

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Due to the COVID-19 pandemic, the Rosedale Union School District shut down in person instruction on March 19, 2020. What began as a plan for a few weeks, soon became the remainder of the 2019-2020 school year. Students and teachers lost valuable time building not only academic knowledge, but also time for interpersonal relationships. As time went on, the burdens faced by students and their families from this lack of access to engage, learn and grow created the need for comprehensive planning to mitigate lost learning, foster relationships and address the needs of our most at-risk student population.

Stakeholder Engagement

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

The Rosedale Union School District utilized a variety of surveys to understand technology, academic and social emotional needs. Families participated in surveys that inquired not only about challenges faced, but also for suggested improvements throughout the shutdown and continuing into the planning process for the current school year. The families in Rosedale experience very high rates of internet access for school notification, however not all families have access to this form of communication. To reach families who may not have this access, we also utilize the School Messenger Service to send phone and text message notifications to not only share information, but also to solicit feedback, and welcome participation in parent information meetings.

Certificated staff engaged in 3 separate surveys, and Classified staff participated in 2 surveys asking for feedback about their experiences in the spring, their input for returning to the physical workplace, for health and safety measures, as well as specific staff task force gatherings to address 5 vital areas for consideration in planning to reopen schools: Curriculum and Instruction, Communications and Human Resources, Social Emotional Learning, Operations, and Non-Instructional Responsibilities and Daycare.

The District Advisory Committee, District English Learner Advisory Committee and Parent/Guardians were also consulted in the development of this plan through Zoom meetings. Comments were welcomed during the session, including using the chat feature and were responded to

during the meeting. Comments and questions from both groups were responded to in writing. The Rosedale Union School District has a smaller percentage of English learners. To solicit their feedback, parents of all identified English language learners were invited to attend and participate in our District ELAC meeting where we also offered the services of a Spanish translator (our highest percentage of English Language Learners speak Spanish).

During the first two weeks of instruction (August 17-28), teachers met with parents/guardians of individual students via video conferencing, to share the distance learning instructional model and receive information about each student, strengths and considerations for the teacher to best be able to meet student needs.

Students in grades 4-8 provided feedback by survey, on September 4th. Principals, administrators, and local bargaining units were consulted throughout the process, including Learning Continuity Plan meetings with groups during the week of September 1st.

Board members provided input throughout the entire planning process, beginning with the temporary plans made in March, and continuing through the current school year. The Learning Continuity Plan was presented to the board during a general public meeting on September 8th and presented for approval on September 29th.

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

The Rosedale Union School District utilizes a variety of means to inform stakeholders of planning and board meetings. We utilize School Messenger Service, email, our district webpage, district facebook and instagram accounts to disseminate information and invite attendance and input. Since we have transitioned to distance learning in March, these meetings have been made accessible through Zoom invitations sent to stakeholders wishing to attend. Recently, we have also used our district Youtube account to enable more stakeholders to be able to access the live meetings, and reduce the barrier of limited number of participants that we may experience when using video conferencing such as Zoom or Google Meets. During the meetings, the chat feature is utilized to address questions and comments. For those viewing the Youtube video, the option to provide questions and feedback is supported through a monitored district email. The district offers both traditional enrollment packets, and has added online enrollment to provide easier access for parents/guardians.

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

In response to parent feedback regarding grade levels and content areas most easily served and accessible through distance learning, parent preference for learning models (Distance, Blended, and In-Person), the Rosedale Union School District developed plans to address areas of highest concern, which included not only academics, but social emotional wellness, peer interaction and childcare needs.

The District Advisory Committee expressed appreciation for the planning and work that has already been done and shared for reopening, and specific questions about procedures once students return to campuses, and Independent Studies were provided a written response.

The District English Learners Advisory Committee expressed appreciation for the planning and work that has been done and shared for reopening, and provided written response to feedback about reopening procedures, parent support and what additional supports are offered to English learners.

Students in grades 4-8 who participated in providing feedback through student surveys, requested additional peer interaction and social emotional supports. School sites have responded quickly to this request, and many have additional non-academic Zoom opportunities being offered at lunch time, or in the afternoon hours, when students can have time with their peers, to socialize and bond.

Staff feedback centered around providing student supports, professional development for technology, and the safe return when allowed and following public health guidance.

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

Through the use of parent and staff surveys, we were able to identify critical considerations for the development of this plan. Parent and staff concern over lack of exposure to quality instructional time with credentialed teachers, including support for second language learners and students with disabilities, greatly influenced the instructional design in the distance learning plan as students experience it currently. The plan clearly outlines that students will have daily interaction and engagement with not only their teachers, but also with their peers, similar to the interactions they would expect to experience in an in person classroom setting. Students are provided with content specific instruction and support through regular and consistent classroom routines and daily instruction.

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.]

It is the plan to bring students back to school sites for in person instruction, as soon as we are safely able to do so following all state and local guidance and guidelines for student and staff health and safety. These plans include a hybrid model: Students will receive instruction through a combination of on-site classroom instruction and remote learning. Students will be assigned to an AM or PM schedule and attend on-site classroom instruction four days per week and distance learning one day as set forth more fully in the District's Mitigation Plan. Instructional minutes will be met each day through a combination of face to face instruction and distance learning.

Students will remain in cohorts, limiting class sizes, increasing physical distance between students inside classroom and school buildings, requiring face coverings, frequent hand washing, frequent sanitizing of all high touch surfaces throughout campus, staggered schedules for student mask and movement breaks, lunch and/or recess, and dismissal. In addition to the physical preparations for the return of students, we are also considering bringing students back to campuses based upon highest need first, and then a gradual return with remaining student groups. The students with highest needs will be determined by multiple measures including: English learners, foster youth and homeless students, students of families with low income, student grade level, and disability status. Students are currently receiving Social Emotional

learning and support during this distance learning phase, and we will continue to provide support and learning opportunities as we return to in-person learning.

Transportation will be very limited during this time, targeted towards our most needy population and students that live in the outlying areas of the Rosedale Union School districts' boundaries. Busses that do run, will be sprayed down in between and at the end of every bus run using an electrostatic sprayer (Clorox 360 machine). The Clorox Total 360 Spray Disinfection System pairs electrostatic spray technology with a portfolio of Clorox disinfectants and sanitizers to reach, disinfect, and sanitize out of sight surfaces for a much cleaner and healthier bus or facility. The machine is EPA approved for use against SARS-Co-2, the virus that causes COVID-19. [Click here to learn more about Clorox 360 System.](#)

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

Description	Total Funds	Contributing
In response to in person instructional offerings, PPE was purchased to ensure safety for all. PPE purchased but was not limited to: Face Shields, masks, sanitizers, sneeze guards, gloves, floor signs, thermometers, student desk shields, wipes and additional supplies and equipment as needed.	\$ 350,000.00	No
Technology upgrades: LTE Tower, Hot Spots , Chromebook Upgrades, DOC cameras, SMART Board upgrades, Programs/Software/Licensing	\$ 987,560.00	Yes

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 Rosedale Union School District Curriculum and Instruction team, in conjunction with teacher teams have worked together throughout the summer to identify grade level Essential Standards and build instructional plans around these standards. Teams and grade levels have been trained in accelerating learning and how we might leverage both Acceleration and Essential Standards to mitigate lost learning, provide differentiation, and support student learning and growth. Grade level teams have created learning maps that are shared with parents each week, and provide the consistency of classroom schedules and lesson materials access. Site and district-wide grade level teams have collaborated to make plans including cross curricular teaching, inquiry based cycles to inform instruction, and to build daily intervention blocks. These learning maps will be shared with parents each week, and provide the consistency of classroom schedules and lesson materials access. Teachers will meet in virtual PLCs to share best practices, and evaluate and refine future planning. In this manner, we will provide continuity of instruction throughout the district, including for students who may participate in our Independent Study Program.

To ensure students had equitable access to materials and supplies they would benefit from while attending school in-person, schools created home learning supplies, to ensure at risk students had access to materials and supplies needed in addition to the chromebooks and textbooks. These supplies included paper, pencil, crayons, scissors, glue, whiteboard markers and whiteboards (or like items for whole

group responses) and were distributed by grade levels at every school site. Regularly scheduled exchange of materials for weekly curriculum pieces, special projects, hands on science, etc. are also being provided at each school site. Materials were also delivered as 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.]

The Rosedale Union School District Technology department has worked throughout the spring and summer to replace aging chromebooks, update all staff computers, launch a 1:1 Chromebook take home program, procure individual hot spots for students who may require this layer of support (as self-reported by families in district initiated requests by Google Forms, reported by school staff as evidenced through lack of participation during the spring), and has partnered with Red Rover LTE to install an LTE tower at our Maintenance and Operations location that would enable all students within range to access the district provided wifi, using district provided point to multipoint devices installed at the students home. Chromebooks were distributed by individual school sites on the days leading up to our first day of school, August 17th. Families were provided multiple pick up times to accommodate scheduling conflicts. Because at risk students may not have access to necessary technology, including internet services, the district has worked to remove these barriers for all students.

The Technology department has been installing hot spots at student homes, available through appointments made with parents. Additionally, they have been able to help troubleshoot with families experiencing connectivity issues who have their own internet access. Students and families have access to tech support by phone and email, and will be able to access this support on the same day (Monday through Saturday). Additionally, families receive routine emails with support videos, faqs, and updates when there are known technology issues such as with connectivity and access to video conferencing. Support videos are also available on the District Youtube page.

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.]

During August Professional Development, all teachers and administrators were provided current guidelines for student instructional minutes for the 2020-2021 school year. We have adopted a plan to monitor and intervene, when necessary, student participation by way of daily attendance as well as interaction and completion of assigned work and assessments. Teachers will monitor student progress in each of these areas on a daily basis, and provide verification for each student, on a weekly basis as outlined in our Daily Participation and Weekly Engagement Plan and Attendance and Engagement record. This plan details synchronous/asynchronous times, social-emotional check-ins, lessons in English Language Arts, as well as Mathematics and daily instructional minutes. It serves a dual purpose to communicate with students and families of the weekly instructional plan. Each classroom teacher will maintain a weekly Learning Plan and Engagement record, along with a daily Attendance, Participation and Engagement record that tracks asynchronous participation, additional support offered through student and/or parent contact, and daily Live session attendance. Teachers have been trained in specific engagement steps and strategies to reach every student. These records will be continuously updated: during the day to capture Live engagements, as well as each school morning to account for students who may have participated during the previous day in asynchronous engagement after “regular school hours.”

Teachers may also use Clever analytics for asynchronous participation, Relay for monitoring student online activity, Google Meets and Zoom reports to help track student participation and engagement that will then be reflected on the district form.

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 Rosedale Union School District Board approved moving the start of school from August 12th to the 17th. In doing so, teachers were able to participate in 4 days of professional development, specifically designed to support teachers and students during distance learning. Teachers were offered Zoom sessions in both live and on-demand format, so that we modeled the synchronous and asynchronous learning environment that needed to be designed for students. In addition to providing district-wide training in: Introduction to Social Emotional Learning, Synchronous and Asynchronous Best Practices, Classroom Circles: Culture and Community Building, staff were also provided a menu of professional development of their choice for personal professional growth. Each Monday since the start of school on August 17th, staff are provided a weekly schedule of professional development opportunities to support their distance learning needs. These topics include: Google Meets, Google Classroom, using Flipgrid, the Flipped Classroom, Screencastomatic, and others. Topics for each session are selected based upon staff feedback and request for professional development, as outlined in Teacher Survey #2 which was administered in the early summer. In addition to these scheduled opportunities for personal professional development, the Curriculum and Instruction department recognized that many staff engage in learning during summer break. In response, their team also shared resource pages, informational emails, and updates to the Rosedale padlet throughout summer. Our district curriculum web page has been updated on a consistent basis, reflecting additional resources provided to teachers and with updated grade level materials. The Technology Department offered appointments and ran diagnostics on teachers' home internet bandwidth for those needing to teach from home. This was to ensure these staff had the best connectivity to minimize interruption to delivery of instruction to students. The Curriculum Department and Instructional Deans also provide ongoing, individualized professional development support as needed. Administrators are also provided additional professional development opportunities targeted to address leadership and learning needs to support their staff, families and students.

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, Rosedale Union School District staff have responded by being flexible and understanding to meet the needs of our students. Elementary Deans roles have shifted to serve as the Independent Study teachers for each school site. Opportunity teachers are also serving this role for our middle schools. Elementary PE teachers were reassigned to the middle schools to provide additional support for SEL curriculum and student engagement. The PE teams at each middle school are providing weekly SEL lessons, using adopted SEL curriculum and activities to students during Distance learning. The middle school choir teacher was reassigned to support elementary campuses with classroom music for grades 3-5. Additionally, he has now implemented a vocal music opportunity for 6th grade students who have previously only been able to select instrumental music as an option in elementary schools. We opened a TK on every campus, to better serve the community. Additional teaching staff were hired to support class size reduction. The district social worker has expanded his role to also include providing SEL resources and support to staff. The district has restructured district administrative positions to provide

more support to school sites for distance learning. These roles include curriculum and educational technology, school leadership, and Multi-tiered student supports in academics and social emotional well-being

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.]

The Rosedale Union School District has a tiered intervention system, providing students with targeted support depending upon the academic or social emotional area of need. Teachers have a built in time block to provide small group instruction and intervention for students who are at-risk, including struggling students, English learners, low income, foster youth and homeless. Students with disabilities have an individual distance learning plan created by all service providers with parents to meet their unique individual needs. This distance learning plan is revisited and revised as needed. Special Education services in the students Individualized Education Plan are provided to the greatest extent possible during the modified school days during distance learning and hybrid model. Special education teachers also work to provide consultation with the general education teachers to ensure access to all students. English learners will continue to need high levels of support to access the rigorous content. To address the ELD standards, we use the designated and integrated program from Wonders, and Studies Sync. Students of more limited English proficiency levels will also receive support using the Rosetta Stone Language Learning program. Parents of English learners will be provided with additional support which may include translation services, and virtual conferencing with teachers. Currently we are exploring the exemption to bring our most vulnerable students back in cohorts to provide support services as well as distance learning support.

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

Description	Total Funds	Contributing
***As defined in In person Instruction Technology upgrades: LTE Tower, Hot Spots , Chromebook Upgrades, DOC cameras, SMART Board upgrades, Programs/Software/Licensing	See above	Yes
Additional and repurposed (enhanced) staff	\$ 2,900,168	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 Rosedale Union School District will address student learning loss that results from COVID-19, through the acceleration and essential standards work for ELA and Math standards, by grade level. Teachers collaborate with their students' previous teachers, have access to benchmark data as recorded prior to the shutdown, and will administer routine, quick and informative assessments based on the identified essential standards. Teachers will work with small groups or breakout groups, as well as provide intervention group time during their daily

schedule. Students will receive daily live instruction in ELA and Mathematics. English learners will continue to receive daily integrated and designated ELD instruction and support. School sites will implement a regular cycle of inquiry, and use data to assess student growth in Essential standards for both ELA and Mathematics. These frequent assessments may include those included with curriculum, PLC created standards based assessments, Illuminate, and Block assessments.

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.]

In creating the daily structure of engagement and participation for Rosedale Union School District students, students with exceptional needs, those experiencing homelessness, our foster youth, low income and English learner needs, we planned for a minimum of three live sessions during the day because we recognize that students will benefit from multiple opportunities for instruction, engagement, and just checking in to foster school connectedness. Our live sessions are targeted for the guided practice, so teachers and students can shore up misconceptions and better equip students to engage with their asynchronous work. Teachers will assess student learning during these sessions to then target additional small group intervention and individual support for at-risk student groups. Students will benefit from the morning SEL check-in, daily Math instruction and daily English Language Arts instruction. In addition to the benefit of the interaction with their teacher, we recognize that students in at-risk groups, along with students who may not fall into those identified risk categories, benefit from interaction and engagement with their peers. Deans, Teacher Tutors, Classified staff, the Social Worker, and Principals all work with teachers, to identify and provide additional support to students in our most vulnerable populations. These additional services include daily communication with families, intervention and additional support with the teacher, classified staff and/or tutors.

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.]

Teachers will administer frequent assessments using a three week cycle, benchmark assessments, and monthly surveys about Distance Learning. Assessment of Essential Standards Learning will be measured through grade-level developed assessments. This assessment data, along with student assignments will be analyzed for student mastery, guiding instruction, and for providing additional learning opportunities. Grade levels will use weekly PLC meetings to analyze, discuss, and revise plans as needed to address student learning needs. Students demonstrating areas for growth will be provided appropriate interventions through a variety of district-wide, site-offered supports including small group and individual supports.

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

Description	Total Funds	Contributing
Curriculum, Supplies, Professional Development, Technology/Programs/Licensing/ Additional Staff: 8 Teachers	\$ 472,000.00	Yes
	\$ 599,832.00	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.]

The Rosedale Union School District has developed a plan using a multi-tiered system of support to support students in the area of social and emotional well being for pupils and staff during the school year. In August, all certificated staff were provided professional development in the area of social emotional learning. Staff were provided an overview of social emotional learning as well as trained in using classroom circles to help build relationships and problem solve within their classroom. This training included strategies to use during distance learning as well as in person learning. During our August 2020 professional development, the content focused on self care and building strong relationships with the members of the school community. The district created a page on the website for staff and student mental health resources and agencies. Staff have been provided with ongoing opportunities throughout the summer for professional learning in the area of social emotional well being. Each teacher has been provided with social emotional lessons to use for tier 1 instruction, for all students. In the spring of 2020, each school site had at least one person trained in the system of Check-In Check-Out (CICO) to help students who need more support. By the end of September, each school will have a team of staff trained to implement CICO with students as a tier 2 intervention. Using CICO as a tier 2 support connects students with a trusted adult for a daily check in. For students who need more support, students will continue to receive tier 1 and tier 2 supports, but may be referred to the school counselor, school psychologist or school social worker for more individualized CICO, social skills group, or counseling. Our school psychologists, counselors and school social worker are trained in Suicide Prevention and Assessing those at risk for suicide. These employees are trained to make referrals to outside agencies when appropriate.

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.]

The Rosedale Union School District has a district-wide established system of student support and Tiered Engagement Plan that sites utilize to provide appropriate levels of support for students and families. Classroom teachers are required to check in daily with students with live instruction. If a student is not in attendance in the live session, the teacher and/or additional school staff will attempt to contact the student and/or the parent/guardian. We are prioritizing the relationships between pupils and staff as a way to encourage a willingness and desire to participate in school, be able to collaborate and interact with their peers, and set goals for their own learning. Teachers develop weekly learning maps to provide a consistent and reliable form of communication as well as encourage parent engagement to support their student's learning for the week. Students who are not engaging, are contacted by phone, email, home visits and parent contact. School sites are utilizing all support staff to check in and connect with students who are identified at risk and school administration, along with the school

social worker conduct home visits with students needing this level of support. During these home visits, and/or parent communications, when reliable technology access is a factor, the Technology department responds immediately to minimize these barriers to engagement and learning.

The district has been and will continue engaging in monthly Distance Learning Surveys of parents, students and teachers to assess progress and needs. The Engagement Plan also includes offering support to families of students who may be struggling to engage. Recognizing needs extending beyond academics during this unprecedented time, parents are offered information and/or access to additional supports as these needs are discovered. We have developed, maintained, and advertised a curriculum parent resource page on our webpage.

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 Rosedale Union School District applied for and received the universal meals waiver. We have continued the Grab and Go distribution for lunches in each school site’s bus loading/drop off loop. School lunches are available for pick-up at any of our locations for any persons ages 2 to 18. Lunch is served between the hours of 11:30am to 12:30pm, all students are encouraged to eat lunch on a daily basis especially those who are eligible for free or reduced-price meals. We are averaging serving 8% of our total student population on a daily basis during Grab and Go lunch distribution. We have continually advertised the availability of the school nutrition program through mass emails. Applications for these services have also been provided to parents/guardians.

When we return to in person instruction, Grab and Go lunch will still be available free of charge until December 18, 2020 or as funding allows. After that date, lunches will be available at regular, reduced, and free charge depending on student eligibility. Students who attend the morning cohort will receive a Grab and Go lunch as they leave for the day to take home and eat. Likewise, students who attend the afternoon cohort will receive a Grab and Go lunch as they leave for the day with the intention that they will have lunch for the next day before they arrive at school.

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

Section	Description	Total Funds	Contributing
Continuity of Learning for Distance Learning and In-Person Instruction	Curriculum: PE, Music, SEL	\$ 5,200.00	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
6.72%	\$3,171,935

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.]

At risk student groups (homeless and foster youth, low income, English learners, and students with disabilities) were first considered when designing the structure of the day. Each morning, students have an SEL check-in with support systems in place for students identified with this check-in, who may be in need of additional support. Additionally, at risk student groups will be prioritized for tier 2 interventions. These interventions include frequent contact between teachers and deans, credentialed tutors and instructional aids will occur to give targeted intervention and instruction to students, both academically and social-emotionally. English learners will continue to need high levels of support to access the rigorous content. To address the ELD standards, we use the designated and integrated program from Wonders, and Studies Sync. Students of more limited english proficiency levels will also receive support using the Rosetta Stone Language Learning program. Parents of english learners will be provided with additional support which may include translation services, and virtual conferencing with teachers. These actions are effective in meeting the needs of English learners by honoring effective English language development strategies and principles of acquiring language. By providing additional time, and teacher support, students will demonstrate increasing proficiency in all aspects of language development: listening, speaking, reading and writing.

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

Given the unique circumstances schools are currently in, we are able to first analyze needs of students in at-risk groups, and then provide services to support students in these categories in a timely manner. We have developed the mitigation plan, implemented strategies outlined in the plan, and have begun the process to identify and bring back students who are not able to fully receive services, supports, and interventions during Distance Learning. The student groups being first considered are students with disabilities, struggling students, foster youth, students experiencing homelessness, students from families of low income, and English language learners. When designing the structure of the instructional day, taking into account lost learning opportunities, it was important to build a schedule that would allow at-risk, and all student groups to have a daily structured schedule with reliable opportunities to interact not only with teachers, but also with their

peers. When designing the technology and technological supports offered through our district, students experiencing homelessness, foster youth, low income students, and English learners, and students with disabilities may experience lack of access to devices or connectivity and our plan and implementation have been such that these barriers are removed for all students in the Rosedale School District. Recognizing the need for intervention and additional support opportunities, teachers designed their daily routines with scheduled office/intervention hours so that students and families of all students would be able to access the instructional supports they may need while attending school from their home. Each of these considerations undoubtedly benefit all students, and are specifically designed to mitigate barriers students in at-risk groups may face during this school year.