires student attendance and active engagement everyday. Although done virtually, classroom and school activities will focus on development of classroom community and social/emotional protective factors. Students will engage in online learning through various digital programs (e.g. Seesaw, Google classroom, IXL, RAZ kids) that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot. In accordance with state and county guidelines, we will utilize a phased in approach to implementing on-site support and instruction for our students beginning with full distance learning (Phase One). School site teams will follow processes to check on and monitor students who seem disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Each site's integrated services team will be in place to provide support to teachers as well as to develop behavioral and academic interventions for students as needed.

Because health and safety are a priority, in our planning for staff to work from site as well as our in-person learning, the following list includes but is not limited to the type of protective equipment and protocols and practices are in place:

- *Disposable face masks for all staff and students (unless medically or behaviorally contraindicated which is verified in writing by a medical professional or behavioral specialist)

- *Cloth face masks for all staff and students (unless medically or behaviorally contraindicated which is verified in writing by a medical professional or behavioral specialist)

- *Face shields for staff members

- *Humanity shields for staff members and for students who are not able to wear a face mask as outlined above

- *N95 mask, goggles, gloves, and gowns for staff members who monitor the isolation room

- *Touchless thermometers

- *Outdoor hand washing stations at each site

- *Isolation rooms for students who exhibit COVID-19 symptoms

- *Hand sanitizer dispenser in each classroom, office, and common work space

- *Plexiglass shield in school offices

- *Plexiglass partitions for each teacher

- *MERV-13 air filters

- *Disinfectant spray and sanitizing fogger

- *Preparation of School Sites with visual markers and signage (e.g. distancing, directional)

- *Health and Safety Handbook

- *Continue to follow protocols and guidance from Center for Disease Control (CDC), County Health & Human Services and Marin County Office of Education (MCOE)

- *Enhanced cleaning and disinfecting schedules and the posting of these schedules

- *Hand hygiene and frequent hand washing schedules

- *Indoor and outdoor learning Spaces

- Physical distancing of 6 feet

- Limit sharing of supplies, material and equipment

- Individual student materials and containers, cubbies, or hooks to separate student's individual belongings

- Play structures and water fountains will not be used (students and staff to bring their own water bottles from home; refill stations will be available)

- Designated bathroom usage

- Visitors to campus limited; no volunteers

- Procedures for dropping off and picking up students (ingress and egress)

- Ventilation and Circulation - Exterior windows and doors Covered outdoor areas and tents

- Air Ventilation and Circulation Outdoor air circulation Exterior door and windows Outdoor learning areas

Once on-site activities are permitted, we will begin Phase Two (2) at which time we will begin to offer small-group, in-person specialized and targeted services and support for those students who are at greatest risk of experiencing a learning loss. These most vulnerable students

have been determined to be special education and English learners as well as students who are at higher risk for learning loss such as those who need intervention, are at risk of abuse or neglect, are foster youth, and are experiencing homelessness. School site integrated services teams will utilize their established systems to identify students and coordinate with the student services and human resources departments to begin providing on-site support. In order to provide equitable access to the educational program, special education and other related services, for pupils with an individualized education plan (IEP), unit members in partnership with the District shall ensure that all IEPs can be executed in a distance learning environment.

During Phase 3 we will bring all of our general education and special education students back in a hybrid learning mode of both in-person and virtual instruction. Our hybrid model allows for three cohorts of students, two of which attend school in-person two days a week (Cohorts A and B) and one of which remains in distance learning mode (Cohort C). In-person days will be shortened so that students can have lunch at home and teachers can work with distance learning students in the afternoon. To support families, siblings will be scheduled into the same cohort letter.

In Phase 4, we will transition to having students attend school on a shortened schedule for all 5 weekdays, and in Phase 5 we will be post-COVID and will be able to resume our traditional school programming and scheduling that will, of course, be enhanced from all of our pandemic learnings.

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

Description	Total Funds	Contributing
Hand sanitizer, face masks-disposable and reusable (adults and students), face shields (adults and students), disinfectant and sanitizing products, hand-washing stations, signage, social distancing markers, stencils and chalk paint, wireless doorbell intercoms, monitors to communicate with ill students, N-95 masks, individual pop-up tents for isolating ill students, shade sails, wipes for desktops, gloves	70076	No
Desktop barriers for staff		No

Distance Learning Program

Continuity of Instruction

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

The Ross Valley School District has developed distance learning schedules for all grade levels that meet the instructional minutes requirements for the 2020-21 school year (K = 180, 1st - 3rd = 230, 4th-8th = 240). At the elementary level, the day has been divided into three instructional segments, each of which includes live interaction, independent or small group work time and a whole class debrief. Within the middle school schedule, teachers see all of their classes on Mondays and three classes a day for the remainder of the week. Teachers post assignments, instructional videos, and other curriculum support materials in their learning platform (Seesaw TK-2nd or Google Classroom 3rd - 8th).

The district has taken a number of actions to ensure a rigorous, engaging instructional day that supports students' academic growth and social emotional wellbeing:

Teachers host regular, weekly office hours which they use to check in with students of concern and/or run small strategy groups with targeted instruction.

Our technology department is available to support teachers, parents, and students navigate the virtual learning platforms and systems. We are implementing Seesaw in grades TK-2nd based on feedback from families regarding the difficulty students had working with Google Classroom last spring.

We have purchased a new communication system, Parent Square, to make communication between districts/sites/teachers and families as seamless as possible.

We have created customized and distributed Home Learning Kits for each grade level. The kits provide students with access to many of the instructional materials regularly used within the classroom environment. For example, students will receive a student whiteboard and set of math manipulatives that they can use to create and document mathematical models.

Our art and engineering educators created To Go Bags with the supplies students need for at-home, hands-on lessons.

We have also purchased student workbooks for our elementary math and phonics programs so that families do not need to rely on their home printing capacity. Our world language courses utilize a number of small novellas and we have purchased eversions so that the richness of this program can continue.

With the understanding that the school closure last spring may have created learning gaps in our students, we have purchased a number of online learning programs that adapt to the learning level of each student.

At the middle school level community circles and counseling, check-ins take place weekly. Our teachers are continuing to facilitate lunchtime clubs and our wildcat spirit activities are in full swing.

Elementary teachers begin their day with a class meeting that focuses on the social-emotional well-being of students. Teachers use office hours to check in with students and their families when they sense additional supports are needed.

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.]

On March 17, 2020 we began a device loan program so that every student in the RVSD who needed a device had one in order to access the curriculum. At the 3rd – 8th-grade level we are using Chromebooks, at the TK-2nd grade level we have a combination of Chromebooks and I pads. In the Spring of 2020, we purchased 15 hotspots in order to provide connectivity to our families. Families have reported that even with the use of the hotspots, internet speed is slow. We are now teaming up with an internet provider, Comcast, to provide high speed internet for all families who need it. To date we have loaned out 622 Chromebooks and 189 iPads.

Our technology department is available daily to provide support to families inclusive of maintaining district devices, internet and technology troubleshooting, and device repairs.

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.]

Our teachers are using Zoom and Google Meet to provide daily live interaction for our TK-8th grade students. These video conferencing tools generate participation reports that will assist in verifying attendance. Many of the technology tools we are employing include polls and other features that allow teachers to track and assess student progress.

At the elementary level, the instructional day includes three instructional blocks. These blocks are broken into three parts: a live, synchronous introduction to a lesson/activity followed by individual, paired, and/or small group work, and finally a live, synchronous debrief/reflection session. Additionally, our teachers are providing daily office hours so that teachers can meet 1:1 with students or conduct strategy groups for targeted instruction. Our elementary schedules meet the required minimum instructional minutes of 180 (TK/K), 230 (1st – 3rd), and 240 (4th – 5th).

Our middle school is employing a block schedule with three instructional blocks a day. Within each of these blocks there is live, synchronous instruction, peer-to-peer live interaction, and time for work on student assignments. The middle school schedule has incorporated academic advisory time as well as time for students to meet with counselors. Office hours take place twice weekly. Our middle school schedule exceeds the instructional minutes requirement of 240 minutes.

Once state and county guidelines allow for in-person instruction, we will be implementing a hybrid model in which students attend in-person two days a week. Each class will be divided into two cohorts: A and B. When cohort A is receiving in-person instruction, cohort B will be engaged in distance learning. Teachers will provide live instruction and reflection time so that students in distance learning mode can access instruction. Our day will end early so that teachers can provide live office hours to students who are in distance learning mode.

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.]

The most significant professional development we can provide to our teachers is the expertise that has been acquired by their teaching colleagues who have a passion for researching and utilizing the technology tools that make remote instruction engaging and interactive. With that in mind, we have created a new teacher leadership position: Virtual Learning Coach. We have eight coaches supporting their colleagues in RVSD – four at the elementary level and four at the middle school level.

These coaches have regular weekly office hours for their colleagues and are available to answer questions about the myriad of learning platforms we are implementing. Our coaches took the lead in facilitating our August professional development, providing introductory training on new learning platforms as well as training on best practices in video conferencing and flipped learning.

We additionally have a cadre of literacy coaches who are working to support their colleagues in enlivening English language arts instruction in a virtual learning format.

Both our Director of Curriculum and Instruction and our Director of Technology are on call daily to provide the support needed to make the transition to remote learning as smooth as possible.

Our district team of teacher leaders meets regularly with our district and site administrators to provide feedback on how things are going and adjustments that need to be made.

Staff Roles and Responsibilities

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

Due to COVID-19's impact on our educational program and instructional practices as well as to our overall operations, employees' roles and responsibilities have changed and will continue to evolve in order to serve our Early Childhood special education through eighth (8th) grade students during this time.

Certificated: Teachers are making the shift to online tools and using them on a daily basis to engage with students via live interaction during the instructional day. They are collaborating and supporting each other and utilizing the tools to provide a learning experience as close to the in-person instructional model as possible. They have developed distance learning schedules for all students that meet the adjusted instructional minutes requirements for the 2020-21 school year. Additionally, teachers post asynchronous lessons such as written assignments and instructional videos. They customized Home Learning Kits for each grade level so all students can access the tools they need to complement virtual learning with a more hands-on learning experience. Teachers are using Zoom and Google Meet to provide daily live interaction for our students. These video conferencing tools generate participation reports that will assist in verifying attendance. Many of the technology tools teachers are employing include polls and other features that track and assess student attendance, engagement and progress. Additionally, teachers have virtual office hours each day to meet with and support students and their parents/guardians.

To support the instructional models and new and veteran teachers with online learning platforms, our District Leadership Instructional Team of Educators (D-LITE) and Tech Coaches have expanded their roles. Additionally, we created the new role of Distance Learning Coach. The

District is also developing and providing training to substitute teachers so they are equipped with the technological skills necessary to ensure the continuity of learning in a virtual learning environment when classroom teachers are out due to absences.

Classified: The duties and responsibilities of many of the classified positions include temporary assigned duties that are not currently contained within their current job description, such as to assist with health monitoring and screening, assistance with cleaning and disinfecting, supporting students and families with distance learning and engagement, supervision of students with ingress/egress/flow once we have in-person instruction, distribution of food service items, providing clerical support, and enforcement of safety precautions. Not only do these temporary assigned duties assist the District in ensuring compliance with CDPH and LHD guidelines and to support the overall functioning of our instructional program and site and district operations, they also reduce the need for the District to make further reductions in force to the classified service.

Administration: The duties and responsibilities have expanded for administrators whose efforts toward stakeholder engagement and communication have significantly increased. To stay abreast with the evolving information from federal, state, and county sources and to keep the community informed of changes that impact students and families, administration has expanded opportunities for communication and community input. The feedback loop has been via presentations at Board of Trustees and Virtual Town Hall meetings, a continuity of learning page on our website and surveys. Additionally, a designated email address has been created specifically to receive and respond to input and questions.

COVID-19 has impacted employee relations and the increased need to engage in MOU negotiations with our labor partners around virtual learning and the safe reopening of schools.

One specific area in which staff roles and responsibilities have changed as a result of the pandemic is that every employee is engaged in a higher level of cleaning/disinfecting protocols related to their work spaces to ensure the health and safety of everyone present.

Employee representatives from classified, certificated, and administrative classifications comprise our Teaching and Learning and Operations teams. These teams met during the summer months and continue to develop, implement, and refine all aspects of our learning models and health and safety protocols and procedures in accordance with CDPH, CDC, and LHD guidelines and guidance. This group utilizes the input received from parents/guardians and the community. In addition, employee representatives, parent and community members are joining together in our Superintendent's Council to engage in topics such as the Schools Reopening and the Learning Continuity and Attendance Plan.

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.]

VSD provided technology (laptops, iPads) to all families that needed them to ensure access to virtual curriculum at home.

English Learner (EL) Support EL teachers are making sure all families are connected, and the Director of Student Services sits in on intake meetings, IEPs and other support meetings as needed for Spanish translation. EL teachers coordinate initial ELPAC assessment and

collaborate with teachers on differentiated instruction, pull-out groups and enhanced literacy supports, such as Newsela. They also support teachers/students by conducting running records for some students/classes so teachers can get going with forming reading groups. Foster/Homeless The middle school social worker helps coordinate district-wide supports for foster/homeless youth. Special Education All students in Special Education receive an individualized Distance Learning plan (SB 98) based on their IEP. Paraprofessional staff received training before the school year began on best practices in providing virtual learning support to students. Early Childhood teacher and the Occupational Therapist have provided home learning kits to give students tools/supports during virtual learning.

Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district will include but is not limited to the following:

District collaboration with the non-public schools on professional development related to distance learning

Parent training for the use of technology;
 Providing technology or other necessary equipment in the home setting;
 Parent/student technology support helpdesk; and
 Parent access to mental health service providers.

Communication with Families Communication is a paramount component to school and district functioning and to student success. To best facilitate communication with all our families in their preferred language at the classroom, site, and District level, the District is using ParentSquare. This platform is fully integrate-able with AERIES, our existing student information system (SIS), and includes the ability for direct and group messaging to connect students, teachers, and parents in real-time translation based upon family’s language preference (100+ languages). ParentSquare syncs nightly with our student information system (SIS) and allows for the creation and maintenance of external distribution lists for stakeholders not maintained in our SIS. All communications whether at the District, school or classroom level are always up-to-date and inclusive of all families. Additionally, the metrics and analytics that allow us to monitor accessibility and engagement as well as to identify and update the contact information that is outdated or inaccurate.

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

Description	Total Funds	Contributing
Development and distribution of grade level Home Learning Kits	34263.00	Yes
New platform for TK-2nd grade students - Seesaw	3300.00	Yes
Ipads for TK - 2nd grade students	19423.50	Yes

Description	Total Funds	Contributing
Units of Study in Reading and Writing Virtual Teaching Resources	4250.00	Yes
eBooks for Spanish and French	1807.00	Yes
Virtual Learning Coaches	12000.00	Yes
Literacy Coaches	4000.00	Yes
District Teacher Leadership Team (DLITE)	23000.00	Yes
Heinemann - Reading	1800.00	Yes
Whooo's Reading - middle school ELA	1150.00	Yes
Foundations	3032.68	Yes
Art Bags for TK-8th Grade art instruction	11040.00	Yes
iPad cases	1821.00	Yes

Pupil Learning Loss

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

The Ross Valley School District teaches English language arts through a workshop model. Within this model, teachers regularly conference with students in order to informally assess their reading and writing progress. Our elementary teachers will continue to assess students' reading level using an online version of running records and, at the 3rd – 5th grade level, the Scholastic Reading Inventory (SRI). Middle school English teachers create robust assignments that allow them to assess students' ability to comprehend complex text. Written assignments are taken through a process that includes drafting, revising and editing with substantive teacher feedback along the way. We also employ SRI at the middle school level in order to determine student Lexile level. Middle school Special Education teachers use the Lexia program to help students develop their reading skills in an adaptive manner.

Our elementary math teachers use the assessments from our mathematics program, Bridges in Mathematics, to assess student progress. Each grade level has a diagnostic assessment to help ascertain student mastery of the previous year's standards. We have created math benchmarks which are administered at the end of each trimester to assess student progress towards grade level standards. Additionally, we have purchased IXL, an online math program, that adapts to individual students and provides practice with grade level standards. At the middle school level our students are given the MDTP, a diagnostic assessment from the University of California at Berkeley that measures students' readiness for grade level mathematics. Teachers will also administer regular benchmark assessments. We have purchased a new online program, Imagine Math, to provide additional individualized practice. Imagine Math includes a number of diagnostic assessments that will assist in determining students' mastery of grade level standards. Our teachers have full access to the Smarter Balanced Interim Assessments which can be used to determine learning gaps in both English language arts and mathematics. Along with comprehensive, summative assessments, the Interim Assessments include "Assessment Blocks" that focus on smaller sets of related concepts and provide more detailed information for instructional purposes. English Language Learners will be assessed according to state guidelines. State and Federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. ELPAC consists of two separate assessments: one for the initial identification of students as English Learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Students performing below grade level will receive Tier 1 instruction and interventions with the classroom teachers and tier 2 instruction to provide additional small group instruction. Students will be re-assessed F & P Assessments and SRI to monitor progress towards standards. The District will develop a MTSS (Multi-Tiered Systems of Support) plan which will include a Universal screening of all students, a RTI model for all three tiers of instruction and intervention and a comprehensive tiered support for behavioral supports and interventions.

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.]

RVSD provides free/reduced lunches to all students that qualify in five-meal packs to ensure families don't have to travel to the school site or district office daily.

RVSD held Extended School Year (ESY) for nine SDC Special Ed students in July 2020 to provide continuity to IEP services, including Speech and OT services. SpEd staff also performed assessments that had been delayed due to school closure.

Foster/Homeless supports explored are:

Clothing-including P.E. uniforms

Covering student fees and school supplies

Doctor appointments

Transportation to and from school or in the case of distance learning, computers, hot spots, etc.

Tutoring

The district utilizes a number of technology platforms to provide students enhanced support and feedback in literacy and mathematics such as Learning Ally, Newsela, Read Live, Lexia, Read 180, Reflex Math, Imagine Learning (middle school), Read and Write Chrome Extension.

English Learner supports include: 1.2 FTE EL Support teachers who perform outreach to families, deliver virtual academic support during distance learning, administer initial ELPAC assessments, and coordinate with General and Special Education teachers on effective classroom instruction and interventions. Through partnership with the COE's Tech Resource Center, RVSD will be getting the Read and Write Chrome extension for every district student free of charge as a means to support literacy, vocabulary development and access to curriculum.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Special Education teachers do progress reports on goals by quarter/trimester, which they communicate to families.

Special Education and EL students receive individualized supports, including but not limited to: formative assessments, small group work, Office Hours in the afternoon to individualize instruction, strategy groups. RVSD is exploring having students return on a 1:1 basis for in-person support and assessments prior to any potential full return of students to hybrid learning.

Our teacher leadership team along with our site administrators will continue to provide feedback on the efficacy of our virtual and hybrid instructional programs and tiered levels of student support. Site teams will meet regularly to review assessment data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 are showing student improvement on benchmark assessments and student engagement.

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

Description	Total Funds	Contributing
IXL - online math learning platform for 1st - 5th grade	6737.00	Yes
Raz Kids - used for running records to determine reading level during distance learning	3423.99	Yes
Imagine Math - online math learning platform for 6th - 8th grade	8000.00	Yes
Read 180 - reading intervention program	16421.00	Yes
Reflex Math	2450.00	Yes
TextHelp	3412.50	Yes
Read Naturally	690.00	Yes
NewsELA	3750.00	Yes
Lexia	3820.00	Yes

Mental Health and Social and Emotional Well-Being

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

Professional Development: We began the 2020-21 school year with an inservice provided to all certificated staff on Trauma-based Practices. This inservice was facilitated by our middle school Social Worker who has made herself available to staff to respond to any questions or concerns. The training covered the different types of trauma students experience and the supports staff can provide to mitigate the ill effects of said trauma.

Additionally, we provided training for staff on racial equity and culturally responsive teaching. The Ross Valley School District is working with an organization called EPOCH Education. EPOCH will be facilitating our parent equity group and district staff in the creation of a racial equity policy.

Counseling services across the district: The middle school Counseling team has created a Virtual Counseling Center, which includes parent resources for dealing with stress and anxiety during school closure and the pandemic. All students take a weekly wellness survey and Counselors check in with students that report feeling anxious or stressed. Elementary Counselors visit classes (virtually) to introduce themselves to students and do mindfulness/relaxation exercises. They also see students 1:1 as needed and also as designated supports for certain Special Education students.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Tiered Reengagement: Our administrative team developed a flowchart for tiered reengagement with a focus on three critical areas: academics, attendance, and home safety and well-being. Student study teams meet weekly at each campus to discuss students of concern and develop plans of action to intervene as appropriate with processes including: Counseling, additional academic support, parent-school meetings, home visits, SART/SARB. Sites have developed monitoring systems to track students of concern. Site Administrative Assistants are on the frontlines of daily monitoring of student attendance and will often be the first point of contact with a family whose child is showing a pattern of missing virtual and/or in-person class sessions.

Intervention: Each campus has a site intervention team that meets weekly to discuss students of concern. Students that miss virtual instruction or fail to engage in the daily learning will be supported with Rtl supports including pull-out support, office hours, parent meetings, counseling sessions.

These teams will utilize a newly created form to assist in tracking students who are disengaged and track the supports that are put into place. Communication: We are using a new communication tool, Parent Square, to unify all parent communication from the district, schools and classrooms. This tool automatically translates messages into the family's home language and allows parents to receive announcements from Ross Valley from the convenience of their phones with options to specify how and when they are notified. Technology support: The district is working with the Marin County Office of Education to provide free internet to families in need. In addition, the Tech Resource Center of the Marin COE has coordinated the purchase of the Read and Write Chrome extension for every student in the county. RVSD will provide training to all district teachers, as well as parent trainings, to support the implementation of this important literacy tool.

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.]

Ensuring students have access to healthy food is an absolute priority, especially our most needy students. It is well known that children that are suffering from food insecurities are unable to focus and do their best learning. In a normal year, the District operates the food service program under the laws and regulations of the National School Lunch Program (NSLP), which did not work for schools across the nation under the COVID-19 pandemic requirements to shelter in place and distance learning. Through the remainder of 2019-20 and the ensuing summer, the District applied for a waiver and received approval to operate our food program under the Seamless Summer Option (SSO), which among other things, enabled us to:

- Provide meals to anyone under the age of 18 (not just RVSD students)

- Distribute the meals at a single location instead of students respective schools

- Allows parents/guardians to pick-up meals for children

- Allows for meal pattern requirements flexibility

- Serve multiple meals (5) for the entire week on a single day, all of which are prohibited under the NSLP

The SSO program ended on August 31st or when the new 2020-21 school year started.

The RVSD 2020-21 school year has begun in a distance-learning model, but because of the SSO waiver expirations, Districts were required to operate under the NSLP again. In our first two weeks of operating under the NSLP, our weekly participation rate dropped from approximately 180 during the summer to about 25. Fortunately, the USDA has announced on August 31st that it is extending nationwide waivers to continue the SSO through the end of 2020 or until available federal funding runs out. Through the week of December 28th, Every Monday during distance learning, the District will have available boxed meal kits containing 5 individual meals for the week in a regular or vegetarian option. If not ordered or reserved ahead of time, it will be on a first come, first served basis as supplies permit.

Anyone under the age of 18 is eligible for the Meal Box. Parents/Guardians may pick up for their child(ren).

The meals are made available for pick-up at a single, central location – the District Office (110 Shaw Drive, San Anselmo). In cases where families were unable to pick up meals, staff and volunteers deliver to their home (no names or identifying information was provided to ensure anonymity of recipients).

We connect with our families in English and Spanish by email, phone calls/messages, text messages and update our web-site regarding the availability of food for students. We have staff who are able to communicate and translate in Spanish when needed.

When school resumes in-person instruction, the District will ensure the same level of outreach to families that need assistance. The LunchMaster is able to process individual orders, including free and reduced (anonymously) when we do resume an in-classroom setting. The District will maintain existing pick-up or modify as required depending on a variety of factors, including delivery time by vendor, number of students on campuses, etc.

The District estimates it may need \$50,000 or more in COVID funding to cover costs related to the food program

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

Section	Description	Total Funds	Contributing
	Parent Square - communication tool - translates to home language	9876.00	Yes
	Zoom licenses - allows for attendance, polling/formative assessment	7500.00	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.21%	372812.00

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.]

During the fiscal year 2020-21, RVSD will receive approximately \$372,812 supplemental funding from LCFF based on the following number counts/percentage of unduplicated pupils: 13.74%. These funds will be specifically dedicated and principally directed toward students who are learning English, students who are from economically disadvantaged circumstances, and foster youth. CAASPP and local assessment data have revealed an achievement gap between these subgroups and overall students. This gap has been persistent and more intensive intervention is warranted. In 2020-21 we will continue a middle school support class and provide technology for students who arrive from other countries who need English Language software support for English acquisition. These actions are directed towards meeting the District's goals in closing the achievement gap for unduplicated count students. These programs have come about from action research conducted by school grade level PLC's and the evidence provided in the field through research studies and instructional strategies experts. First and foremost, students from low-income families need supportive relationships with adults at school who can also link them to other services in the community including health and social services agencies. Similarly, English Language Learners benefit from adult role models and relationships with counselors who case manage and ensure the provision of services. EL students also benefit from second-tier, small-group interventions including the use of evidence-based direct instruction in reading that explicitly targets skills such as phonological/phonemic awareness, letter-sound recognition, alphabetic decoding, fluency building, and comprehension skills (Kamp, et. al. 2007). The supplemental funds received by the district are principally directed towards meeting the District's goals for unduplicated pupils by providing intervention in the form of EL support teachers and an EL/Literacy Specialist who provide case management, academic support tutorials, small group targeted instruction in the classroom and reading specialist support, and professional development for classroom teachers. Additionally, we will provide extended learning and summer program scholarships, and access to wifi hot-spots for families without the internet.

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

Foster youth, English learners and low-income students are identified as being amongst the most vulnerable student populations. District is planning to provide 1:1 and small group supports, such as counseling services, academic help and study centers, in advance of a return to hybrid school for the general student population. These services are aligned with District goals that support all students in reaching their highest potential, are focused on students with the most need, and are the most effective use of funds to support unduplicated pupils based on the research cited above. Counselors K-8

provide for case management to facilitate learning plans, small group and mental health counseling, positive behavior supports, restorative practices, and some extended learning. Intervention and special education staff provide academic support K-5.

Advisory and support classes at the middle school assist in the implementation of Multi-tiered Systems of Support (MTSS) aimed to provide timely academic and behavioral intervention for students, as well as a place for students to build community and have wellness check-ins in the form of weekly surveys overseen by the Counseling staff. The District recognizes that while supplemental funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus groups. By providing the services identified without limitations, RVSD will best serve all students, especially focus students. Due to RVSD's enrollment of approximately 2,038 students and the low percentage of unduplicated pupils (13.74%), it is most effective to provide services district-wide. Supplemental funds are specifically expended on programs to improve student achievement and learning English. The funds will support ongoing intervention programs that serve predominantly Title I and ELL students. The programs and services will be provided at each school to increase and improve services to unduplicated pupils in the 2020-21 school year as follows:

- 1) All students will be assessed using multiple means to determine areas of potential academic need. Specific services will be given to students who are not proficient. These services will be monitored by the principal, case manager, or coordinator.
- 2) Students who are not academically proficient will receive first-tier interventions in classrooms. Second-tier interventions including intervention specialist support and/or before or after-school tutorials provided 2-3 times per week. These interventions will be in addition to core instruction.
- 3) Students who are not proficient in English will receive SDAIE and ELD in general education classes rather than in pullout settings. Students may be clustered for sheltered instruction in English as needed within the general classroom or support classes at the middle school. The EL/Literacy Specialist will provide intervention for students and coaching/professional development for teachers. Student progress will be monitored through regular data analysis. Supports include:

Tech support: sending out videos on Spanish from youtube on how to access Seesaw, zooming with parents in Spanish on how to log on; also helping parents navigate community supports like YMCA/helping them register/delivering books to houses that have none.
Progress monitoring: quarterly Fountas and Pinnell formal reading assessments as well as informal on a weekly basis.
Supporting students with classroom work (especially in writing) with guided writing lessons over zoom/shared google doc.
Small group reading, infusing more oral language production and vocabulary work.
Giving teachers tips and strategies for meeting the needs of students in the classroom for integrated ELD.

The unduplicated pupil count upon which the supplemental is based on is 13.74% of our total student ADA. Currently, the district employs 121.16 FTE credentialed teachers/counselors/other. This year, 1.8 FTE (including EL teachers) have dedicated Reading/Intervention Specialists, ___ are Academic Support teachers, and 1.0 FTE of Counselors (1.0 FTE Social Worker) and 2.6 FTE Psych support. These are 5.3% of our total certified FTE.

Additionally, there are 12.18 FTE Paraprofessionals K-5 and 2.188 FTE Classroom Aide staff that provide support to reading and ELD programs. This represents a minimum additional amount designated support for EL and SED students.

Monies from supplemental funding are also spent on extended learning services, case management/coordination services, ELD curriculum, and ELD professional development. These expenditures meet LCFF minimum proportionality requirements. RVSD provides a significant additional level of services compared to the supplemental funding services.

In summary - overall the additional services provided is x% which far exceeds the requirement.