

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

River Delta Joint Unified School District is located in the beautiful Sacramento Delta in three counties: Yolo, Sacramento and Solano. We believe this is a benefit to our schools in that there are more human resources and services available to our students and their families. However, during the Covid pandemic, it has been challenging to keep information and guidance from all three counties updates and communicated in a timely manner. Oftentimes, our eleven communities become confused about which guidance pertains to the school as opposed to their communities.

River Delta Joint Unified School District and the eleven communities it serves are stunned by the impact that the COVID-19 has had on its students, staff members, and its community members. Our schools are the cornerstone of their communities so their closures have created dismay, frustration and unhealthy daily habits occurring on a daily basis for the majority of our people, especially our students of color and low income families. Educators take pride in being professionals who are well planned and prepared for the maximum positive impact on our youth and their future. The COVID pandemic defies all of the most impactful aspects of education.

Based on the fact that our profession as we know it was forced to come to a screeching halt and immediately transformed into a virtual setting, our school staff did the best they could to serve our students in the final months of the 2019-2020 school year. Unfortunately, our teachers described our students' knowledge gaps at the start of the 2020-2021 school year to be more prevalent than ever after a summer break. The students are exhibiting a more difficult time recalling facts, processing details and using learning strategies that used to be second nature to them. This may be due to the emotional and social trauma our students experienced during the initial school closures and continue to experience in this extended school closure.

Our school district is nestled in a very distinct geographic location in California made up of numerous islands vast in land. As beautiful and peaceful as it is, the magnitude of the digital divide in our communities is overwhelming at best. Our communities are made up of migrant camps, cluster of agricultural housing, trailer park and marina housing as well as houseboat and sailboat living situations. Our administrative team committed hundreds of hours driving around the Sacramento Delta, on and off islands, trying to figure out how to get the families access to internet service often discouraged and defeated when no service provider could provide them access through a Hot Spot.

In our journeys, we were able to also assess firsthand the physical and mental health decline of many of our students and their families. It was not uncommon to wake our high school-aged students up in the middle of the afternoon while attempting to test the latest Hot Spot service or deliver a Grab and Go breakfast and lunch to them. Elementary level students would beg us to bring them to see their friends. We were responding weekly to

students posting on social media that they were contemplating ending their own lives. Tension in our families' homes are an all-time high now that families are cooped up in their homes. Some students have expressed witnessing ongoing physical abuse. Taking into account all of these factors coupled with many teachers trying their best to become competent users of technology, student engagement and participation in the Spring of 2020 significantly decreased within the first couple weeks of instruction.

English Learners, students with IEPs, and Homeless and Foster Youth had designated staff members responsible for connecting with them individually to inquire about their challenges and design a support system for them. Several School Board Members, the Superintendent, Chief Educational Services Officer, School Nurses and a group of willing teachers delivered bagged lunches on a daily basis to the remote areas of our District. The parent feedback on this additional service was overwhelmingly positive. In spite of it all, the RDUSD staff and the students and families they serve, continue to rise above it all and work tirelessly to provide the best education possible. We are committed to assuming others are acting out of positive intent, exercise a whole lot of grit anchored in grace, and accepting what is, letting go of what was, and having faith in what will be.

## Stakeholder Engagement

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

Although the timeline was short, River Delta Unified School District made its best attempt to gather as much feedback from each stakeholder group as possible.

Student feedback at the high school level was gathered early and often from the site principals. Students were sent a survey through email to complete and submit shortly after the school closure in mid-March. Additionally, the students were randomly interviewed by phone and in person in regard to the experience with Distance Learning and their recommendations for improvement and ideas for on how to provide support for their peers.

To solicit initial feedback from our certificated and classified staff members, RDUSD scheduled virtual meetings through Zoom. We designed these meetings to be less structured in format on purpose so that our employees could express themselves without restriction.

To follow up on the initial feedback we received from our Zoom meetings, RDUSD solicited additional feedback from our employee stakeholder groups, including the certificated and classified unions, about the reopening of school during the COVID pandemic with a series of in-person meetings. We met with six different groups of 10 employees for an in-person meeting organized into six categories:

1. Health & Safety: Protocols, Screening, Contact Tracing, Testing, PPE, Social Distancing, Transportation, Reporting, Health Education, & Facilities
2. Instructional Program: Expanded Programs and Options, Virtual Platforms, Ed Tech Programs, Special Education, Content Standards, Differentiated Instruction in Blended Learning, Assessment, Grading, Professional Development, and Learning Loss Strategies
3. School Schedules: Blended Approach, Modified Schedules, Equity and Access, Strategies for Minimizing Exposure
4. Extracurricular: Outdoor, Transition, Extracurricular and Student Activities
5. SEL & Mental Health: Assessment, Continuous and Emergency Services and Support Plans
6. Communication: Prioritization, Plans and Timelines

Each of the employee groups had a representative solicit feedback from their employee group and attend this in-person meeting to communicate and represent the ideas, thoughts, concerns and questions of his/her employee group. Every individual employee was offered the opportunity to email the Superintendent or Chief Educational Services Officer any ideas, concerns and/or questions regarding the planning for school operations, COVID-related purchases and new protocols needing to be established due to the COVID crisis.

To solicit feedback from our parents and extended family members, we scheduled virtual meetings through Zoom in both English and Spanish. These meetings began with sharing a vision and preliminary draft plans designed from the feedback we received from our employee groups. The parents were then given the opportunity to share their ideas, concerns and questions with the meeting facilitator. For parents who do not have internet connectivity in their homes, School Board Members, the Superintendent, School Nurses and Chief Educational Services Officer were able to get feedback from the families and problem solve issues with electronic devices, online instruction and platforms.

To connect with community members and the city government of Rio Vista, we accepted their invitation to be a part of an Essential Workers Collaborative they established. Our goal was to support the efforts of the other groups and keep the lines of communication open during the COVID crisis. The Superintendent and School Nurse attended all meetings the City of Rio Vista hosted. Additionally, one of the non-profit organization in Rio Vista, RioVision, invited the Superintendent to be a guest speaker at their Town Hall meeting to discuss the preliminary plans for reopening schools and solicit feedback from the community members.

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

Remote participation in stakeholder feedback meetings and public hearings were made available to our families and community members through the surveys on Google Forms, Zoom meetings and Webinars, audio conference calls, email, text messages, individualized phone calls and publicly accessible Public Comment cards created in Google Forms.

A Public Hearing on this RDUSD Learning Continuity and Attendance Plan was held at a regularly scheduled meeting of the RDUSD Board of Trustees on Tuesday, September 8, 2020. The public was given the opportunity to submit a completed 'Public Comment' through a Google Form. There were no public comments submitted.

On Monday, September 28, 2020, the RDUSD Board of Trustees unanimously approved to adopt this RDUSD Learning Continuity and Attendance Plan.

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

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. This feedback was collected from facilitating meetings with the District Advisory and District English Learner Committee, Site Leadership Teams, School Site Councils, Student Council members, Parent Teacher Club members and Booster Club members. This feedback was related to multiple phases of the COVID pandemic: school closure in the Spring, RDUSD's return to Distance Learning and Hybrid in-person instruction, and common challenges stakeholder were currently experiencing. Some of these challenges existed prior to the pandemic, may have been exacerbated by the pandemic, and will remain after unless they are addressed for the long-term. It

is important to note that strong correlation exists between many of these items and RDUSD’s principles for our Remote Learning Plan and the Hybrid Learning Plan. Listed below are the key ideas from the feedback that emerged across most or all of the stakeholder groups:

- This is an opportunity to do things differently and disrupt the status quo – to ensure equity and access for all students.
- Training, instruction, and communication need to meet the individual and group needs of students, families, and staff.
- Distance learning program in the Spring was not effective and needs to be much improved for our Remote Learning program in the Fall. Critical aspects include daily live instruction from an RDUSD teacher, guided practice, access to recorded daily lessons, improved communication between students and parents and the teachers and staff, and communication of clear learning expectations on a regular basis.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and improve the instructional experience of students and families.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in our Remote Learning program.
- Students should have the option to continue Remote Learning for the remainder of the year, even when Hybrid Learning, in-person instruction, resumes.
- Communities want continuous updates on what is happening within the school system.

- Parents expressed their grave concern about their vast issues and concerns about their children’s access to internet connectivity, health and safety protocols and practices when we begin our hybrid program, and the stability of their children’s mental health, their disappointment over the absence of social engagement, athletic and other extracurricular programs and their fears about learning loss and the impact it will have on their futures.
- Parents and students are experiencing levels of fear and stress that they were experiencing and determined how urgent and important it was for us to make a decision about how we can offer a virtual experience simultaneous to an in-person experience.

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

Specific stakeholder feedback has influenced multiple components of the RDSUD Learning Continuity and Attendance Plan. These influences include a wealth of specific feedback on the draft plan. The following are the major concepts that transpired from the various stakeholder meetings and were incorporated into this plan:

1. The students and parents wanted more structure in our Distance Learning program with clear expectations of the times to log onto the Zoom sessions and well as meaningful instruction directly from their RDUSD assigned teachers. At the secondary schools, we were able to design a more structured system by following the class period of Master Schedules for the secondary schools. At the elementary level, we work to ensure that grade level Zoom sessions did not overlap so older siblings could assist the younger sibling and/or to limit the bandwidth usage within one living space at any given time. Daily access to recorded instruction from each teacher was a critical aspect of ensuring equitable access to all students. Therefore, teachers requested the ability to utilize the paid features Zoom has to offer through their Zoom Pro licenses. Ensuring all equipment and supplies were purchased to offer protection for the health and safety of the staff and students was a top priority.

2. The development of Social Emotional Learning lessons focused on universal themes that support connecting, belonging and other aspects of social and emotional well-being.
3. In-district and online training opportunities when requested by staff members and an online support for parents through a support ticketing system are critical for the success of the program.

## 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.]

River Delta Unified School District’s goal is to ensure that students maintain a high level of academic and social engagement through educational opportunities utilizing classroom based instruction whenever possible, particularly for students who have experiences significant learning loss due to school closures in the 2019-2020 school year or those who are at a greater risk of experiencing learning loss due to future school closures. RDUSD has implemented institutional protocols and learning procedures to remain consistent with its core values of maintaining rigorous instruction, nurturing the whole child through personalizing instruction to meet the needs of all students through in-person instructional offerings and remote learning in the event of continued extended closure of our campuses.

To ensure the safety of students and staff consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, cleaning and disinfecting for physical health and safety in the school facilities, RDUSD reopening of schools plan is a hybrid, phased reopening model that provides two days a week of in person instruction broken into cohorts. Classes/grade levels are divided into smaller groups, Cohort A, Cohort B and Cohort AB. Cohort A will attend school in-person every Monday and Tuesday. Cohort B will attend school in-person every Thursday and Friday. Cohort AB will attend school Monday, Tuesday, Thursday and Friday. Wednesday has been selected as remote learning day to allow for proper sanitation and deep cleaning between the cohort sessions.

River Delta Unified School District recognizes that Special Education, English Language Learners, Foster/Homeless students and students without access to online instruction hold highest priority to campus-based opportunities when applicable. These groups face additional challenges in the remote learning model. These special populations have been identified to be supported in the AB cohort. These students have priority to return to campus four days a week to support greater learning needs and increased learning loss support.

Teachers will be utilizing assessments prior to, during and after delivering high quality instruction in an effort to identify students who have experiences significant learning loss due to the school closures in 2019-2020. Assessments will be provided in a systematic cycle including initial screenings, formative and summative assessments. RDUSD will utilize Pearson, Interim Benchmarks, STAR, Accelerated Reader, Lexia, IXL, MAP, SIPPS, Think Central, Wonders

Diagnostic, Corrective Reading and Read Naturally Assessments. This assessment data will be utilized to develop an instructional schedule to address student needs with a focus of implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

RDUSD is committed to providing a multi-layered, comprehensive, and accountable school counseling program to support social emotional and mental health through this critical time. In collaboration with school staff, families, and the community, students will have the opportunity to access emotional support while promoting academic success. Students will have direct and indirect services via Zoom and phone conferences with parent consent. RDUSD counselors can hold Zoom sessions with referred students focusing on the Five Core Competencies of counseling; Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. School sites will also establish Zoom “Academy Sessions” with referred students to provide guided support. RDUSD can also provide indirect services such as referrals, consultations and collaboration with community agencies to assess students with long-term therapeutic care. Families can utilize the resources available on the RDUSD webpage ([www.riverdelta.org](http://www.riverdelta.org)) under Remote Learning . These resources include curriculum-based resources, grade level support, troubleshooting for common issues, a digital relaxation room, guided meditation, coloring and yoga.

Staff will communicate their site-based referral process when they are concerned about a student exhibiting the signs and symptoms that potentially indicate a student is struggling emotionally or mentally.

RDUSD will support the regaining of student’s connectedness to their school community by maintaining consistency with the implementation of site-based Positive Behavior Support and Intervention (PBIS) systems, providing consistent routines and structure, preparing students for the event of reverting back to full time remote learning and training for motivation and accountability.

River Delta USD, our schools, and our staff cannot completely eliminate the risk of exposure to COVID-19, despite every effort to clean, sanitize and practice all safety protocols as outlined by the State and County Departments of Public Health and Safety. While on campus our students and staff will be encouraged to actively exercise the following practices:

1. Wash hands frequently throughout the day.
2. Wear a face mask.
3. Cough and sneeze into the bend of your elbow.
4. Maintain 6 feet of distance between yourself and other individuals.
5. Refrain from touching your face, nose or eyes.

Students and staff who do not self-identify as having an underlying health conditions restricting them from doing so, will wear their face coverings during school contact hours when six feet of distancing is not possible.

Prior to presenting for school daily, families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever 100.1F or higher must stay home. Parents have also been advised to screen their children for respiratory symptoms such as a fever, cough and shortness of breath prior to leaving for school each day. Families will be provided a quick reference guide to use when screening their children. Students experiencing symptoms must not attend school.

Staff members must also perform a self-check each day before arriving on campus including a temperature check.

Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.1F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat them in an isolated seat on the bus and transport them to the nearest school on the route to place him/her in the care of the school nurse or principal.

Staff will be provided a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well.

Transparent barriers will be installed in all school offices to provide a barrier between school secretaries and others.

Teachers will provide short lessons on recommended health education topics. Teachers and staff have been provided with links to an online course on the recommended ways to contribute to the cleaning and sanitation of their classroom, classroom equipment and supplies. Site-based leadership classes will be engaged in planning and preparing site-based messaging for social distancing protocols and proper hygiene practices.

Hand sanitizer will be used by students and staff when hand washing is unavailable.

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

Description	Total Funds	Contributing
<b>Personal Protective Equipment:</b> Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$ 25,000	N
<b>Health Materials:</b> Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness	\$ 17,000	N



Description	Total Funds	Contributing
<b>Disinfecting Materials:</b> Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$ 135,000	N
<b>Visual Cues:</b> Signage, posters, and floor decals throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$15,000	N
<b>Custodial Services:</b> Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$918,000	N
<b>HVAC filters:</b> Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice	\$11,000	N
<b>Physical Distancing Barriers:</b> Plexiglass shield will be provided when frequent and close contact is likely and does not ensure for 6 feet of social distancing such as the front desk.	\$5,000	N
<b>Individual Supplies:</b> Additional supplies to limit the number of individual students using shared objects	\$5,0006	N

## Distance Learning Program

### Continuity of Instruction

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

RDUSD created a remote learning plan to outline institutional protocols and learning procedure that to provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality through transitions from in-person instruction and distance learning as necessary. RDUSD will remain consistent with core values of maintaining rigorous instruction, nurturing the whole child and personalizing instruction to meet the needs of all students. This plan rests on preparation, community, readiness and support.

RDUSD works under the assumption that distance learning is part of the “temporary normal”; therefore, our planning is guided by the notion that the ability to deliver periodic distance learning. In all situations, the goal is to adapt and thrive.



The value of the community is central to our distance learning efforts. In all academic and non-academic planning, the value of relationships and personal connections is prioritized. The impact of extended closures of schools can be as disruptive to the social emotional health of students as it is their academic progress. RDUSD will always prioritize the nurturing of relationships that are essential to the culture of the school community.

RDUSD staff is committed to effectively using the district-supported remote learning platforms and tools, which necessitate a high level of faculty expertise. As part of RDUSD's ongoing professional growth plan, mastery and implementation of the remote learning platforms and tools by all members of staff will be priority.

Dependent on the rationale for closures of campuses, RDUSD recognizes that some members of our school communities may be disproportionately impacted. As these stresses emerge, the district is committed to personalizing each response with care, sensitivity and empathy while maximizing our support for those in need.

Successful and rigorous distance learning requires that RDUSD lean into the best teaching practices from educators while promoting student pride and ownership in the product of their work. Each teacher will work to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school. In the Remote Learning program, RDUSD teachers will be designing and delivering direct instruction, guided practice opportunities, independent learning opportunities.

These three components will be planned and delivered in coordination as they are essential components of effective instruction.

Students will be provided five days of direct instruction and independent practice per week. Students will receive live instruction through Zoom and access their assignments and learning activities through Google Classroom. Teachers will provide all independent practice assignments and opportunities to students daily. This work will not replace the direct instruction and guided practice work taking place during the school day.

## **Access to Devices and Connectivity**

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

Our school district is nestled in a very distinct geographic location in California made up of numerous islands vast in land. As beautiful and peaceful as it is, the magnitude of the digital divide in our communities is overwhelming at best. Our communities are made up of migrant camps, cluster of agricultural housing, trailer park and marina housing as well as houseboat and sailboat living situations. Our administrative team committed hundreds of hours driving around the Sacramento Delta, on and off islands, trying to figure out how to get the families access to internet service often discouraged and defeated when no service provider could provide them access through a Hot Spot. Furthermore, we visited and identified living spaces where students live that did not have access to electricity making it impossible for the student to charge any electronic device.

River Delta Joint Unified School District has purchased and will issue a district-owned portable electronic device to every student enrolled in the district who have requested it. For those students who do not have regular/reliable access to WiFi (home internet), a district-owned mobile hotspot will be issued and/or will be provided with information on how to get free or low-cost internet in the home from local internet providers. Computers, hot spots, and textbooks and other supplies were handed out during the week prior to the start of school in a drive-thru model held over six days, with morning and

evening hours for pick up. Additionally, each site has hours each day when the front offices at each school site is open for families to come by to pick up needed textbooks, other instructional materials and supplies. RDUSD has successfully handed out a laptop or Chromebook to 100% of the students who have requested them. Every RDUSD staff member and student is provided with a school-based, Google email address/username and password, which provides them with access to all Google Suite applications. All district-owned laptops issued to staff have access to Outlook and the Microsoft Productivity Suite (Word, Excel, PowerPoint, etc). Students and parents/guardians are required to sign a technology use agreement which covers areas such as student use, expectations and financial responsibility.

For students whose living space is located in an area where internet connectivity is not available even with a WiFi hotspot, we designed a system for ensuring access to the direct instruction and daily assignments is possible. We purchased two flash drives per student per class so the teacher can upload the recording of the instruction and assignments onto them. The flash drives are rotated between home and school: one in the home with the student and one with the teacher. One flash drive is delivered to and from the student living space 2-3 times a week by one of our bus or van drivers and an instructional assistant during our lunch delivery system. RDUSD purchased laptops for each of these students because a Chromebook lacks the proper hardware space to install an application that would play the recorded video of the direct instruction.

## **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.]

RDUSD will be providing multiple measures of participation and time value of work while accounting for personal contacts with students and their families members and synchronous instructional minutes (direct instruction and guided practice) through several tools that are accessible by parents, staff, and students.

Students are expected to participate in a minimum number of instructional minutes each day in compliance with the CDE requirements: 180 minutes (TK-K), 230 minutes (Gr. 1-3) and 240 minutes (Gr. 4-12). A 4x4 block schedule continues to be implemented at Rio Vista High School and Delta High School and Clarksburg Middle School elected to begin implementing the 4x4 block schedule for the 2020-2021 school year to minimize the number of daily exposures when we begin our hybrid program. All teachers offer at least 60 minute of office hours to be available to students and their parents for troubleshooting and/or support.

Teaching staff are required to have weekly lesson plans set up in Google Classroom, which includes time accounting for all synchronous and asynchronous work, including Zoom meetings, activities, assignments, and assessment. Teachers are expected to meet virtually with their students through Zoom “Academy Session”, provide direct and guided practice instruction, take attendance and post the recording of their instruction daily.

This time accounting will be kept through Aeries as the official Weekly Engagement record for each student as required by the state. Live contacts with each student will be accounted for primarily through the use of Zoom and Google Classroom while other internet and telephonic communication, or other means permissible under public health orders may be used as well. Digital recordings of instruction and interaction between students and teachers in each Zoom session will be posted, compiled and available to staff, students and their parents.

Daily attendance is taken in Aeries for each class based upon the daily time value of work completed by the student, including the student's participation in their classes' Zoom meetings and making adequate progress on daily classwork. Students who are marked absent in one or more of their courses will prompt an automatic notification be sent to the family via School Messenger. Parents can excuse an absence by contacting the school and providing a valid excuse. This attendance record in Aeries will act as the official Daily Participation record for each student as required by the state.

### 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.]

RDUSD has continued to support professional development and resources provided to staff to support the distance learning program including technological support. The week of April 14-17, 2020, RDUSD provided a week of voluntary trainings designed to help support moving forward with remote learning. The training was generated based on teacher need and interest, designed specifically to support our educators with resources and information specific to RDUSD student and staff needs for remote learning. The training sessions were all recorded and stored on the RDUSD remote learning webpage as teacher resources ongoing use. The sessions were designed in 1.5 hour timeframes, providing 1 hour of training and 30 minutes of troubleshooting for any educators who may need the additional one on one support.

#### RDUSD April Teacher Training Schedule

Date	Time	Course	Trainer
Tuesday April 14, 2020	8:00-9:00am	<a href="#">Google 101 preschool-2</a>	Steve Wright
Tuesday April 14, 2020	10:20-11:20am	<a href="#">Google Classroom: Physical Education (TK-5)</a>	Katie Ingalls
Tuesday April 14, 2020	11:30-12:30pm	<a href="#">Google Forms for Formative Assessment and Intervention</a>	Kaitlyn Gilliland
Tuesday April 14, 2020	12:40-1:40pm	<a href="#">Ways to Connect with Families: A guide to communication through Distance Learning</a>	Lauren Tyner
Tuesday April 14, 2020	1:50-2:50pm	<a href="#">WeVideo</a>	Steve Wright

Wednesday April 15, 2020	8:00-9:00am	<a href="#">Google 101 3-5</a>	Steve Wright
Wednesday April 15, 2020	9:10-10:10am	<a href="#">Class Craft</a>	Gabino Perez/Bill Hodges
Wednesday April 15, 2020	10:20-11:20am	<a href="#">Creating Interactive Google Slides</a>	Marcy Rossi
Wednesday April 15, 2020	11:30-12:30pm	<a href="#">IXL Best Practices</a>	Alyson Stiles
Wednesday April 15, 2020	12:40-1:40pm	<a href="#">Big Ideas (Middle/Secondary Math)</a>	Alyson Stiles
Wednesday April 15, 2020	1:50-2:50pm	<a href="#">School Loop: Webpage Building</a>	Steve Wright
Thursday April 16, 2020	8:00-9:00am	<a href="#">Google 101 6-8</a>	Steve Wright
Thursday April 16, 2020	9:10-10:10am	<a href="#">Mcgraw Hill: Wonders for Elementary</a>	Elise Wootton
Thursday April 16, 2020	10:20-11:20am	<a href="#">Google Classroom Advanced</a>	Sefia Rounds and Maryn Anderson
Thursday April 16, 2020	11:30-12:30pm	<a href="#">Flip Grid</a>	Heather Dolk
Thursday April 16, 2020	12:40-1:40pm	<a href="#">Making GoogleClassroom Engaging</a>	Aaron Sever
Thursday April 16, 2020	<a href="#">1:50-2:50pm</a>	<a href="#">WeVideo</a>	Steve Wright
Friday April 17, 2020	8:00-9:00am	<a href="#">Google 101 9-12</a>	Steve Wright
Friday April 17, 2020	9:10-10:10am	<a href="#">Studysync 7-12</a>	Sefia Rounds

Friday April 17, 2020	10:20-11:20am	<a href="#">Communicating and Connecting with Families</a>	Rebecca Stark
Friday April 17, 2020	12:40-1:40am	<a href="#">Google Classroom: Physical Education (6-12)</a>	Katie Ingalls
Friday April 17, 2020	1:50-2:50pm	<a href="#">School Loop: Webpage Building</a>	Steve Wright

On August 6 and 7, 2020, new educators were provided two days of professional development in an effort to support their onboarding to RDUSD as well as provide them with a jump start to remote learning and teaching. August 10, 2020, was a full day of professional development with resources designed to support beginning the year in distance learning. Curriculum support sessions, online based social emotional learning platforms and technology support classes were all included in the offerings.

RDUSD surveyed educators for ongoing technology and professional development training needs and continues to provide weekly training sessions on Wednesdays based on the feedback generated from the survey. Teachers have been provided training for Google Suite at the primary, elementary and secondary levels, Zoom, SWIVL, Online student engagement, Renaissance Learning, Sanford Harmony, Building Classroom Community, Attendance and Grading since the return to school for the 2020-2021 school year.

Additionally, RDUSD has provided training and technology support for students and families since the initial closure of school in March 2016. Those trainings have been archived and listed on the district website as resources for families to reference at any time. All RDUSD training and support has been offered via Zoom and recorded to archive for future use should the need arise.

## Staff Roles and Responsibilities

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

Simply stated, there is no employee that has not experienced a change in roles and responsibilities since the COVID crisis began. There is no comprehensive way to answer this prompt and give the staff the respect they deserve for all they have done to adjust to the situation.

- Teachers are redesigning their instructional strategies and approaches to build relationships with students and building a classroom community and redirecting student behavior virtually, balancing showing empathy for each students' home/living space situation and holding the student accountable, designing visually pleasing and interactive and engaging Google Classroom pages, and responding to and assisting students and parents with their technological challenges, and determining the best approach to students and parents needing around the clock assistance.

- Bus, van and car drivers are now delivering lunches to students who live in remote areas and will need to begin wellness check for every student who rides in the district-owned vehicle assigned to them.
- Instructional Assistants are assisting in the mandatory paperwork associated with those lunch deliveries, joining and assisting with the management of Zoom session, and ensuring the production of paper-based instructional packets.
- Food Service Workers have redesigned their procedures to accommodate the Grab&Go lunch system by assembling paper bag lunches and distributing them in the outdoors in the summer heat.
- Custodians are rearranging every physical space on campus to accommodate the social distancing protocols set forth by the state, performing daily deep cleaning of rooms and high-touch surfaces, frequent evaluation of the HVAC system and fresh air ventilation opportunities.
- Secretaries are preparing instructional materials for the teachers, assisting parents with electronic devices, supporting parents by giving behavior guidance to students over the phone, managing the distribution of electronic devices and will receive students and staff exhibiting COVID symptoms and making sure that they are taken care of properly.
- Classified Confidential, District Office Secretaries, District Interpreter and Accounting Specialists are unloading shipments of textbooks and assisting in the preparing and inventory of Hot Spots.
- Teacher on Special Assignment for Technology Integration is troubleshooting issues students, parents, and teachers are having at their homes/living spaces, acting as the liaison for the District to all online platform agencies and digital platforms for our adopted curriculum.
- After School Program Director, Site Coordinators and Group Leaders are providing child care services during the contracted work day for children of RDUSD employees and other Essential Workers in our communities.
- Director of Personnel is receiving and processing COVID-related leave requests, implementing a new substitute teaching protocol, and replacing staff members requesting approved Leave of Absence.
- Principals and Assistant Principals are offering assistance to families in attempt to get them the best internet connectivity situations possible, printing master copies of assignment packets for teachers, serving as the Alternative Host for Zoom meetings when teachers are absent, and keeping careful record of all electronic devices and the status of each students' level of connectivity to ensure equitable services.
- Supervisor of Staff and Student Information Systems is programming new attendance codes, setting up attendance and weekly engagement screens, and re-labelling course section codes.

## 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.]

RDUSD sent out a district-wide memo to all teachers and principals, including lists of distance learning resources for integrated and designated ELD, reminding all teaching staff that designated and integrated ELD continues to be required during Distance Learning. The EL Coordinator met with all ELD teachers at each site to determine their needs, analyze the formative student assessment results and to ensure that they were a resource for staff on their campuses. ELD teachers are continuing to support their students in their ELD classes, as well as supporting their colleagues who are serving EL students. Programs like Flip Grid are being used for students to practice and receive feedback on language.

All families were surveyed or interviewed to determine their technology needs within their home. RDUSD submitted several rounds of purchase orders to fill the family's needs for Chromebooks, laptops and Hot Spot devices. All students who did not have technology at home were loaned a Chromebook for Distance Learning. Hotspots were also purchased and made available at no cost for families that were unable to connect. In some cases, even with a Hot Spots, there are rural areas where internet access is still unobtainable. For these "no access" families, a system was designed using laptops instead of Chromebooks to insert a flash drive with the recorded instruction on it to were put together in addition to phone call check-ins from their teachers and school principals. The Migrant Education Instructional Assistants aides in the district have continued to reach out to migrant families to support their students. Beyond teaching staff, instructional assistants, and school counselors, the after-school program staff members have also remained available to support students through individual Zoom tutoring sessions and phone calls. Migrant summer school was held via Distance Learning during the month of June.

In an effort to support Special Education students and students with 504s, RDUSD provided each student with an Individualized Distance Learning Plan. These plans were made in collaboration with families. This plan is not necessarily a part of the IEP and does not change the IEP offerings but is used for the current emergency conditions and explained what services the district is able to provide with an outline of those minutes for the duration of school closure. All plans were documented in SEIS. Families were provided this written documentation within the first two weeks of the 2020-2021 school year.

RDUSD administration took on the role of the Foster/Homeless liaison, as the district social worker designated for these duties was in the at-risk group and retired during this time. This provided an opportunity for site and district administration to get even more familiar and connect to a higher degree with our at-risk students. Many of these students and families met criteria as homeless or foster, low income, etc. Through home visits, meal delivery and supply allocation runs (typical school supplies - backpacks, paper pencils, flash drives, etc.). These efforts continue currently as the social worker position is being advertised and district administration seeks to re-image the position in light of distance learning and imminent return to school with Hybrid Learning and additional remote options such as Simulcast Remote Learning (SRL).

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

Description	Total Funds	Contributing
<b>Electronic Devices:</b> Chromebooks and laptops made available for all students who need a device to access distance learning at home. Upgraded laptops for teachers and instructional aide to be able to develop, facilitate and deliver high quality online instruction.	\$ 310,000	Y
<b>Additional Technology to Support Distance Learning:</b> Wifi hotspots, headsets, SWIVL, and flash drives.	\$ 285,000	Y
<b>Additional Technology for Students with Disabilities:</b> Assistive Technology equipment to access distance learning instruction from home.	\$18,000	N
<b>Foster Youth Services:</b> Maintain staffing and supports that specifically address Foster Youth needs.	\$23,000	Y



Description	Total Funds	Contributing
<b>English Learner Program:</b> Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and Long Term English Learner programs.	\$62,000	Y
<b>Special Education Instructional Assistants and Psychologists:</b> Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$930,000	N
<b>Homeless Services:</b> Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	\$23,500	Y
<b>Assessment Center:</b> Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites.	\$98,000	Y

## Pupil Learning Loss

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

River Delta Unified School District recognizes that addressing learning loss for all students is critical as we move forward in the 2020-2021 school year. The normal regression for most students that is experienced over the summer break is increased, as students have been away from the in-person learning environment since March 16, 2020. Teachers are committed to working together to provide overlap and articulation support for instruction that is needed to address the gaps in learning and missed instruction that resulted from spring 2020 closures as well as providing differentiation for students for the 2020-2021 academic year.

All students who had their Language Fluency code in Aeries marked as 'TBD' due to their Home Language Survey indicating another primary language other than English were initially added to receive remote ELD services until such time as the Initial ELPAC test was able to be administered to the student. Written letters in English and Spanish were sent to the family of the students explaining this process. For the Initial Fall 2020 ELPAC assessments, RDUSD ELD Specialists administered these assessments in-person utilizing the paper/pencil test. Individual testing appointments were made for each student to complete the assessment at one of the two District-designated Assessment Centers at DH White Elementary and Walnut Grove Elementary.

For the Spring 2021 ELPAC administration, RDUSD plans to give these assessment in-person when students are physically on the school sites in either the hybrid or traditional model. For students who have chosen to remain in full-time Remote Learning during the 2021 ELPAC testing windows, the ELPAC will be administered in-person by appointment or, if necessary due to a medical condition, remotely through the computer with the ELD Specialist as a virtual proctor/test examiner.

## 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.]

River Delta Unified School District recognizes that addressing learning loss for all students is critical as we move forward in the 2020-2021 school year. The normal regression for most students that is experienced over the summer break is increased, as students have been away from the in-person learning environment since March 16, 2020. While addressing learning loss in student populations it is critical to address significant learning loss and additional challenges related to learning loss faced by English learners, low-income students, foster youth, pupils with exceptional needs and students experiencing homelessness. RDUSD recognizes that these special populations face additional challenges in the remote learning model. To address and support the challenges and learning loss faced by these groups, they have been identified as student in need of high priority for return to campus once in-person learning in cohort models resumes.

Teachers will be utilizing assessments prior to, during and after delivering high quality instruction in an effort to identify students who have experiences significant learning loss due to the school closures in 2019-2020. Assessments will be provided in a systematic cycle including initial screenings, formative and summative assessments. RDUSD will utilize Pearson, Interim Benchmarks, STAR, Accelerated Reader, Lexia, IXL, MAP, SIPPS, Think Central, Wonders Diagnostic, Corrective Reading and Read Naturally Assessments. This assessment data will be utilized to develop an instructional schedule to address student needs with a focus of implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Access and Connectivity continues to be a unique and difficult challenge in RDUSD. Our students are spread through three counties and many live in remote locations with little to no access to the internet. RDUSD has many low income families with little to no means for purchasing necessary technology and/or internet access. RDUSD has been committed to purchasing technology and educational supports to provide all students with learning opportunities giving priority to students of higher needs including, low income, homeless, foster youth and English Language Learners. Students have been provided Chromebooks and when applicable hot spots to support internet connectivity. In our most remote locations where internet service cannot currently be obtained, RDUSD continues to support these students by providing a laptop with recorded instruction. The recorded obstruction is sent out to students during district lunch service deliveries. The students are able to watch the recorded instruction and complete assignments on the flash drives and send those back to their school sites. Students can call in for support from their teachers during designated office hours and support sessions provided by teachers.

RDUSD has also purchased SWIVL, a hands-free technology support designed to provide both the students and staff a digital learning experience that is more aligned with the experience had during in-person learning. With SWIVL, teachers can navigate the learning environment without having to move their technology support. Students can engage with teachers and their peers and also see all materials and classroom supports. This technology will be integral in providing students with the closest match to in-person learning that can be provided during school closure as well as serve the purpose of providing dynamic and engaging learning opportunities to students who are unable to return to school once the hybrid model begins.

# 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.]

As the academic year continues to progress ongoing assessments will be provided to continue to support pupil learning loss as needed. Assessments, in conjunction with high quality instruction will be aimed to target the individualized needs of our student populations. Teachers and staff are committed to working together to provide overlap and articulation support for instruction that is needed to address the gaps in learning and missed instruction that resulted from spring 2020 closures as well as providing differentiation for students for the 2020-2021 academic year. Those student needs will be supported at the district level by continuous professional development aimed geared specifically to support interventions and student supports. Supplemental support programs such as Renaissance myON, Lexia and IXL will be utilized to support students.

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

Description	Total Funds	Contributing
<b>High School Credit Recovery Summer Program:</b> Online credit recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery.	\$ 35,000	Y
<b>K-8 Summer Program:</b> Online summer program offered in partnership with Migrant Education at a centralized elementary school site.	\$ 66,000	Y
<b>Data Dashboards and Software Tools:</b> Maintain Aeries as our student information system which will track the attendance and daily participation of our educational program and NWEA as our benchmark assessment data system to support implementation of district's common assessment system and school closure dashboard. Purchase Zoom Pro licenses for every teacher and principal to enable substituting teacher access, student polling, and cloud space for recordings of instruction. Purchase Hapara Highlights, an electronic device screen and feedback monitoring and student safety system.	\$ 37,000	Y
<b>Simulcast Remote Learning (SRL) Program Stipends:</b> Compensation for teachers who volunteered to provide simulcasted instruction into the homes of students who must remain on Remote Learning due to a serious medical conditions or family members living in the home with the students who have a serious medical condition.	\$268,112	Y

# Mental Health and Social and Emotional Well-Being

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

To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes will be provided to students by teachers and staff. School psychologists and school counselors will provide continued training for student, staff and parents on signs and symptoms of mental health related concerns and offer tips and advice for addressing the student privately.

Staff will communicate using their site-based referral process when they are concerned about a student exhibiting the signs and symptoms that potentially indicate that the student is struggling emotionally and mentally.

The following actions will be implemented in an effort to regain students' connectedness to their school community:

- Maintain consistency with the implementation of site-based Positive Behavior Support and Intervention (PBIS) system
- Provide consistent routine and structure
- Prepare the students for the event of reverting back to full-time Distance Learning
- Train for motivation and accountability

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on Campus.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

RDUSD proudly offers students and staff a virtual relaxation room. This space is intended to provide student virtual support for emotions and feelings regarding school closure and also provide coping strategies and support through virtual learning. Features of the virtual relaxation room include support, mindfulness, yoga, exercise, guided meditation, live animal cameras, visual relaxation, smartphone apps, coloring and creativity, puzzles and games, music and sounds.

During District Pre-Service days RDUSD provided teachers with a professional development opportunity for how to incorporate Sanford Harmony, a social emotional and mental health curriculum. This training was recorded and is available for educators to access at a later date as support needs arise. Continued professional development surrounding social emotional and mental health needs is available to our staff on an as needed basis.

# 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.]

River Delta Unified School District acknowledges the challenges that a required Remote Learning program brings to our staff, the students and their families. However, we are still committed to ensuring that every child's presence every day in the virtual classrooms is important to their overall success in the future. Therefore, our staff is going above and beyond the call of duty to connect with the students and their families in any manner possible to reengage students who are absent. Each tier is activated by the absence records of the student and whether or not progress and/or efforts have been made to improve attendance.

Our first tier is to seek to understand the reason why the students are absent from their virtual class(es). Our Board members, Superintendent, Chief of Educational Services, Director of Special Education, Principals, Assistant Principals, Social Worker, Counselors, Teachers, Instructional Assistant and Support Staff are all contributing to the endeavor. We aim to get to the source of the attendance barrier and work with the students and their families from there. In order to do this, we are going directly to the living spaces of the students, explaining our concern and inquiring about the support we can give them.

Our second tier involves sending written communication to the parents through the mail explaining the importance of their child's attendance in the Remote Learning program and their legal obligation to comply. Secretaries, Attendance Secretaries, Principals, Assistant Principals, and Teachers are involved in this intervention. Our goal on this tier is to emphasize the importance of attendance and make the parent aware of their responsibility and legal obligation to school attendance.

Our third tier requires the parent to attend meeting with the school staff where the school administrator make a personal phone call to the home to schedule a convenient time with the parent and student to meet virtually or, if connectivity is an issue, in person. The Principal/Assistant Principal, Counselor, Teacher(s), and Support Staff plan and participate in these meetings. The goal is to gain a deeper understanding of the barriers to attendance the families is experiencing and other support services to them.

Our fourth and most intensive tier involves sending a subpoena to the family to attend an Attendance Hearing. The Chief Educational Services Officer, Principal/Assistant Principal, Social Worker, School Nurse, and Counselor participate in these hearings. County Family Support Services may be included as well. A Master Contract for improved attendance is agreed upon and signed by the school officials, parents and student. Depending on the circumstances, loss of privileges could occur.

## 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.]

RDUSD began the 2020-2021 school year offering the federally-funded Lunch Program for paying, reduced fee and free lunches for all students enrolled in our schools. Once again, we are providing Grab-and-Go lunch and breakfast meals at six sites: Rio Vista High School, DH White Elementary, Isleton Elementary, Walnut Grove Elementary, Bates Elementary and Delta High School. Our Board of Trustees approved Sodexo to oversee our nutrition program to ensure that the nutritional requirements are aligned with the federal requirements and meals we distribute are nutritionally balanced for all students.

The geographic area of the River Delta USD stretches for 50 miles across Sacramento, Solano and Yolo counties from Rio Vista to Clarksburg, CA. There are a large number of migrant farming communities within the region that are remote. A number of district families do not have transportation to the approved feeding centers to participate in the drive-thru meal service. Therefore, the district has also been providing meals at locations along the bus routes. The bus route deliveries started on March 24, 2020.

In order to maintain the social distancing practices that align with CDE recommendations, staff wear masks and gloves when preparing and handing out the meals. We purchased shade structures for our Food Services worker because the outside temperature in our communities is consistent over 100 degrees. When a family arrives at the designated drive-thru location, the family identifies how many RDUSD students they need meals for. The meal packages are placed on a table, the staff keeps a six-foot distance between her/him and the students and their family. The recipient retrieves the bagged meals and returns to their vehicle.

Our specially designed procedures for delivering lunches via delivery has proven to have a positive impact on our meal distribution data. The food is properly stored in insulated food bags which we purchased to use specifically for these deliveries. The drivers arrive at the designated locations on each bus route with the prepared meals. Our staff worked in bilingual teams to contact families that live in remote areas to notify them that meals would be delivered to their bus stops. The meal distribution at each location generally occurs the same time each day. When the children see the delivery vehicle pull up, they wait for the driver to place the number of student meals in the trunk area of the vehicle. The parent and/or student retrieves the meals needed.

District administrators and Board Members reach out to River Delta's communities and participate in these daily deliveries to continue to assess the students', family and community members' needs.

The District analyzed the most effective way to distribute meals when the schools reopen for Hybrid Learning. With the many of our families expressing that they are unable to store an abundance of food, we decided to give students the option of being given a meal care package in which multiple days of meals are packaged to send home with the students after their second day of in-person instruction. In addition, we made the decision to prepare Grab-n-Go lunches for all students and distribute them from a designated drive-thru location for students who are off-campus for their asynchronous learning days and a walk-thru location for the students who are on-campus for in-person instruction.

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

Section	Description	Total Funds	Contributing
Food Services	Maintain existing staffing in order to be able to offer nutritious meals to district students.	\$ 446,000	Y
Safety/Cleaning Supplies	Thermal bags for transporting hot and cold foods, canopies to offer shade for staff while outside providing Grab-and-Go meals, cleaning supplies to disinfect serving areas between students.	\$4,500	Y

## 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
15.15%	\$2,284,681.00

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

River Delta Unified School District recognizes that addressing learning loss for all students is critical as we move forward in the 2020-2021 school year. The normal regression for most students that is experienced over the summer break has increased, as students have been away from the in-person learning environment since March 16, 2020. While addressing learning loss in student populations it is critical to address significant learning loss and additional challenges related to learning loss faced by English learners, low-income students, foster youth, pupils with exceptional needs and students experiencing homelessness. RDUSD recognizes that these special populations face additional challenges in the remote learning model. To address and support the challenges and learning loss faced by these groups, they have been identified as student in need of high priority for return to campus once in-person learning in cohort models resumes to support greater learning needs and increased learning loss support.

Access and Connectivity continues to be a unique and difficult challenge in RDUSD. Our students are spread through three counties and many live in remote locations with little to no access to the internet. RDUSD has been committed to purchasing technology and educational supports to provide all students with learning opportunities. Students have been provided Chromebooks and when applicable hot spots to support internet connectivity. In our



most remote locations where internet service cannot currently be obtained, RDUSD continues to support these students by providing a laptop with recorded instruction. The recorded instruction is sent out to students during district lunch service deliveries. The students are able to watch the recorded instruction and complete assignments on the flash drives and send those back to their school sites. Students can call in for support from their teachers during designated office hours and support sessions provided by teachers.

RDUSD has also purchased SWIVL, a hands-free technology support designed to provide both the students and staff a digital learning experience that is more aligned with the experience had during in-person learning. With SWIVL, teachers can navigate the learning environment without having to move their technology support. Students can engage with teachers and their peers and also see all materials and classroom supports. This technology will be integral in providing students with the closest match to in-person learning that can be provided during school closure as well as serve the purpose of providing dynamic and engaging learning opportunities to students who are unable to return to school once the hybrid model begins.

As we return to school we will identify students in special populations with exceptional needs, analyze their present levels and prioritize ongoing assessment and a supportive acceleration model that may include targeted instruction, student supports and interventions to support those at most risk of significant regression and learning loss.

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

Prioritizing students at the greatest risk of learning loss has been addressed immediately with our return to campus of identified special populations cohorts. However, RDUSD is aware that there is no magical formula regarding making up for lost learning and will continue, as students return to school to seek out additional options for learning acceleration. These opportunities are more than likely to be founded in options related to distance and/or blended learning, thus our district commitment to continued support for students and families to have educational options that include remote learning, blended models, etc. remains a key piece to our return plan and future growth prospects. Our dedicated technology TOSA, contracted technology support firm and focus on infrastructure improvement all speak to an understanding about a changing paradigm. More options will lead to more individualized decisions for students and families. Technology commitments like SWIVL express the district's desire to be progressive and responsive to best practice and community input.

In small cohorts during Remote Learning, our ELD Specialists will be providing specialized learning opportunities and intervention for our English Learners, Homeless students, Foster Youth, and student experiencing or living with person who is a high-risk for experiencing a mental health crisis.

As we return to school, we will identify students in special populations with exceptional needs, analyze their present levels and prioritize ongoing assessment and a supportive acceleration model that may include targeted instruction, student supports and interventions to support those at most risk of significant regression and learning loss. These students will be provided a case manager to address student needs on a one on one basis, by name and need.

