

Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ravenswood City Elementary	Gina Sudaria, Superintendent	gsudaria@ravenswoodschools.org (650) 329-2800 x60113

General Information

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

Our Ravenswood community has been deeply impacted by the events of Spring 2020. In March, the COVID-19 pandemic forced RCSD schools to shift to instruction via distance learning for the rest of the school year. The pandemic has disproportionately impacted communities of color, like East Palo Alto, and the shelter-in-place restrictions caused significant hardship to many of our families. On top of this, the public outcry over the deaths of George Floyd, Breonna Taylor and countless other black men and women across the country raised the longstanding issue of police violence and systemic racism to the top of every newspaper. While this isn't news to our community, videos of these deaths, and the reaction to widespread protests, have put immense strain on our community members, and especially the black women, men and children in our community.

But while we face large challenges, we also have strengths to build on. We are a small but mighty community, knit together by personal relationships between families, teachers, principals, district administrators, community partners and elected officials. In late March, when everything was in disarray, we showed how we could pull together to meet the needs of our families, providing thousands of meals, hundreds of gift cards for groceries and supplies, backpacks full of school supplies, as well as tablets, chromebooks and hotspots so that learning could continue despite the massive challenges.

Looking ahead to School Year 2020-2021, much is still unknown. But **we are committed to navigating this uncertain territory the way we have done everything this year - together.** In Spring 2020, Ravenswood formed a Reopening Schools Task Force with members from our many stakeholders: teachers, staff, parents, community partners, principals and district leaders. We engaged even more people deeply through subcommittees on wellness, instruction, operations, community engagement and staff engagement. And we had multiple opportunities for families and staff to share their perspectives through surveys, virtual meetings and town halls, and through public comment at board meetings.

Together, we created a Reopening & Recovery Plan that outlines how Ravenswood intends to transform our district to meet our community's needs in the context of a global pandemic, without losing focus on the ultimate mission of empowering every Ravenswood student to fully engage critically and creatively in their education, with the skills and mindsets necessary to successfully fulfill their unique potential.

In developing this plan, the Task Force balanced three priorities:

- > Health & Safety
- > Student Learning & Development, and
- > Community Focus.

And when developing this plan, as in all other work, the Task Force strove to demonstrate Ravenswood's core values of student-centered, innovation, integrity, respect, empowerment, and excellence.

Based on conditions in late July, where COVID cases in San Mateo County and Ravenswood are increasing, we recommended opening school in a distance learning environment. We plan to review public health data regularly, in collaboration with the county office of education. When it is safe to bring students back on campus, we will phase in the option of a hybrid model with students spending a few days on campus and a few days at home learning. As the year progresses, and conditions improve (we hope!), we will seek to have all students return to campus daily.

This plan is still a work in progress. Given the short time frame for planning, and the rapidly changing public health conditions and recommendations, we anticipated using every minute available before school starts to refine and improve this plan. And now that school has started, we will monitor our success and adjust our plans as needed to respond to new public health guidance or to what we see working or needing improvement in our instruction and support.

COVID has forced us to make changes that no one could have anticipated at the beginning of 2020. But **we are determined to use this crisis to innovate and grow together as a community, and continue to adapt and invest in our [strategic priorities](#). Our environment may have changed dramatically, but our focus on students has not.**

Stakeholder Engagement

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

This Learning Continuity Plan is grounded in our [Reopening & Recovery Plan](#). See the Task Force: Purpose, Process & Members section (pages 5-9) for details about how stakeholders were engaged to create that Recovery Plan.

In addition, we pursued multiple strategies to solicit stakeholder feedback on this Learning Continuity Plan in particular. We know that to reach a diverse audience, we had to provide multiple ways to engage or offer feedback, and try to meet people where they were. Our strategies included:

- > **Engage students, families and staff via surveys in Spring 2020.** The district sent surveys to families, students and staff to ask for their feedback on distance learning in Spring 2020, and also sent at least two surveys to families between May and July asking their preferences on in-person vs. distance learning, among other questions. This feedback informed the Reopening School Task Force's work to create the Recovery Plan.
- > **Engage our District Advisory Committee / District English Language Advisory Committee (DAC/DELAC).** On 8/20/20, Supt. Sudaria and staff reviewed the Recovery Plan with DAC/DELAC and received comments. On [9/3/20](#), Supt. Sudaria and staff reviewed the elements of the Learning Continuity Plan draft with DAC/DELAC, responded to questions, and recorded comments.

> **Engage our Reopening School Task Force / School Improvement Working Group.** This Task Force includes representatives from key stakeholder groups (parents, teachers, principals, administrators, other school personnel, representatives of local bargaining units, and community organizations). The Task Force met weekly throughout the summer (see Recovery Plan for details) to develop the core of this plan. In addition, the Task Force met on [9/2/20](#) to learn about the district's Learning Continuity Plan, and offered suggestions particularly around strategies to re-engage students who had not been attending/engaging in class. Note that the Task Force will be known as the SY20-21 School Improvement Working Group for the rest of the school year.

> **Engage our bargaining units.** Leaders of our certificated and classified bargaining units were part of the Task Force, and gave input on the Recovery Plan and Learning Continuity Plan through the Task Force and separate sub-committee meetings. In addition, MOUs were negotiated with both unions. The Ravenswood Board of Trustees approved the Distance Learning MOU between the District and the Ravenswood Teachers Association on 8/13/20 which codified adjustments to reflect the unique context of this year, and to align with our Recovery Plan. As part of this MOU, we agreed that going forward the task force will have available representation from RTA equal to District representation and that the Task Force will meet every other week, or as mutually deemed necessary, to collaboratively address matters related to distance and hybrid learning. We anticipate the Ravenswood Board of Trustees will approve the MOU between the District and the California School Employees Association on 9/24/20 which creates greater flexibility with classified staffing assignments in order to support the unique context of this year.

> **Hold a Public Hearing.** In accordance with state guidance, the Ravenswood Board of Trustees is holding a public hearing on the Learning Continuity Plan on 9/10/20, where Supt. Sudaria and staff will present the draft Learning Continuity Plan, answer questions, and receive oral or written public comments.

> **Invite written comments from families, staff and community partners.** In addition to public forums, we have posted the draft Learning Continuity Plan and an updated Reopening and Recovery Plan on our [website](#), and encourage stakeholders to send written comments via this [online form](#), or attend one of the public forums to share their thoughts. An invitation to the Public Hearing and to submit written comments was communicated in English and Spanish, and shared via email to staff, and via auto-call to all families, as well as via ParentSquare (our parent communication tool).

> **Reach families directly through community partners.** We encouraged community organizations to invite families to contact us directly, and/or to gather family feedback and share it with us in writing so that we can hear more perspectives. To try to meet people where they were, we also asked community organizations if we could join pre-planned meetings with their constituents, to present about the Learning Continuity Plan and gather feedback from their community members. On August 25, 2020, local nonprofit Innovate Public Schools hosted a meeting of Ravenswood parents, explained the Learning Continuity Plan process, and gathered parent feedback on what they would like to see in schools this fall. Innovate shared this feedback with district leadership to inform their planning.

> **Public comment and discussion before Board Approval.** In accordance with state guidance, the RCSD board will vote on the Learning Continuity Plan at their board meeting on 9/24/20. At this meeting, the Supt. and staff will present the Learning Continuity Plan, including any revisions made in response to stakeholder feedback, for consideration and approval by the Ravenswood Board of Trustees.

Future engagement

We are not content to engage our community only at the beginning of the school year, before submitting this Learning Continuity Plan at the end of September. We know that conditions will change throughout the year, and we will learn much as our teachers and students and families work together to bring school to our students in these incredible circumstances. Success this year will depend on how well we are able to continuously reflect and improve. We intend to continue to engage our stakeholders throughout the year, ensuring that families, staff, community partners and students all know how we are doing, what we think we need to change, and inviting dialogue and collaboration with our stakeholders.

To enable this, we will give regular updates at our public board meetings, and invite public comment. To ensure deeper dialogue and understanding, our School Improvement Working Group will continue to meet every ~6-8 weeks, to reflect on how we are doing, including both data and observations from staff as well as diverse stakeholders, and discuss ways to improve.

Accessibility

We know that many of our families speak languages other than English, and that many do not have regular access to the internet and a computer.

Due to COVID, we are holding all forums and board meetings virtually, via Zoom conference. We also livecast our board meetings on Youtube, and advertise them on facebook, to increase exposure and access to families who may be unfamiliar with or uncomfortable with Zoom. We are addressing the lack of access to computers and internet by ensuring that every student in the district has a device (iPad or Chromebook) on which to do distance learning, and are connecting families with internet hot spots as needed. However, even if families are not able to access a virtual forum via a computer or device, we know that most of our families have phones that can access the internet, and many join zoom calls (or watch Youtube Live) via their smartphones.

For families who are not comfortable with video forums, we offered the opportunity to submit comments via a [simple online form](#) (accessible via a smartphone). By also engaging community organizations, we can speak directly with community members, and organization staff members have the opportunity to gather input via calls or conversations with their constituents. This created another way for parent perspectives and suggestions to get to us, via the community orgs.

Finally, to address language differences, we published the Reopening and Recovery Plan and the Learning Continuity Plan in Spanish and English. All our communications with families were in English and Spanish. All School Improvement Working Group, DAC/DELAC, and board meetings had professional interpretation available for Spanish speakers. All DAC/DELAC and Board Meeting presentations were also available in Spanish and English.

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

See previous answer for a description of how stakeholders can participate remotely in public meetings via Zoom videoconference.

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

On 9/2/2020, the Reopening Schools Task Force shared feedback on the start of school, as well as how the district should track and engage students who miss significant learning time under the new distance learning model. This input formed the basis of a new section of our Recovery Plan on Attendance and Monitoring/Support for Absent Students.

We also solicited input from families about successes/challenges during the first days of school, and how the district can best communicate with and engage parents and guardians throughout the year. On 9/3/2020, our DAC/DELAC members shared their perspectives - there was a consensus that texting was the best way to reach families (vs. emails). Families also indicated they appreciated direct phone calls from their students' teachers. A few parents shared that they were pleased with the district's new ParentSquare system, which allows district and school staff to text or email families directly, and they recommended that other families sign up and that the district continue to use the system. Several parents also said that they would appreciate getting their student's schedule for the week in advance, so that they could plan for it. And finally, a few parents shared that they would really appreciate having somewhere outside their home for students to do their distance learning, so that families could go to work and know that their students were safely supervised and able to do their learning.

At the public hearing on September 10th, we [presented an overview of the Learning Continuity Plan](#) and directed people to our website where the plans were available and where they could leave written feedback via the online form. No one made public comments at the hearing. On September 17th, we met again with DAC/DELAC to review the final draft and invite final comments. The only question received at that meeting was whether students who didn't attend Ravenswood schools could participate in the new Learning Hubs. The Superintendent clarified that these Learning Hubs were only open to students who were enrolled in Ravenswood district schools.

We also reviewed [written feedback shared via the online form](#). Overall, commenters particularly appreciated the district's efforts to communicate with and engage families, and the SmartStart approach to the beginning of the year. The most common suggestions were to be aware of teachers' levels of stress and burnout, providing even more tech support for families and students, including tech trainings for families so they can support their students.

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

Stakeholder input drove the creation of our Reopening & Recovery Plan (see Recovery Plan for description of the Task Force composition and stakeholder engagement process).

The Recovery Plan's three priorities (Health & Safety, Student Learning & Development, Community Focus) were proposed by the Task Force, which included parents, community partner organizations, teaching & non-teaching staff (including collective bargaining unit leaders), and school & district administrators. Each section of the plan was developed with deep engagement and input from a set of subcommittees, which each included a diverse set of stakeholders, and informed by stakeholder surveys, including multiple parent surveys. Stakeholder voices influenced the details of the plan in many ways. For example, a subcommittee proposed two models for hybrid learning - one with an AM/PM model vs. an A/B day schedule. Input from parents on the Task Force, as well as focus group and survey data, suggested that working parents strongly preferred the A/B day schedule vs. an AM/PM model. That led the Task Force to recommend the A/B schedule model for hybrid learning instead of AM/PM.

Additionally, the Learning Continuity and Attendance Plan is required to include strategies to track and re-engage students who were missing significant learning time under the distance learning model (under Pupil and Family Engagement & Outreach, below). On 9/2/2020, we asked

our Reopening Schools Task Force (now called the School Improvement Working Group) for input to guide our re-engagement strategies. The group's input formed the basis for the Attendance and Monitoring/Support for Absent Students section in our updated Recovery Plan.

We also solicited input from our families, through our DAC/DELAC meetings, surveys, and via community partners. They shared many suggestions, including the importance of communication from teachers, schools and the district via texting, if possible. This reinforced the district's decision to roll out a new family communication platform, ParentSquare, to improve communication between families and staff. Many families also asked for help finding safe, supportive places where their students could do distance learning while parents were working. As a result, Ravenswood staff worked with several community organizations to allow three district partners to run student learning hubs on district sites starting in mid-September.

Based on feedback from staff about stress levels in this unprecedented time, the district is also prioritizing working with a partner (the Child Mind Institute) to offer monthly sessions for staff on managing their emotions and mental health, along with our Employee Assistance Program (EAP) services, as detailed in our Wellness Playbook (described below).

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.]

Ravenswood's plan for in-person instruction, when it is safe to do so, is spelled out in our Reopening and Recovery Plan. Specifically:

- > Plan to ensure student learning and competency development (Student Learning & Development section)
- > Plan to consider students' social-emotional well being (Wellness & SEL, section. Also see our [Wellness & Social-Emotional Learning Playbook](#))
- > Plans and protocols to ensure the safety of students and staff, consistent with public health guidance (Health & Safety, pages 12-19).
- > Assessments (screening, formative, summative) to be used to assess student learning and needs on an ongoing basis following our assessment calendars launched at the beginning of the 2020-2021 school year. See our Reopening & Recovery Plan: Student Learning & Development / Assessment & Grading section.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
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Formation of “Learning Hubs,” safe workspaces for students to attend virtual school and submit homework, to facilitate student learning and competency	\$750,000	Y*
Bringing in additional counseling, psychological, and tutoring/intervention resources to further tend to students’ unique social-emotional needs and well being. These services will most benefit our high need students.	\$368,600	Y*
Provision of personal protective equipment (PPE) for teachers and staff and additional cleaning services to ensure safety of in-person instruction	\$160,552	Y*
* Please see section, “Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students” for additional information on how these actions will contribute towards unduplicated pupils		

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.]

Our LEA has developed plans to ensure continuity of instruction for our students in a distance learning model for the 2020-2021 school year. We have outlined a model for Distance Learning so students can access grade level instruction across content areas through both synchronous and asynchronous learning with schedules appropriate for our elementary schools (TK-5th grade) and our middle school (6th-8th grade). Please see our [Reopening and Recovery Plan](#)’s section on Distance Learning for further details.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Ensuring students have the device and connectivity needed for distance learning is essential for it to be effective. All Ravenswood students will have access to devices and connectivity in order to support distance learning. Please see our [Reopening and Recovery Plan](#)’s section on Technology: Devices & Connectivity for more details.

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.]

Teachers will take attendance each day and document levels of both synchronous and asynchronous instruction in distance learning. Participation in synchronous learning will be measured during live instruction, and teachers will monitor and assess student work submitted

through our learning management systems to measure participation in asynchronous learning. Teachers will also certify the instructional time students receive through the time value of synchronous and asynchronous learning. Please see our [Reopening and Recovery Plan: Student Learning & Development / Distance Learning / “Tracking Instructional Minutes”](#) section for further information about how we measure instructional minutes and time value of pupil work, and the Attendance and Re-engagement section for information about how we measure pupil participation and attendance.

Distance Learning Professional Development

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

Professional development and support in instructional strategies to meet student needs through hybrid or distance learning will be ongoing throughout the year. We will use our contracted professional development time to support teachers with distance learning practices, including our professional development days, twice monthly site professional development sessions on our minimum day, and grade level collaboration time. Please see [Reopening & Recovery Plan: Student Learning & Development / Instructional strategies & teacher training](#) section.

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, the District adapted the roles/responsibilities of classifications of employees when the original role/responsibility would not be feasible in a remote environment and in order to meet the academic and social-emotional needs of students, while still ensuring the health and safety of staff and students.

Alternate Job Duties

The following classifications are now responsible for supporting student materials preparation and distribution for the start of school and at regular intervals during the school year. These tasks include unpacking student and teacher materials, preparing paper packets, making photocopies, bagging books, sorting and packing student supplies (ie. Pencils, pens, crayons, notebooks, etc.), and distributing materials and technology to students and families.

> Administrative Assistant, Bus Driver, Campus Relations Coordinator, Instructional Aide, Library Instructional Media Specialist, Makerspace Tinkerer, Operations Coordinator, Outreach Coordinator, Paraeducator I, Paraeducator II, School Support Staff, Small Group Instructor, Student Culture Coordinator, Van Driver

The following classifications are now responsible for supporting students with virtual distance learning by interacting with students in a breakout room led by certificated staff over zoom and/or contacting students/families for attendance and engagement purposes.

> Administrative Assistant, Campus Relations Coordinator, Instructional Aide, Makerspace Tinkerer, Operations Coordinator, Outreach Coordinator, Paraeducator I, Paraeducator II, School Support Staff, Small Group Instructor, Student Culture Coordinator

The following classifications are now responsible for providing student wellness checks during student material, technology, and/or meal delivery.

> Bus Driver, Van Driver

Coronavirus Related Job Duties

The following classifications are now responsible for implementing contact tracing and notifying impacted individuals of possible COVID-19 exposure:

> Director, Coordinator, Principal, Vice Principal

The following classifications are now responsible for performing health-safety screenings for staff. The screenings include questions relating to whether the employee has experienced COVID-19 related symptoms and temperature checks:

> Administrative Assistant, Administrative Secretary

The following classifications are now responsible for performing health-safety screenings for students. The screenings include questions relating to whether the student has experienced COVID-19 related symptoms and temperature checks:

> Campus Relations Coordinator, Instructional Aide, Paraeducator I, Paraeducator II, School Support Staff

The following classifications are now responsible for enforcing student social distancing and other COVID-19 safety precautions which pertain to students, including wearing face coverings and handwashing:

> Administrative Assistant, Bus Driver, Campus Relations Coordinator, Child Nutrition & Education Worker, Child Nutrition & Education Manager, Instructional Aide, Library Instructional Media Specialist, Makerspace Tinkerer, Operations Coordinator, Outreach Coordinator, Paraeducator I, Paraeducator II, School Support Staff, Small Group Instructor, Student Culture Coordinator, Van Driver

The following classifications are now responsible for managing and enforcing the isolation of sick student(s) until they have been turned over to a parent/guardian:

> Administrative Assistant, Campus Relations Coordinator, Instructional Aide, Outreach Coordinator, Paraeducator I, Paraeducator II, School Support Staff, Small Group Instructor, Student Culture Coordinator

The following classifications are now responsible for enforcing student social distancing and other COVID-19 safety precautions which pertain to students when traveling between classrooms and when using bathrooms:

> Campus Relations Coordinator, Instructional Aide, Paraeducator I, Paraeducator II, School Support Staff, Small Group Instructor

The following classifications are now responsible for managing the pickup and drop-off of students:

> Administrative Assistant, Campus Relations Coordinator, Instructional Aide, Outreach Coordinator, Paraeducator I, Paraeducator II, School Support Staff, Small Group Instructor, Student Culture Coordinator

The District created a new position under the direct supervision of the Chief Business Official, the Strategic Projects Coordinator/COVID Response Coordinator is responsible for leading the District’s response to the coronavirus crisis, developing spending models that account for financial implications of COVID, and supporting the management and development of COVID related supports.

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.]

Virtually every student in Ravenswood falls into one or more of the categories of special populations, so we are taking into account the myriad needs of our students. In particular, in this plan, we are highlighting some of the specific factors that we are considering to support the unique needs of our English learners, students with special needs, homeless and foster students. We will provide supports to students with unique needs through any period of distance learning to ensure they receive the instruction and services they need. See our [Reopening & Recovery Plan](#): Student Learning & Development / Special populations (English learners, special needs, homeless, foster youth) section for more information on instruction and services to be provided to each student group.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Devices (e.g. Chromebooks, iPads, etc.), hotspots, and additional IT staff to assist with student distance learning	\$742,164	Y*
Take-home materials, take-home manipulatives, and technological services to ensure quality of curriculum and to assess student progress	\$596,686	Y*
Additional professional development for teachers, in support of the distance learning program	\$230,000	Y*
Instructional Improvement at the Middle School Level (class size reduction, extended day, small group instructors, instructional coaches, intervention teachers)	\$2,700,000	Y*
Enrichment funding for art, music and other enrichment teachers at both elementary and middle school	\$930,000	Y*
* Please see section, “Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students” for additional information on how these actions will contribute towards unduplicated pupils		

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.]

Our instructional plan includes assessment this fall to diagnose student learning gaps, and support teachers to adapt their lesson plans, instructional strategies, and interventions as appropriate to address these gaps. We will use local assessments in the beginning, middle, and end of the year in key subject areas to assess student learning levels, monitor progress, and determine next steps for instruction. See our [Reopening & Recovery Plan](#): Student Learning & Development / Assessment & Grading section for more details.

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.]

We will use our Multi-Tiered Systems of Support (MTSS) processes to monitor student learning progress, and assign tutoring resources or interventions as needed. We will work with different district partners. See our [Reopening & Recovery Plan](#): Student Learning & Development / Recovery Plan for Lost Learning section, as well as the Special Populations section for more detail about specific strategies for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

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.]

We will use continued assessment to measure the effectiveness of services provided for students who need extra academic support on an individual student level as well as a system-wide level, and monitor implementation of the interventions or tutoring. See our [Reopening & Recovery Plan](#): Student Learning & Development / Recovery Plan for Lost Learning section.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Additional tutoring and programming to help address learning loss from distance learning	\$200,000	Y*
Digital assessments for academics, speech, and language progression	\$31,000	Y*
Purchase of math intervention software	\$25,000	Y*
Literacy Initiative investment (literacy coaching and intervention support)	\$1,058,000	Y*

* Please see section, "Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students" for additional information on how these actions will contribute towards unduplicated pupils

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.]

Through the District’s Re-opening taskforce, a [Wellness Playbook](#) was created to support the mental health and social and emotional well-being of pupils and staff. Within this playbook, there are recommendations and strategies for staff and families to use for themselves and with students. We have coordinated with mental health providers to support classrooms with social emotional lessons. Workshops for staff and families are planned to address strategies to support students and their own wellness. Additionally, we have increased the number of mental health providers that our students and families have access to for services or resources.

Each benefit-eligible employee and their family members also have access to the Employee Assistance Program (EAP), called OPTUM. This program assists employees and their families dealing with life issues. OPTUM is a voluntary, work-based program that offers free and confidential counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. OPTUM is available to help address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. OPTUM offers employees and their household dependents up to 3 counseling sessions per issue with a licensed professional to assist with work/life concerns. OPTUM offers one-on-one support from master’s-level specialists whom employees can easily access by phone or online. All services provided are confidential so employees can use them with full trust that their issues will not be discussed with the District, as their employer.

See also our Reopening and Recovery Plan: Student Learning & Development | Wellness and Social Emotional Learning (SEL) section.

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.]

We know that distance learning may be challenging for many of our students, for a variety of reasons. We are actively monitoring student attendance and engagement to ensure that students are able to consistently access instruction and prevent learning loss, and are developing tiered strategies to proactively prevent extended absences or disengagement, and to address it when it does happen. If students are not attending synchronous instruction, and/or missing assignments for asynchronous instruction, sites will coordinate between staff members to ensure the student and parents/guardians are being contacted to make a re-engagement plan for the student. See our [Reopening & Recovery Plan](#): Student Learning & Development | Attendance and Monitoring/Support for Absent Students section for further details.

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.]

We will follow county guidance on food preparation and distribution, with the goal of providing as many legally reimbursable meals to our students as possible. Our kitchens will be open to provide meals in both hybrid and full distance learning models to make meals available to any students on campus, and students learning from home via pick up or delivery. Please see the [Reopening & Recovery Plan](#), Food & Meals section for further detail about how we are providing meals for all pupils.

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

Section	Description	Total Funds	Contributing
Additional COVID response actions and resources	Includes additional supports and overtime related to staff's COVID preparation	\$559,030	Y*

* Please see section, "Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students" for additional information on how these actions will contribute towards unduplicated pupils

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
At least 37.98% (based on LCFF calculator)	Minimum: At least \$5,476,591 (based on LCFF calculator) Actual total: \$8,351,032

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.]

Virtually every student in Ravenswood is low-income, and English learner and/or a foster youth. In 2019, 92.3% of our students fell into one or more of these categories (called “unduplicated” by the state funding formula). As a result, we always consider the needs of these groups of students first when we make plans for the district as a whole. Any funding that goes toward our general student population will primarily benefit our neediest students.

As we approached this year, we thought about the needs of these students, and prioritized investments that would especially ensure access for our low income, English learners and foster youth especially, including access to devices, internet, new curriculum and materials (online and analog), meals, holistic wellness resources and other resources. For additional information, please refer to the lines above which detail our investments, or look at [this presentation to our Board on COVID-related spending](#).

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

We knew that in a distance learning environment, we needed to address access gaps that could prevent our foster youth, English learners and low-income students from learning and thriving this year. We are investing millions of dollars in new technology for students, curriculum and materials to align to our new distance format, training for teachers on how to teach and engage students and families in this new environment, socio-emotional and wellness resources, meals, learning hubs so students would have safe places to study while families were at work, PPE and cleaning equipment to ensure safety for teachers and students on campus, and a variety of other resources.

We are also investing significantly in the transformation of our middle school, including extending the school day and adding several positions to meet the needs of our students, particularly unduplicated students.

All of these investments improved our ability to serve students in this new pandemic environment. We intend to meet the needs of our students, families and staff this year, and take lessons from this experience to improve our instruction and engagement for the future, even after students are able to return to campus full time.

As noted above, >90% of our student population qualify as unduplicated (e.g., low-income, English learners and/or foster youth). Our investments in the general student population disproportionately benefit unduplicated students.

For SY20-21, the LCFF calculator calls for us to spend at least \$5,476,591 to support improved or increased services for unduplicated students. We are spending over \$8,000,000 toward improving and increasing services in this school year, and therefore are meeting the state requirements to invest in our unduplicated students.