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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pleasant Ridge Union Elementary School District</td>
<td>Rusty Clark Superintendent</td>
<td><a href="mailto:rclark@prsd.us">rclark@prsd.us</a> (530) 268-2800</td>
</tr>
</tbody>
</table>

General Information

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

The Pleasant Ridge School District is located in the beautiful Sierra Foothills, serving the communities of Auburn, Lake of the Pines, Nevada City, Grass Valley and Alta Sierra. As a TK-8 School District we provide an outstanding educational experience for our students at two elementary schools, one charter/home school, and one intermediate school. We strive to provide a safe and engaging environment where students develop academic, social, and life skills to become productive citizens in a constantly changing global society. On March 13, 2020 the Pleasant Ridge Union School District made the difficult decision to close schools in order to slow the spread of the COVID-19 Virus. It was the hope of Pleasant Ridge Union School District (PRUSD) that schools would open before the end of the 2019-2020 school year. However, the state of California continued its Stay-at-Home order issued on March 19, 2020 and kept PRUSD closed for the remainder of the school year.

Spring 2020:

The Pleasant Ridge Union School District teachers deliver distance learning opportunities through learning packets to each of their students and maintain weekly individualized and small group contact with their assigned students, providing a comprehensive learning experience. Teachers have quickly adapted to the use of technology for imparting instruction and communication to offer blended educational activities. Teachers effectively utilized Zoom Conferencing, Google Classroom, and other software apps to provide direct instruction and supports for
all students. The district announced that it would transition to distance learning on March 16th, the following Monday. Due to statewide closures, the district provided time for teachers to prepare distance learning packets from March 16th - 24th. On March 25th, 2020, the district conducted its first districtwide learning packet pick-up and had two more learning packet pick-up dates for the course of the 19-20 school year. The plan sets forth a remote learning experience for all Transitional Kindergarten through eighth grade. In the spring of 2020, core instruction was delivered independently, and each teacher scheduled office hours to assist students with their assignments. A specialist for students with disabilities provided instruction and services through a digital platform during specific allotted times. The significant impact on students and families is the lack of socialization for the students and the support that must be provided by parents, particularly in the lower grades. Each school continued to make daily contact with students during morning announcements, scheduled reading times from teachers and regularly scheduled Zoom times for students to check in with one another to see their classmates. The school district created Google grade level pages to consolidate classroom activities into one location for easy access for students and families. Parents and students could download the learning packets digitally if they chose to. Weekly communication with teachers continued through the scheduled last day of school. Additional work was provided for students to work through the summer to support learning throughout the summer recess.

Fall 2020:

The Governor issued an executive order on July 17, 2020 mandating that in order for schools to open for in-person instruction, the school district must be in a county that is not on the watchlist for 14 consecutive days. Nevada County was never on the Governor’s watch list. On August 28, 2020 the Governor released the newest standards for re-opening and this included schools. Schools in Nevada County were able to open based on the new criteria with modifications. PRUSD met all of the requirements and chose to open schools with two learning options for families. Pleasant Ridge Union School District, along with the teachers association, developed a plan that addressed hybrid and distance learning options for all students. The goal of the plan is to provide robust and engaging learning models that would provide a hybrid learning model as well as a distance learning model for Pleasant Ridge families to choose from. A survey was developed and sent for parents to choose from the two models. Through the survey parents were able to provide feedback so we were able to address such concerns and needs. The primary focus of both models is to provide direct instruction for all students whether in a hybrid model or a distance learning model. For the families that chose a hybrid model of learning on campus, this model included a schedule block of time for students to receive direct instruction four days (elementary schools), and two days a week (middle school) with maintaining the required instructional minutes based on California Department of Education. During the hybrid model of learning, students who are not on campus would be provided synchronous and asynchronous learning through a digital platform or paper copy if parents requested. For all distance learners, school is five days a week with synchronous and asynchronous modes of instruction based on California Department of Education time requirements.

Pleasant Ridge Union School District developed the Reopen School Plan and Site Specific Safety Plans that addressed each of the following items.

~Provide a safe learning community for students, staff, parents and any other other guest while on campus.

~Have learning options for parents to choose from that would best suit the need of the student and the family that promotes:
• safety protocols while on campus

>Daily Self-Check prior to arriving to school.

>Cohort temperature checks while on campus.

> All members of the learning community must wear a face covering while on campus.

> All members of the learning community must maintain 6 feet spacing when practicable.
  • learning that focuses on grade level standards
  • providing supports for students who may have lost learning since spring of 2020
  • social-emotional learning opportunities for students,

~Approve a school schedule and calendar that would provide the maximum learning opportunity for all students during the 2020-2021 school year.

~Provide professional development for staff to prepare for distance learning through a digital platform.

~Provide additional staff and resources for daily delivery of instruction and operations of the school district

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**Stakeholder Engagement**

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

PRUSD was notified of Technical Assistance in fall 2019 by Nevada County Superintendent of School's office. NCSOS supported, facilitated and developed next year’s goal and aim for improving ELA learning for every student. The Nevada County Superintendent of Schools provided differentiated assistance through developing goals and planning for the 2020-2021 school year. A group of learning community stakeholders met three times in the spring of 2020 to discuss current data, process for developing goals, and developing goals based on the identified needs of the school district. Members of the stakeholder groups included PRUSD staff and parents. The outcome of the meetings resulted in developing annual goals.

PRUSD developed a districtwide Education Advisory Committee to help with identifying gaps, needs, and solutions for student success and engagement. The EAC began in the fall of 2019 and continued on throughout the remainder of the 2019-2020 school year. Five meetings were conducted prior to the COVID-19 virus where all stakeholders of the learning community participated in providing feedback for the
current school year LCAP. The areas of focus were Social Emotional Learning, student engagement, and academic growth for all students. Members of the EAC included PRUSD staff, parents, and community members that reviewed data and had structured conversations on the overall success of students and schools within the school district. Other stakeholders who were not able to join us in person, were able to provide feedback for the meetings and respond to the minutes that were posted on the district website. Surveys are sent out annually to parents to provide essential feedback on services provided. Approximately 45% of our parent population engaged in such surveys last spring.

PRUSD and the Pleasant Ridge Teachers’ Association met six times during the month of July and August to develop an MOU that reflected the learning options for students and the safety protocols for all members of the learning communities. Due to the Governor's Executive Order N-33-20 for COVID-19, the PRUSD Board of Trustees met four times in the month of July and August to discuss the learning options for students via Zoom. The public was able to respond to any agenda and non-agendized item during the meeting through writing questions to a designated email address where Trustees could access during the meeting. Through much dialogue and consideration, the PRUSD Board of Trustees adopted both a Distance Learning and Hybrid model of learning for the 2020-2021 school year. The PRUSD 2020-2021 Reopen Plan was presented and adopted on August 11, 2020. The Reopen Plan addressed the learning models and safety protocols.

A draft of the LCP will be posted on September 11, 2020 on the district website for all stakeholders to review prior to all public comment. This will allow the learning community to review the plan and ask questions of the LCP during the scheduled Public Hearing on September 15, 2020. The amended PRUSD Reopen Plan will be posted with the Site Specific Safety Plans and Transportation Plan for review. Both plans will be presented on September 29, 2020 for adoption for the 2020-2021 school year. Once adopted, both plans will be posted on the district websites for reference during the 2020-2021 school year.

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

PRUSD provided opportunities for parents to provide feedback through emails, digital surveys, and virtual meetings for those who were not able to meet in person. Board meetings were held monthly where the public could provide feedback during the "public comment" section of the board meeting. The LCP will be submitted to the EAC, Teacher's Union, and the public before the final board approval. Any new information or questions will be answered in the following sections of the plan.

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

PRUSD received feedback prior to the school closure due to the COVID-19, addressing Literacy, Math and Social-Emotional learning districtwide. PRUSD was in the middle of developing robust goals that would address the learning gaps of all students. Since the Executive Order for COVID-19, the development of this LCP was a collaboration of all members of the learning community that addressed important issues during distance learning for students with disabilities, foster youth, and students with assumed lost learning during the "crisis learning" phase of the distance learning. During the EAC meetings, Social Emotional Learning and protocols were identified for all students and especially for students in crisis.

Parents were very vocal in making sure there was an option to open schools to in-person learning in the fall of the 2020-2021 school year during the public comment. The importance of opening to in-person learning was developing safety protocols that would be enforced while
members of the learning communities were on campus. Also, another identified area of need was providing professional development for teachers and support staff for distance learning.

The decision to offer both in-person and distance learning the district had to make sure to have enough digital devices and hotspots for parents who did not have the ability to connect in a distance learning model. Also, safety personal protective equipment for all staff and students had to be provided for any members of the learning community who chose to be on the school campuses. The school calendar was renegotiated in order to move all professional development days to the beginning of the school year so all members of the learning community could learn how to use Google Classroom and Zoom. This was essential for both instructional models in order to keep the continuity of learning if a school or the entire school district had to close due to the COVID-19 virus.

Continuity of Learning

In-Person Instructional Offerings

A blended learning model is currently an option based on our current county status. However, this could change, and Distance Learning could become mandated should our COVID-19 numbers continue to climb, landing us on the “watch” list. The ability to have classes on campus in a smaller cohort model will assist with lost learning, social-emotional development, and build continuity through training all students how to use digital devices if the Governor chooses to close schools. Depending on the grade configuration, elementary schools have four days of direct synchronous instruction in small cohorts and one day of distance learning asynchronous instruction. The middle school will have two days of direct synchronous instruction and three days of distance learning of asynchronous instruction. Ongoing assessments of Literacy and Math will occur during the school year in order to determine which students will be provided with intervention.

Definition: Hybrid learning is an approach to education that combines traditional face-to-face classroom learning as well as some learning at home.

Elementary School Hybrid Learning Model; Grades TK - 5 (Alta Sierra & Cottage Hill)
Structure/Expectations of Hybrid Learning:
1. Students will report for 165 minutes each day for either AM or PM classroom instruction with their assigned teacher.
2. Students will receive assigned work to complete at home to supplement their in-person instruction.
3. Students in grades TK-5 will be scheduled to remain in their assigned cohort at all times.
4. Every Monday, students will be provided an asynchronous instruction day at home. No instruction will take place on campus on Mondays.
5. All students will be fully accountable for assigned work, regardless if assigned through booklets, online, or in person.
6. Regular grades and report cards will be completed each trimester as specified on the Board approved school calendar.
7. AM students will receive lunch as they leave campus on their assigned instruction day as meals will not be served in classrooms. PM students that receive lunch will be provided one for the next day.
8. Students may be assigned additional physical education activity time to complete at home with a log to be turned in to teachers at their on-campus instructional time.
9. All students that attend school on campus will be required to adhere to the Nevada County Public Health Guidelines and PRUSD Safety Protocols. Students will be educated about hand washing, general hygiene, social distancing, and proper use of face coverings.
10. Transportation is limited to ridership due to the Public Health Guidelines.
11. Students with disabilities will have the opportunity to remain on campus for the entire school day to receive specialized instruction and designated instructional services.

Middle School Hybrid Learning Model; Grades 6-8 (Magnolia)
Structure/Expectations of Hybrid Learning:
1. Students will be in groups of no more than 16 students and will move from period to period in that same cohort. We will have 8 cohorts per grade level.
2. Students will report for 235 minutes for classroom instruction with their assigned teacher 2 days each week. (Tuesday/Thursday or Wednesday/Friday)
3. Included with the on-campus learning, students will also receive asynchronous assignments to complete at home for a total of 1200 minutes of instruction a week.
4. Every Monday, students will be provided an asynchronous instruction day at home. No instruction will take place on campus on Mondays.
5. All students will be fully accountable for assigned work, regardless if assigned through booklets, online or in person.
6. Regular grades and report cards will be completed each trimester as specified on the Board approved school calendar.
7. Students who choose to get a lunch will be provided one they can take home.
8. Students may be assigned additional physical education activity time to complete at home with a log to be turned into teachers at their on-campus instructional time.
9. All students that attend school on campus will be required to adhere to the Nevada County Public Health Guidelines and PRUSD Safety Protocols. Students will be educated about hand washing, general hygiene, social distancing, and proper use of face coverings.
10. Transportation is limited to ridership due to the Public Health Guidelines.
11. Students with disabilities will have the opportunity to remain on campus to receive specialized instruction and designated instructional services.

12. Electives for students will be offered on Mondays for all students who are interested. Some will be virtual and some will be in-person.

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

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<thead>
<tr>
<th>Description</th>
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<th>Contributing</th>
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| Hybrid Model - students will be in smaller cohorts to maintain safety and provide more direct interaction with teaching staff.  
> Hire 2 additional teachers.                                                                                                               | 156,000     | Yes          |
| All students will have the opportunity to receive a digital devices grades K-8.  
> 585 Chromebooks were purchased this school year  
> 100 T-Mobile Hot Spots                                                                                                                    | 150,000     | Yes          |
| Paper and digital copies of support and intervention curriculum for students who are struggling academically  
> STAR Early Reading Assessment  
> Class Hero  
> Learning Ally  
> Write to Learn  
> Lalilo  
> ALEKS  
> Accelerated Reader  
> CoWriter  
> RocketMath  
> Spelling City  
> Flocabulary  
> Xtra Math  
> Typing Pal  
> Mystery Science  
> Ed Puzzle  
> Read Live Naturally  
> Wilson Reading                                                                                                                               | 60,000      | Yes          |
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<tr>
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</thead>
</table>
| All students will be assessed three times to assess growth throughout the year. The initial assessment will provide lost learning compared to the last assessment of the 2019-2020 school year.  
> NWEA MAPS - Math Assessment  
> Renaissance Learning - STAR Assessment  
> DIBELS                                                                                                                                  | 8,000       | Yes          |
| Procure additional supplies, materials, equipment, and contracted services for personal protection, hygiene, safety and disinfecting for in-person learning.  
  • Mask (Staff/Students)  
  • Shields  
  • Desk Shields(Students)  
  • Handsanitizer  
  • Gloves  
  • Disinfectant Wipes  
  • Hand Soap  
  • MERV 13 Filters  
  • Neck drapes                                                                                                                       | 60,000      | Yes          |
| Partnered with Nevada County Probations to conduct positive home visits for students not engage in learning.  
> Resources will be provided for probation officer to ensure students are re-engaged in school (school supplies, digital devices, support at home...)                                                                 | 0           | Yes          |
<p>| Provide elective course offerings for students at the middle school grades.                                                                                                                                   | 190,000     | Yes          |</p>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Contract with Nevada Joint Union High School District for band and advanced math courses for middle school grades.</td>
<td>60,000</td>
<td>Yes</td>
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<tr>
<td>Hire 2 part-time custodians to clean desks in between cohorts</td>
<td>15,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Increase hours to the Health Aides and District Nurse to assist with COVID-19 management and tracking</td>
<td>60,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Add additional hours to Para-Educators to support transition of students in between cohorts</td>
<td>79,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide ergonomic work stations for each staff member.</td>
<td>10,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Replace all teacher's Mac Books to allow teachers to hold virtual meetings without interruption.</td>
<td>28,000</td>
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**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 distance learning model is a model that the Board of Trustees approved to offer to students and families that chose this learning option. The DL model was developed to make sure any and all members of the learning community had a place to learn who are in the At-Risk category. The expectation of the distance learning model is the same as the hybrid learning model. Students will be assessed, graded, and provided feedback as if they were on campus. Supports and intervention will be provided for all DL students just the same as the hybrid.
learning students. All teachers received four days of professional development in using Zoom and Google Classroom prior to the school year beginning. This provided a common language and expectation no matter the method of instruction the teacher was assigned.

The instructional model provides four days of direct synchronous instruction with Mondays being a day for asynchronous instruction for all DL students. This will provide time for teachers to collaborate, plan, and have time for one to one, or small group meetings. Teachers will share student progress with parents through reports, emails, phone calls, or video conferences. The primary mode of communication will be through Zoom and email. Parents will still be able to check the students progress through the Powerschool LMS. Distane Learning students will be using the same curriculum as the hybrid learning model to ensure equity and learning continuity.

The Distance Learning model is a method of studying in which lectures are broadcast or classes are conducted by correspondence or over the Internet, without the student needing to attend a school. Also called distance education.

Structure/Expectations of Distance Learning:

1. Distance Learning will look drastically different in the 2020-2021 school year compared to the Crisis Response period of March to June of last year

2. Teacher-led instruction will be the cornerstone of Distance Learning

3. Five (5) days a week, students will have live interactions with their teacher and peers

4. Instruction will be provided via live direction instruction (synchronous), pre-recorded instruction (asynchronous), and independent work. This is based on the required instructional minutes listed below.
   - TK-K 180 Minutes
   - 1-3 230 Minutes
   - 4-8 240 Minutes

5. Distance Learning will include assessments, graded classwork, and feedback for all students.

6. Content shall be aligned with grade-level standards and be provided in a level of quality that is substantially equivalent to in-person instruction.

7. Attendance will be taken daily.

8. All students will have access to the technology needed to execute Distance Learning.

9. To the greatest extent possible, Site Administrators will work with staff to provide schedules that will allow multi-grade level families to execute Distance Learning without internet performance issues.
10. Traditional grading will occur to maintain equivalent levels of accountability.

11. Distance Learning Schedule will be set by the school and the teacher. The online instruction will not be flexible once the schedule is determined.

12. Students with disabilities will have the opportunity to receive on-campus small group learning in order to receive specialized instruction and designated instructional services.

13. Electives for students will be offered online for all students who are interested. Some will be virtual and some will be in-person.

**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.]

Students have access to online curriculum using Google Classroom and Zoom. Direct instruction using the adopted core curriculum has a paper and digital component for all students. A survey was sent before school began to measure the need for devices. Each child has the opportunity to receive a Chromebook and/or a hotspot if met the requirements of each. The district purchased 585 Chromebooks and 100 hotspots for students to use if they need a device. Web based intervention programs are purchased for student intervention and modification for access for all students. A website page was created so parents were able to request support for any of the programs or connectivity. Asynchronous trainings were developed for parents to assist their children with access and connectivity. HP partnered with PRUSD to provide two outdoor access points per school campus so parents are able to sit in any school parking lot to access lessons and assignments without coming on to the campus. For parents who do not have access due to the location of their residence, they are able to request paper copies of all assignments.

**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.]

Each teacher within the school district will complete the required attendance and engagement form developed by the department of education. This accountability will ensure that all students will be held accountable for daily engagement. If a family or student is non-responsive to the teacher, the site principal will intervene. If the principal is unsuccessful, the school liaison will be contacted to schedule a house visit. For families who choose to complete a paper packet and not engage in the scheduled virtual lesson, the students completed assignment will be evidence of attendance and understanding of assigned work. If students are still not engaged, a SST meeting will be set up and eventually a SMART meeting will be required of the family.

PowerSchool SIS will be the platform to document and communicate progress with parents on a weekly basis. Each lesson and recorded value will be reflected in the students database. Lessons will be posted on the teacher's page. Parents will be able to receive communication through this page as well. The reporting periods of mid-trimester and trimester grades will be formally sent home as reflected on the district calendar. Weekly formative and trimester summatives will provide parents with the ability to observe their child's growth throughout the school year. Grades will be on the assigned work that the teacher gives to students.
Distance Learning Professional Development

The annual calendar was renegotiated to move all professional development days to the beginning of the school year. Four PD days were conducted to train all teachers and support staff in how to utilize Google Classroom and Zoom conference meeting platforms. Time was provided for teachers to develop lessons prior to the school year opening. The Google Suite trainings were provided for teachers to engage in each lesson at their own pace. The Google suite trainings can be accessed by any employee at anytime. Many of the staff worked through the summer in preparing for this school year.

Staff Roles and Responsibilities

All members of the learning community have added new roles or adapted their roles in preparing for the 2020-2021 school year. The district hired additional 2 FTE teachers to make sure that all Cohorts in the Hybrid model remained low enough to comply with 6 feet social distancing. 15 teachers transitioned to distance learning teachers at the elementary grades. The middle school teachers have both hybrid assignment and distance learning assignments. This was accomplished by only teaching core subjects with electives being offered on Monday exclusively. Some ways teachers engage students are through direct instruction via Zoom, reading to students, engaging students using the technological activities, student behavior management through Zoom, and specialized services being provided through a digital platform. Other responsibilities that are new are daily symptom checks, daily digital instruction in the core subject areas, providing direct instruction through Zoom, develop a virtual collaborative classroom, Zoom conference calls/meetings with students and parents, engaging students through a digital platform, manage engagement forms, and management of a virtual platform. Teachers will be asked to provide specific intervention classes via Zoom that is beyond the duty day. Classified staff have been asked to provide extra services in order to support teachers and students learning. Paraeducators have been asked to read to small groups, observe students during break times, daily health checks, supporting resource centers for employee's children, tracking attendance, weekly assignment distribution, lunch distribution and making daily phone calls to check in with parents.

Supports for Pupils with Unique Needs

Students that have unique needs such as students with disabilities, foster youth, and English learners will have the necessary services needed to access curriculum, supports, and the opportunity to come onto campus for small group instruction. These services may include individual meetings during a specific meeting time, virtual designated services, and software that will support learning and social emotional behavioral supports. If students need connectivity and devices, they will be provided upon request. IEP's, 504 and parent meetings will be scheduled when the learning community deems it necessary to meet. The meetings will be scheduled around the teacher's and parent's schedule so adequate time is scheduled to develop an individual learning plan or review the individual education plan. The district will work...
with the Student Services/Special Education Director to make sure the adequate resources and time are available for the students to be successful. Part of the SS/SE Director's team to support students with unique needs is a district counselor, district psychologists, a county education liaison, county foster youth liaison, and the county SMART team referral process. These services are available for all students but are utilized for identified students with specialized services as well.

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. PRUSD's goal is to have special education students complete diagnostic assessments to determine present levels. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time when students may be working on individualized instruction in research-based programs such as Wilson Reading, ALEKS, Learning Ally and Cowriter. Each student’s individual schedule will be developed by the case manager including feedback from the general education teacher. Listed below are details of the IEP service delivery:

* Related Services will be delivered based on each students' needs. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.
* During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade.
* During the hybrid model, RSP services will be delivered during the synchronous portion of the student's school day.
* During distance learning, Special Day Class teachers will be providing the minimum instructional minutes required for each grade level.
* During the hybrid model, SDC students will receive their related services during the synchronous portion of the school day.

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

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<tr>
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<tr>
<td>All students will have the opportunity to receive a digital device grades K-8.</td>
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<td>&gt; Write to Learn</td>
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<td>&gt; Lalilo</td>
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<td>&gt; ALEKS</td>
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<td>&gt; Accelerated Reader</td>
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<td>&gt; Read Live Naturally</td>
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<tr>
<td>&gt; Wilson Reading</td>
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All students will be assessed three times to assess growth throughout the year. The initial assessment will provide lost learning compared to the last assessment of the 2019-2020 school year.

> NWEA MAPS - Math Assessment
> Renaissance Learning - STAR Assessment
> DIBELS
(Included in the In-Person Instructional Section)

Provide daily distance learning instruction.
> Zoom (virtual)                                                              5,000

Partner with Nevada County Probations to conduct positive home visits for students not engaged in learning.
> Resources will be provided for probation officer to ensure students are re-engaged in school (school supplies, digital devices, support at home...)
(Included in the In-Person Instructional Section)
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide small group intensive instruction on an as need basis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract with Nevada Joint Union High School District for band and advanced math courses for middle school grades.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide elective course offerings for students at the middle school grades. (Included in the In-Person Instructional Section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reassign 15 elementary teachers from In-Person instruction to Distance Learning teachers.</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>Add extra para-educator time to support small group learning. (Included in the In-Person Instructional Section)</td>
<td></td>
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<tr>
<td>Replace all teachers' Mac Books to allow teachers to hold virtual meetings without interruption.</td>
<td>20,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide ergonomic workstations for each staff members.</td>
<td>15,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Four professional development days focused on Zoom and Google classroom in order to deliver through a distance learning model.</td>
<td>96,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Pupil Learning Loss

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we move to the new school year, we will be administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning.

TK-first grade students will be assessed using DIBELS throughout the school year to determine the level of intervention or support. Second through eighth grade students complete Trimester Assessments for reading utilizing Renaissance Learning STAR assessments. Third through eighth grade students take trimester NWEA Math Assessments to measure their mathematical competencies. Other support software and curriculum have formative assessments that will provide real-time data for the teacher to respond to each child’s needs. Teachers have the ability to measure and monitor student learning status and growth and make instructional decisions to support student achievement. Other assessment tools may include, but are not limited to, the CAASPP Interim Assessment Delivery System, ESGI, curricular based assessments, and district developed English Language Arts performance tasks. Most of these assessment tools are also done virtually for more seamless transition to distance learning and in-person learning.

PRUSD scheduled assessments to collect data district-wide at the end of each trimester for English Language Arts and Mathematics. The primary tools for measuring status and growth for English Language Arts are DIBELS, Rennaissance STAR Assessment, and the adopted ELA curriculum formatives. For Mathematics assessments, teachers administer NWEA MAPS math assessment and adopted math curriculum formatives. During distance learning, these assessments will be remotely administered according to the District’s schedule. Teachers, principals, and staff have access to reporting systems that allow for disaggregating data to determine areas of strength and need by Smarter Balanced Assessment domains and targets, and state standards that will allow for the adjustment of instruction to address student deficiencies. CAASPP/SBAC has released a new module in the Test Operations Management System (TOMS) called “Tools for Teachers”. This module replaced the Digital Library and may be accessed by signing into TOMS. To access the module, after login, teachers select the “Links” tab and scroll down to reveal the “Tools for Teachers” link. Currently, there are 42 resources for suggestions on formative feedback. Although most are designed for in class use, strategies may be revised to fit our distance learning needs. The link for TOMS is: http://www.caaspp.org/. Teachers will also use assessments from their core curriculum program, performance tasks, and daily checks for understanding to plan for instruction.

English Learners(EL), students on a 504 plan, and Special Education students will participate in all district assessments delivered to students. If modification or accommodations are written within the student's individual plan, those plans will be implemented with all formal assessments. Parents will be informed of all progress on both formative and summative assessments through written reports, email, phone calls, video calls, the parent portal for PowerSchool, parent access to information from students’ learning management system, progress reports, and report cards.
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.]

Teachers will use a cycle of inquiry process that includes assessing, planning, teaching, reflecting, and action to determine if actions and strategies are improving student outcomes. In order to accelerate learning for students, teachers are using research based instructional practices and a guaranteed viable curriculum. The curriculum and instruction team will provide ongoing training around best practices for instruction and curriculum implementation for distance learning, hybrid, and in-person models. Our district will work collaboratively with our curriculum partners to identify the tiered support components of our core curriculum and use those to meet supplemental and intensified student need.

In addition to training and additional curriculum, students will have the opportunity to receive in-person intervention. When this is not available students will have access to intervention software in Math and English Language Arts supports. This can be accessed through the personal device that was assigned to them. As mentioned, we have purchased several programs this year to help accelerate learning and create individualized instructional pathways for all learners. All students will have access to all of the curriculum listed in the prior two sections of this plan. English learners will be assessed using the ELPAC during the expanded fall administration window to determine current performance levels. Teachers will use core curriculum which has built in support for integrated and designated ELD lessons based on a student's language proficiency level. If students are in the beginning or early intermediate stages of language acquisition, they will be provided a bilingual aide to support their language development on an intensive support model.

The district has hired para-educators to support students with disabilities. For those students who are intensive due to behaviors, they may have a one-to-one para-educator assigned to them while on campus. Students with exceptional needs will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will have the opportunity to complete diagnostic assessments both in person or remotely depending on the parent. Assessments will assess reading and math at the beginning of the school year to determine present levels. Students’ days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time where students may be working on individualized instruction in research-based programs (STAR & NWEA MAPs Math). Each student's individual schedule will be developed by the student’s Case Manager and site Principal. Related services will be delivered based on the students' needs. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy. Each teacher will keep records of the lessons, activities, and related services for each student.

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.]

Site leadership teams will use the Plan, Do Study, Act (PDSA) model to evaluate students' growth or lack of growth. This model of continuous improvement is appropriate to use for any topic that impacts student learning. The goal is to optimize programs and strategies in place by analyzing and evaluating effectiveness, planning change to optimize a program and/or strategy, carrying out a plan, studying
results, and acting on conclusions collected in this formal process. The PDSA cycle is a continuous process that repeats after a study team enacts an adapting or adopting change in the program and/or strategy based on findings. Data collected from our adopted diagnostic and personalized learning platforms will assist in the PDSA process. These platforms contain reporting modules that allow educators to look at student performance and growth over time at various levels. Staff will be trained on how to disaggregate data by student groups, teacher created watch groups, and down to individual students. Our K-8 diagnostic platforms for mathematics include predictive reporting by standards that will assist teachers in developing student specific interventions to accelerate learning. Furthermore, the teachers are able to monitor usage and task completion to evaluate implementation. Below is a list of applications and programs that produce metrics of student learning that will be utilized in the PSDA process:
* Classhero: usage and growth
* Renaissance STAR/AR Reader: usage and growth
* Learning Academies logs of student interactions

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Each school will have two learning academy instructors for intensive intervention beyond the school day.</td>
<td>21,000</td>
<td>Yes</td>
</tr>
<tr>
<td>PRUSD will have the listed supplemental intervention materials to support lost learning.</td>
<td></td>
<td>Yes</td>
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<tr>
<td>&gt; STAR Early Reading Assessment</td>
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<td>&gt; Class Hero</td>
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<td>&gt; Learning Allies</td>
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<td>&gt; Write to Learn</td>
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<td>&gt; Lalilo</td>
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<td>&gt; ALEKS</td>
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<td>&gt; Accelerated Reader</td>
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<td>&gt; CoWriter</td>
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<tr>
<td>&gt; RocketMath</td>
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<td>&gt; Spelling City</td>
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<td>&gt; Flocabulary</td>
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<td>&gt; Xtra Math</td>
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<td>&gt; Typing Pal</td>
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<td>&gt; Mystery Science</td>
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<td>&gt; Ed Puzzle</td>
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<tr>
<td>&gt; Read Live Naturally</td>
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<tr>
<td>&gt; Wilson Reading</td>
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<tr>
<td>(Included in the In-Person Instructional Section)</td>
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</table>
### 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.]

PRUSD staff have been trained in Second Step, Steps to Respect, Zones of Regulation, Education through Music, Character Counts, UDL and Positive Behavior Interventions and Supports over the past seven years to address the needs of students throughout the school district. This year PRUSD will adopt EVERFI SEL curriculum to support the development of students in social emotional well being, digital literacy, and nutrition and health well being for grades 1st to 8th grades. EVERFI provides SEL resources designed to equip students with skills like empathy, leadership, conflict resolution, self-awareness, and resilience. Each learning module provides a teacher with a dashboard to inform teachers how students are progressing through the assignments. PRUSD will develop a tiered intervention to address social emotional needs. PRUSD will partner with the county probation community liaison and employ a Counselor/Social Worker in order to support students at each tier. 2020-2021 is year one of the implementation.

**Tiered intervention for Social Emotional Learning**

**Tier 1**

The District will arrange for the counselor, psychologist, and administrators to be trained in Trauma Informed Care (TIC). TIC is used to mitigate the results of living in an environment that changes a person's perception of safety and threat. Students develop skills to self-soothe and self-regulate in order to be more prepared to learn. Our District will adopt EVERFI SEL program and will be implemented by all teachers in both synchronous and asynchronous formats. Students will engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, responsible decision making, digital literacy, and health and wellness. These lessons will be taught throughout the school year. EVERFI dashboard will provide teachers the ability to analyze data to identify student needs and address these needs with...
tier two and three interventions. If specific issues are identified by the teacher or counselor, students may be assigned digital classes from Ripple Effects curriculum. Any students experiencing bullying have access to STOPIT anonymous reporting app to encourage advocacy skills and will alert the school of the actions of the bully so the school is able to provide the appropriate intervention for both the victim and the bully.

Tier 2
Students with Tier 2 social emotional needs are identified by teachers, parents and/or the student and are then referred to the district counselor or school psychologist to address individually or in small online groups for skill development. Counselor/psychologist will use American School Counseling Association (ASCA) standards and strategies to address the social emotional needs of tier two students. The counselor/psychologist will focus on the standards of Mindset and Behavior. These standards are organized into 3 broad domains; academic, career, and social-emotional development. Students make progress towards these standards by re-engaging in classroom lessons, activities, and/or individual small group counseling. If specific issues are identified by the teacher or counselor, students may be assigned digital classes from Ripple Effects curriculum. Any students experiencing bullying have access to STOPIT anonymous reporting app to encourage advocacy skills and will alert the school of the actions of the bully so the school is able to provide the appropriate intervention for both the victim and the bully.

Tier 3
Students with Tier 3 needs are referred to community agencies (SMART Team Referral) with the ability to provide more critical mental health support. PRUSD has many different community groups that may provide therapeutic services for students and families within Nevada County. Community resources available to students and families may include therapy for students with Medi-Cal. Suicide prevention training is offered for all 7th and 8th graders and their parents/teachers to understand the warning signs for suicide and depression. Any students experiencing bullying have access to STOPIT anonymous reporting app to encourage advocacy skills and will alert the school of the actions of the bully so the school is able to provide the appropriate intervention for both the victim and the bully. Families with trauma, addiction, or dual diagnosis may also be referred for additional help through the Nevada County Superintendent of Schools.

Students struggling with repeated behavior issues, specific diagnosis, outside issues such as family unrest at home, or severe emotional challenges will be referred for an Educationally Related Mental Health Services (ERMHS) assessment. Based on the results of this assessment students may be provided with additional mental health services.

PRUSD offers parenting training throughout the school year for all parents to engage in that will assist with parenting strategies for their children.
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.]

Teachers will document daily attendance using the district’s Student Information System (PowerSchool) based on student participation in synchronous and asynchronous activities and Weekly Engagement Form (CDE Requirement). To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. Teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student’s participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis at the district, grade, and classroom levels. District teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Teachers, site administrators and student attendance clerks are trained on attendance accounting procedures to ensure equity and consistency throughout the district.

For students who are not engaged in either synchronous or asynchronous lessons, teachers will be contacting the parents of the child to seek reason and support for re-engagement. Once the resources are exhausted at the class level, the teacher will refer the child to the site administration for re-engagement/attendance review meeting. After three attendance review meetings and if such intervention and strategies are unsuccessful, the site administrator may refer the family to the Nevada County Probations Community Liaison (CL). The CL will conduct a wellness check at the pupil’s residence. Throughout this process, each family’s individual needs, such as language barriers; access to the Internet and technology; food and nutrition; and social, emotional, and psychological needs are considered to better understand the barriers to re-engagement. The CL will suggest to the school what could be done to re-engage student(s) back into the school. If all other interventions are unsuccessful, a SMART(Special Multi Agency Response Team) referral will be submitted to the Nevada County Superintendent of Schools for intervention prior to recommending the student to a county SARB meeting. All communications will be tracked and shared in PowerSchool to allow all members of the learning community that come in contact with the student to understand how to keep the student engaged.

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.]

Pleasant Ridge Union School District will continue to offer meal service for pickup by parents and students alike (depending on the educational model chosen by the parents). Parents/students are required to order their school meals the day before receiving them to allow for accurate counts. Ordering can be done in person by the parent/student, via telephone, or via email. The “prior day ordering” requirement is due to the multiple tracks that are operating within our school district (we have AM/PM tracks, A/B tracks, and Distance Learning Tracks). This was a request by the manager of our JPA. For Distance Learning students who may not be able to pick up school meals, the district has been able to deliver these meals.

All recommended safety protocols are maintained by Nutrition staff. Specifically, the servers of the meals wear masks and gloves while maintaining proper social distancing. When parents choose to pick up their lunches on campus, staff will deliver the food through the car window, so the family does not need to exit their vehicle to receive their meals. Since USDA has extended free meals until December 31, 2020, all students are eligible for free lunches. Our contracted food services vendor will manage the everyday operations to make sure all families have the ability to receive a free meal each day. This has been communicated to families via text, websites, all-calls, and emails.

For on campus students, the food is delivered directly to the student’s classroom prior to them leaving for the day.

For Distance Learning students, two sites are offered as pickup sites:

Cottage Hill is offered daily, Monday – Friday, from 10:00 AM to 12:00 PM  
Alta Sierra is offered daily, Monday – Friday, from 12:00 PM to 1:00 PM

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Hire 1 FTE District Counselor</td>
<td>$85,000</td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>----------------------------------------------</td>
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<tr>
<td>School Nutrition</td>
<td>Provide additional funding for staff needed to prepare and serve meals for students during distance learning and hybrid in-person instruction.</td>
<td>15,000</td>
<td>Yes</td>
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<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Procure and implement EVERFI social-emotional learning curriculum and provide necessary professional development for teachers.</td>
<td>0</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.43%</td>
<td>595964</td>
</tr>
</tbody>
</table>

### 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.]

The Pleasant Ridge Union School District has continued to provide instruction for identified students (Foster Youth, English Learners, Low-income Students) with targeted instruction and support services to ensure that these students are meeting and exceeding the State Standards. PRUSD provides specific Zoom times where teachers are able to provide the targeted instruction and support for distance learners. For hybrid learners, targeted instruction will be provided throughout the instructional day, as well through a digital platform. The Nevada County Foster Youth Services assist PRUSD in providing counseling and tutoring for all foster youth students. Instructional and
Bilingual Aides will be hired on an as need basis as foster youth and English learners encompass approximately 11 total students. Any instructional needs of the aforementioned student populations will have priority for such services to ensure continued growth for learning.

IN-PERSON INSTRUCTIONAL OFFERINGS
Hire 2 additional teachers to reduce class size for general education classes in grades K-8 to minimize the number of students attending during the hybrid schedule. This action is designed to provide in-person instruction and address concerns of student connectedness and acceleration of learning. We will provide a hybrid schedule Monday through Friday with an AM/PM schedule for the elementary schools and an A/B schedule at the middle school level. Mondays will be asynchronous instruction for all students. At the middle school grade span, students will have the ability to sign up for academic work shop as well as enrichment classes on Mondays. These types of classes will provide as an opportunity for students to be engaged in curricula beyond the assigned instructional day.

DISTANCE LEARNING
Reassign 15 elementary teachers to provide synchronous and asynchronous instruction based on families who chose to sign up for distance learning. We provided this option to all of our parents who did not want in-person learning. The district recognizes there are many circumstances when distance learning may be more appropriate. Some students may have a health concern, be medically fragile, have family members with a health concern, or live or regularly interact with high-risk individuals. The district also wanted to provide an option for families that feel their student(s) would be put at-risk by in-person instruction. In order to prepare for distance learning the 2020-2021 school year the district chose to replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students. The District believes that the district-wide use of supplemental funds for teacher laptops supports the teachers in delivering a robust distance learning program and supports our districtwide 1:1 initiative for increasing student learning outcomes, especially for unduplicated count students and students with disabilities. These computers will allow for teachers to conduct daily instruction as well as small group intervention. The District believes that the district-wide use of funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially unduplicated count students and students with disabilities. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. This year we are providing devices for Kindergarten through 8th grade. With distance learning for Transitional Kindergarten (TK), we will provide an iPad for any TK students who may require a device. A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to engage students in critical thinking, collaboration, creativity and communication skills for our children. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups, including unduplicated count students for distance learning.

PUPIL LEARNING LOSS
Mitigation of lost learning is critical in both hybrid and distance learning this school year. As on campus cohorts are small this school year, teachers are able to intervene with students more effectively than in the past with larger class sizes. The smaller class sizes are critical for unduplicated students. PRUSD will be providing stipends for students to engage in small group intensive instructional academies at each school site. The instructional academies will focus on Math and English Language Arts. The learning academies will be conducted via Zoom to make sure the learning cohorts are kept pure for the on-campus students to mitigate the spreading of the COVID-19 virus. All students will be refered to these learning academies by their primary teachers.
Procurement of supplemental intervention materials and software which includes English Language Arts and Math programs to assist with lost learning. The district believes the use of several supplemental programs will make a difference for unduplicated count students, including students with disabilities. These software programs will allow students to progress at their own rate or accelerate while at home or on campus. The programs are user friendly so parents are able to assist with students that need these interventions. Some of the programs use adaptive technology to extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner. Many of the programs address every student’s learning needs, accelerate growth, and enable all students to access grade-level learning. They engage students through motivation, personalization, and game simulation to encourage students to remain engaged while learning.

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

Provide a District Counselor/Social Worker to address the social-emotional needs of all students. The district-wide allocation of counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. Providing counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Effective counseling programs are important to the school climate and a crucial element in improving student achievement. District Psychologists are available to assess and support struggling learners. The district will maintain two District Psychologists to support assessments and designing supports for learners for emotional and academic deficiencies. The district believes maintaining the level of psychologists are essential in maintaining services for all learners. During this time of a pandemic, a school psychologist plays several of the following essential roles:

* School psychologists have extensive training in child development.
* School psychologists are trained for crisis-intervention situations.
* The school psychologist plays a role in strengthening family and school partnerships and community outreach.
* School psychologists support school accountability efforts through assessments.

Procure and implement EVERFI social-emotional learning curriculum and provide necessary professional development for teachers. The district believes that a curriculum specific to supporting the social and emotional development of students is an integral part of providing a comprehensive learning experience for all students. EVERFI SEL is approved by Collaborative for Academic, Social and Emotional Learning (CASEL), teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 12. The district also believes SEL learning will be essential as part of a distance learning program to enhance student connectedness when they are not physically present together.

PUPIL ENGAGEMENT AND OUTREACH

Student Attendance Clerks, Teachers, Site Principals, Counselor, Student Services/Special Education Director and Nevada County Community Liaison will assist monitoring student attendance and engagement and implement strategies to improve. This action focuses resources on decreasing chronic absenteeism and increasing student attendance and engagement within our hybrid and distance learning environment. PRUSD will provide Student Attendance Clerks, Teachers, Site Principals, Counselor, Student Services/Special Education Director and Nevada County Community Liaison to monitor student attendance and engagement and implement strategies to improve
student engagement. Each member of the re-engagement team will monitor how students are progressing and will refer students to the necessary interventions to re-engage them.

The Required Descriptions section contains details on how the services of unduplicated count students are being increased or improved by the percentage required: Pleasant Ridge Union School District has a small population of foster youth, English learners and low-income students. The aforementioned group of students are a priority when services are provided for the entire student population.

IN-PERSON INSTRUCTIONAL OFFERINGS
Hire 2 additional teachers to reduce class size for general education classes in grades K-8 to minimize the number of students attending during the hybrid schedule.
This action is designed to provide in-person instruction and address concerns of student connectedness and acceleration of learning. We will provide a hybrid schedule Monday through Friday with an AM/PM schedule for the elementary schools and an A/B schedule at the middle school level. Mondays will be asynchronous instruction for all students. At the middle school grade span, students will have the ability to sign up for academic work shop as well as enrichment classes on Mondays. These types of classes will provide as an opportunity for students to be engaged in curricula beyond the assigned instructional day.

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PUPIL LEARNING LOSS
Mitigation of lost learning is critical in both hybrid and distance learning this school year. As on campus cohorts are small this school year, teachers are able to intervene with students more effectively than in the past with larger class sizes. The smaller class sizes are critical for unduplicated students. PRUSD will be providing stipends for students to engage in small group intensive instructional academies at each school site. The instructional academies will focus on Math and English Language Arts. The learning academies will be conducted via Zoom to make sure the learning cohorts are kept pure for the on-campus students to mitigate the spreading of the COVID-19 virus. All students will be referred to these learning academies by their primary teachers.

Procurement of supplemental intervention materials and software which includes English Language Arts and Math programs to assist with lost learning. The district believes the use of several supplemental programs will make a difference for unduplicated count students, including students with disabilities. These software programs will allow students to progress at their own rate or accelerate while at home or on campus. The programs are user friendly so parents are able to assist with students that need these interventions. Some of the programs use adaptive technology to extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner. Many of the programs address every student’s learning needs, accelerate growth, and enable all students to access grade-level learning. They engage students through motivation, personalization, and game simulation to encourage students to remain engaged while learning.

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING
Provide a District Counselor/Social Worker to address the social-emotional needs of all students. The district-wide allocation of counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. Providing counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Effective counseling programs are important to the school climate and a crucial element in improving student achievement. District Psychologists are available to assess and support struggling learners. The district will maintain two District Psychologists to support assessments and designing supports for learners for emotional and academic deficiencies. The district believes maintaining the level of psychologists are essential in maintaining services for all learners. During this time of a pandemic, a school psychologist plays several of the following essential roles:
* School psychologists have extensive training in child development.
* School psychologists are trained for crisis-intervention situations.
* The school psychologist plays a role in strengthening family and school partnerships and community outreach.
* School psychologists support school accountability efforts through assessments.

Procure and implement EVERFI social-emotional learning curriculum and provide necessary professional development for teachers. The district believes that a curriculum specific to supporting the social and emotional development of students is an integral part of providing a comprehensive learning experience for all students. EVERFI SEL is approved by Collaborative for Academic, Social and Emotional Learning (CASEL), teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 12. The district also believes SEL learning will be essential as part of a distance learning program to enhance student connectedness when they are not physically present together.
PUPIL ENGAGEMENT AND OUTREACH
Student Attendance Clerks, Teachers, Site Principals, Counselor, Student Services/Special Education Director and Nevada County Community Liaison will assist monitoring student attendance and engagement and implement strategies to improve. This action focuses resources on decreasing chronic absenteeism and increasing student attendance and engagement within our hybrid and distance learning environment. PRUSD will provide Student Attendance Clerks, Teachers, Site Principals, Counselor, Student Services/Special Education Director and Nevada County Community Liaison to monitor student attendance and engagement and implement strategies to improve student engagement. Each member of the re-engagement team will monitor how students are progressing and will refer students to the necessary interventions to re-engage them.