

# RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Special Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Special Meeting of the Board of Trustees of the River Delta Unified School District to be held:

## Important Notice

Please note, the

**Monday, September 28, 2020**

River Delta Unified School District Board meeting will be held as a teleconference (Webinar) at the River Delta USD District Office and will be closed to the public. Please see River Delta USD Meeting Logistics section below for options to view and participate in the meeting.

## River Delta USD Board Meeting Logistics Meeting will be held remotely.

The RDUSD uses a Zoom Webinar application for its meetings. To join the meeting, Zoom, not River Delta USD, requires attendees to register with a name and email address. The email address does not need to be authenticated and the name does not need to be the attendee's legal name. Initials, "Supportive Staff", "Caring Citizen", etc. are all acceptable entries. The same requirements are used to address the Board. See the Public Comment section to address the Board or comment on the Agenda or non-agendized items. If your comment exceeds the time limit, it will be summarized.

<https://rdusd-org.zoom.us/j/94205220073?pwd=dHI4MWNleERFZ0JDUHlyZFo4bFY4QT09>

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 24 hours prior to the announced meeting of the Board of Trustees or online at <http://riverdelta.org> under the heading: Board of Trustees

### SPECIAL MEETING AGENDA

1. Call the Open Session to Order (@ 5:30 pm)
2. Roll Call
3. Review Closed Session Agenda (see attached agenda)
  - 3.1 Announce Closed Session Agenda
  - 3.2 Public Comment on Closed Session Agenda Items Only
4. Approve Closed Session Agenda and Adjourn to the **Closed Session** (@5:32 pm)

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Olson \_\_; Member Riley \_\_; Member Casillas \_\_; Member Stone \_\_; Member Mahoney \_\_; Member Elliott (Resigned); Member Fernandez (Resigned)

5. Reconvene to Open Session (@ approx. 6:30 pm) Time: \_\_\_\_\_
  - 5.1 Retake Roll Call  
Member Olson \_\_; Member Riley \_\_; Member Casillas \_\_; Member Stone \_\_;  
Member Mahoney \_\_; Member Elliott (Resigned); Member Fernandez (Resigned)
  - 5.2 Pledge of Allegiance
6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) –  
Board President Olson

7. Review and Approve the **Open Session** Agenda

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Olson \_\_; Member Riley \_\_; Member Casillas \_\_; Member Stone \_\_; Member Mahoney \_\_; Member Elliott (Resigned); Member Fernandez (Resigned)

8. **Public Comment:** As the result of the Coronavirus Pandemic (COVID-19), on March 12, 2020, Governor Gavin Newsom issued Executive Order N-25-20. This order includes directives canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor has also issued Executive Order N-33-20,

prohibiting people from leaving their homes or places of residence except to access necessary supplies and services or to engage in specified critical infrastructure employment. The health and well-being of our students, staff and community members are the top priority for the Board of Trustee of River Delta Unified School District. To facilitate this process, the meeting of the Board of Trustees will be available via a Zoom Webinar.

We have modified the meeting procedures while the Shelter in Place for Coronavirus Pandemic (COVID 19) is in place.

To address the Board during Public Comment or on any item listed on the Agenda, please follow these instructions:

- 1) Using the link “Public Comment Card”, complete the Google form and submit. The form must be submitted prior to Open Session. Once filled out and submitted, your comments will be read during Agenda Item 8: Public Comment.

9. Request to approve the River Delta Unified School District’s Learning Continuity and Attendance Plan for 2020-2021 – Katherine Wright, Superintendent

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Olson \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Stone \_\_\_; Member Mahoney \_\_\_; Member Elliott (Resigned); Member Fernandez (Resigned)

10. Request to approve the contract with Crowe, LLP to provide an audit and a letter attesting that the District schools will be following the procedures required by CDE for Electronic Signatures in Attendance System, at a cost not to exceed \$4,000, General Funds – Sharon Silva, Chief Business Officer

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Olson \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Stone \_\_\_; Member Mahoney \_\_\_; Member Elliott (Resigned); Member Fernandez (Resigned)

11. Request the approve to apply for a three-year renewal of the First 5 of Sacramento Grant (RFA) for July 1, 2021 through June 30, 2024 – Carrie Norris, Director of RDUSD First 5 Programs

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Olson \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Stone \_\_\_; Member Mahoney \_\_\_; Member Elliott (Resigned); Member Fernandez (Resigned)

12. Re-Adjourn to continue Closed Session, if needed

13. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Olson

14. Adjournment

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Olson \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Stone \_\_\_; Member Mahoney \_\_\_; Member Elliott (Resigned); Member Fernandez (Resigned) Time: \_\_\_\_\_

**A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 24 hours prior to the announced meeting of the Board of Trustees. The full agenda is also available online at <http://riverdelta.org>.**

**Americans with Disabilities Act Compliance:** Any and all requests for “...any disability-related modification or accommodation, including auxiliary aids or services...” needed to access our agendas or to participate in the public meetings, must be received in writing by the Superintendent’s Office at 445 Montezuma Street, Rio Vista, CA 94571 at least annually before July 1 of each year -- or at least 5 calendar days prior to the individual meeting in question. All inquiries may be directed to the Superintendent’s Office c/o Jennifer Gaston at (707) 374-1711.

**AFFIDAVIT OF NOTICING AND POSTING:**

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Special Meeting Agenda/Notice was posted in the bulletin board in front of the District Office, District administrative offices and that the Board of Trustees Members, school sites, and the community libraries were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Friday, September 25, 2020, by or before 5:30 p.m.

**By: Jennifer Gaston** Jennifer Gaston, Executive Assistant, to the Superintendent.

# ATTACHMENT

## RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Special Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Special Meeting of the Board of Trustees of the River Delta Unified School District to be held:

### Monday, September 28, 2020

#### CLOSED SESSION

As provided by Government Code Section 54957, the Board is requested to meet in closed session for consideration of **personnel appointment, employment, discipline, complaint, evaluation or dismissal** [Government Code Section 54957], **possible or pending litigation** [Government Code 54956.9(a)(b)(c)], **student discipline** [Education Code Sections 49070 (c) and 76232 (c)], **employee/employer negotiations** [Government Code Section 3549.1 and 54957.6], or **real property transactions** [Government Code Section 54956.8].

A Closed Session will be held beginning at 5:32 p.m. on September 28, 2020, via teleconference (which is prior to the full Open Session). Any formal action taken by the Board will be reported in the Open Session of this special meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

#### 4. CLOSED SESSION

- 4.1 **Student Discipline** [Education Code Sections 49070 (c) and 76232 (c)]. - None
- 4.2 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]  
Following Conference with Legal Counsel Following Conference with Legal Counsel (Parker & Covert, LLC; Girard, Edwards, Stevens & Tucker LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)
  - 4.2.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations
- 4.3 **Personnel Evaluation, Searches, Appointment, Employment, Complaint, Discipline, Dismissal, Non-reelects and Releases** [Government Code Section 54957]
  - 4.3.1 Certificated
  - 4.3.2 Classified
  - 4.3.3 Public Employee(s) Searches, Appointment, Employment conditions
  - 4.3.4 Complaint, Discipline, Dismissal, Non-Reelects, & Releases
  - 4.3.5 Employee/Employer Negotiations [Government Code Section 3549.1 and 54957.6]  
Following negotiation meetings any/all units.
    - 4.3.5.1 RDUOTA
    - 4.3.5.2 CSEA

- 5. **Adjourn to Open Session (@6:30 pm)** Any formal action taken by the Board in the above items will be reported in Open Session of this Special meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Absent: \_\_\_\_\_ Time: \_\_\_\_\_  
jg

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: September 28, 2020

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9.

Type of item: (Action, Consent Action or Information Only): Action

**SUBJECT:**

Request to approve the River Delta Unified School District's 2020-2021 Learning Continuity and Attendance Plan

**BACKGROUND:**

The Learning Continuity and Attendance Plan memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

**STATUS:**

The LEA governing board/body shall adopt the Learning Continuity and Attendance Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing for receiving public comment described below. The Learning Continuity Plan was presented at a Public Hearing of the governing board/body of the LEA for review and comments by members of the public at the Regular Board Meeting on September 8, 2020.

The agenda for the Public Hearing was posted at least 72 hours before the Public Hearing and the Learning Continuity and Attendance Plan was available for public inspection at the District Office and on the District's website.

Additionally, the governing board provided options for remote participation in the Public Hearing and the option for public comment will be available at the public meeting in which the Learning Continuity and Attendance Plan will be adopted.

**PRESENTER:**

Katherine Wright, Superintendent

**COST AND FUNDING SOURCES:**

**RECOMMENDATION:**

That the Board approves the River Delta Unified School District 2020-2021 Learning Continuity and Attendance Plan

Time allocated: 5 minutes



# 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
River Delta Joint Unified School District	Katherine Wright, Superintendent	kwright@rdusd.org/707-374-1711

## 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. That being said, in collaboration with Sacramento County Office of Education, we adopted five guiding principles to rely on while planning for the adjustments in our educational programs:

1. **QUALITY INSTRUCTION-** Whether distance learning or in-person, quality instruction continues to be the linchpin to the success of the educational programs since coursework delivered through hybrid modalities must continue to be available (on-campus and distance learning) and should meet the same standards as coursework offered only on-campus. We will need to give educators “space and grace” as they work to improve the delivery of the content through multiple modalities.
2. **COMMIT TO EQUITY –** All students have the opportunity to achieve academic success that are accessible, personalized, culturally relevant, and responsive. Schools have a responsibility to be culturally and linguistically responsive and meet the continued needs of ALL students from low-income backgrounds.
3. **ADOPT A WHOLE SCHOOL WELLNESS APPROACH –** Take a systems approach to promoting student academic, social and emotional learning, physical well-being, and college, career, and civic readiness. Adopt a whole school wellness approach to ensure student and adult success in school, work, and community.

4. PARTNER WITH STUDENTS, FAMILIES, COMMUNITY, AND LABOR GROUPS – Engage with students, families, community parties, and labor groups to build collective impact and support public health. Maximize the resources of the entire community, including health care, expanded learning, early learning, and family and community partnerships to implement health and safety protocols and to advance alternative learning modalities.
5. LEARN AND IMPROVE – Adopt continuous improvement practices and use evidence to guide decision making while aiming to enhance the quality of student learning opportunities. Use data to inform improvement of instructional and school practices. We are committed to working together, leveraging our collective positive effect through advocacy, and sharing best practices and resources. To maximize impact, SCOE and district leaders will establish an infrastructure designed to promote ongoing collaboration and sharing of best practices among districts.

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, the week of June 15-19<sup>th</sup> RDUSD held Reopening of Schools Planning Meetings. Those meetings consisted of 10 members per group including representatives from District Leadership, Administration, both Certificated and Classified Associations, students and community members. The meetings were broken into the following 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 meeting began with a review of the Five Guiding Principles for Reopening as outlined by the Sacramento County Office of Education (SCOE). Group members were able to ask questions and provide feedback during their meetings.

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 families 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 summary of the feedback provided by specific stakeholder groups.]

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. 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 a 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 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.

The development of Social Emotional Learning lessons focused on universal themes that support connecting, belonging and other aspects of social and emotional well-being were important components of the overall mental health supports stakeholders wanted to include as we returned to school in the fall. The group wanted to ensure that services would be provided to support the mental health and well-being of students, families and staff that were concerned about the transmission of COVID-19 as well as the effect of school closure. The stakeholders determined it would be critical to have incorporate the following:

- Communicate of signs and symptoms with classroom training for students/staff and parents
- Continue communication to parents about statistics regarding specific conditions
- Strengthen the referral processes for students in need of additional support
- Train and redirect personnel toward encouraging desired behaviors vs. discipline

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.

The parents and staff wanted to ensure that all equipment and supplies were purchased to offer protection for the health and safety of the staff and students as a top priority. Loading, unloading, screening and reporting procedures for bus drivers and van drivers that ensures all students and employees are protected and had minimal exposure to the virus as much as possible. Encouraging practices that increase the classroom ventilation and amount of

fresh air the students and teachers get during the day. Specialized, staggered schedules for arrival, departures, recesses, breaks, and meal times as well as designated walking path maps were influenced by our teacher stakeholder group.

Stakeholders also wanted to ensure that Special Education related services and accommodations be provided to students during the in-person learning closures. They requested that students be provided iPads, auditory support for hearing impaired students, as well as face shields in lieu of masks to support students and staff who needed to see mouths and read lips.

The employee work group for Communication influenced the prioritization of the topics of communication that would be sent out to our staff, students, their families, and our community members through a series of recorded phone calls, emails and online posting to our website. The group also suggested the idea to establish a regular written communication system between teachers and the custodial staff to ensure that all areas are being cleaned and disinfected and supplies are being restocked regularly.

## 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 activities 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
<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

<b>Tuesday April 14, 2020</b>	12:40-1:40pm	<a href="#">Ways to Connect with Families: A guide to communication through Distance Learning</a>	Lauren Tyner
<b>Tuesday April 14, 2020</b>	1:50-2:50pm	<a href="#">WeVideo</a>	Steve Wright
<b>Wednesday April 15, 2020</b>	8:00-9:00am	<a href="#">Google 101 3-5</a>	Steve Wright
<b>Wednesday April 15, 2020</b>	9:10-10:10am	<a href="#">Class Craft</a>	Gabino Perez/Bill Hodges
<b>Wednesday April 15, 2020</b>	10:20-11:20am	<a href="#">Creating Interactive Google Slides</a>	Marcy Rossi
<b>Wednesday April 15, 2020</b>	11:30-12:30pm	<a href="#">IXL Best Practices</a>	Alyson Stiles
<b>Wednesday April 15, 2020</b>	12:40-1:40pm	<a href="#">Big Ideas (Middle/Secondary Math)</a>	Alyson Stiles
<b>Wednesday April 15, 2020</b>	1:50-2:50pm	<a href="#">School Loop: Webpage Building</a>	Steve Wright
<b>Thursday April 16, 2020</b>	8:00-9:00am	<a href="#">Google 101 6-8</a>	Steve Wright
<b>Thursday April 16, 2020</b>	9:10-10:10am	<a href="#">Mcgraw Hill: Wonders for Elementary</a>	Elise Wootton
<b>Thursday April 16, 2020</b>	10:20-11:20am	<a href="#">Google Classroom Advanced</a>	Sefia Rounds and Maryn Anderson
<b>Thursday April 16, 2020</b>	11:30-12:30pm	<a href="#">Flip Grid</a>	Heather Dolk
<b>Thursday April 16, 2020</b>	12:40-1:40pm	<a href="#">Making GoogleClassroom Engaging</a>	Aaron Sever
<b>Thursday April 16, 2020</b>	<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.

**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
<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



Description	Total Funds	Contributing
<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.

## 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 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.

## **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

## 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.

## **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
TBD based on clarification from SCOE	\$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.]

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.

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: September 28, 2020

Attachments:   X  

From: Sharon Silva, Chief Business Officer

Item Number:   10  

Type of item: (Action, Consent Action or Information Only):   Action  

**SUBJECT:**

Request approval to contract with Crowe, LLP to provide an audit and a letter attesting that the District's school will be following the procedures required by CDE for Electronic Signatures in our Attendance System (Aeries), at a cost not to exceed \$4,000.

**BACKGROUND:**

In the 2009–10 school year, the California Department of Education (CDE) began to approve attendance accounting systems containing digital teacher signatures that meet specific parameters. This would eliminate the need for manual teacher signatures on printed attendance records along with the need to find storage space for all these printed records.

**STATUS:**

Due to COVID-19 school closures, many of our teachers are teaching from home and do not report to their school site on a weekly basis. However, teachers are still required to submit weekly student attendance reports. Moving to digital teacher signatures would enable them to sign these time sensitive forms and the school secretaries/registrars would have immediate access to the information. This would also eliminate the space needed to store these documents since they would be stored digitally.

**PRESENTER:**

Sharon Silva, Chief Business Officer

**OTHER PEOPLE WHO MIGHT BE PRESENT: N/A**

**COST AND FUNDING SOURCES:**

General Funds

**RECOMMENDATION:**

That the Board to approves the contract with Crowe LLP contract to provide an audit and a letter attesting that the District's school will be following the procedures required by CDE for Electronic Signatures in our Attendance System (Aeries).

Time allocated: 3 minutes





**Crowe LLP**  
Independent Member Crowe Global

400 Capitol Mall, Suite 1400  
Sacramento, CA 95814-4498  
Tel 916-441-1000  
Fax 916-441-1110  
www.crowe.com

September 4, 2020

Ms. Sharon Silva  
River Delta Unified School District  
445 Montezuma Street  
Rio Vista, California 94571

Dear Ms. Silva:

This letter agreement confirms the arrangements for Crowe LLP ("Crowe" or "we" or "us") to provide consulting services, as more fully set forth herein (the "Services"), and the deliverables set forth herein (the "Deliverables") in connection with the attendance certification process for use of electronic signatures for River Delta Unified School District ("Client" or "you" or "your") from information provided by Client or information provided to Crowe on Client's behalf. The attached Crowe Engagement Terms, and any attachments or addendums thereto, are an integral part of this letter agreement and are incorporated herein (collectively, the "Agreement").

#### **SCOPE OF CROWE SERVICES**

Crowe will provide Services to Client which are outlined in Attachment A.

The Services will be performed in accordance with the Standards for Consulting Services established by the American Institute of Certified Public Accountants. The extent and sufficiency of the Services and procedures to be performed will be determined with Client and are solely the responsibility of Client.

If, for any reason, Crowe is unable to complete the Services, Crowe will not issue a report.

Because these Services will not constitute an audit, review, or examination in accordance with standards established by the American Institute of Certified Public Accountants, Crowe will not express an opinion as defined by the AICPA assurance standards. Crowe has no obligation to perform any Services beyond those listed in Attachment A. If Crowe performs additional services beyond those listed, other matters might come to Crowe's attention that would be reported to Client. Crowe makes no representations as to the adequacy of the Services or any Deliverables for Client's purposes.

Crowe Services, any Deliverables, and any other work product are intended for the benefit and use of Client only. There are no intended third-party beneficiaries to this Agreement. This engagement will not be planned or conducted in contemplation of reliance by any other party or with respect to any specific transaction and is not intended to benefit or influence any other party. Therefore, items of possible interest to a third party may not be specifically addressed or matters may exist that could be assessed differently by a third party. The working papers for this engagement are the property of Crowe and constitute confidential information.

This engagement cannot be relied upon to disclose errors, fraud, or illegal acts that may exist, and Crowe will not address legal or regulatory matters or abuses of management discretion, which are matters that should be discussed by Client with Client's legal counsel. Client is responsible for the accuracy and completeness of the information provided to Crowe for purposes of this engagement and for timely updating such information. Client agrees Crowe may rely on the information provided to Crowe without investigation or other attempts to verify its accuracy or completeness. Client has determined that Crowe's provision of Services shall not violate any statute or regulation.

Client agrees to make all management decisions and perform all management functions. Client will designate a management representative who possesses suitable skill, knowledge, and/or experience, to oversee the Services; evaluate the adequacy and results of the Services performed and any Deliverables; accept responsibility for the results of the Services; and establish and maintain internal controls, including monitoring ongoing activities. The management representative shall be knowledgeable in all laws, regulations, and industry practices applicable to the Services, any Deliverables, and any other work product. Client will be responsible to determine and approve the risk, scope, and frequency of Services to be performed, and the management representative shall coordinate, review, and approve Crowe's performance of Services. Client will be responsible for communicating Crowe's findings within Client's organization, and Client shall be responsible for determining when, whether, and how any recommendations or Deliverables from Crowe are to be implemented.

Client shall also ensure that it has all rights and authority necessary to permit Crowe to access or use any systems or third-party products during performance of Services. For any third-party software applications, or related hardware, used by Client and to which Crowe must have access for purposes of providing the Services, Client represents that it has obtained any necessary licenses for Crowe to perform the Services.

### **ACCEPTANCE OF FORMAL DELIVERABLES**

Any issues with a Deliverable after a Deliverable is accepted shall be treated as a change in scope of the engagement.

### **DEFINITION OF ENGAGEMENT COMPLETION**

This engagement shall be concluded upon acceptance of the Deliverables or when terminated in writing by one of the parties.

### **FEES**

Our fees, exclusive of out-of-pocket expenses, are outlined below.

<b>Description of Services</b>	<b>Fee Amount</b>
Electronic Signatures in Attendance System services	Not to exceed \$4,000

We will invoice you for our services on a monthly basis as services are rendered.

Additionally, we understand that management may have questions throughout the engagement. Our fee structure is designed to ensure that our clients are not reluctant to call us when questions arise. Routine telephone calls for advice/questions are considered part of the basic Services and do not involve additional fees. However, should questions be posed that require significant research, we will discuss with the Client the approach in completing such research and the potential fee that may be necessary and obtain management approval before conducting any research. These additional costs will be billed at least quarterly, if incurred.

Our invoices are due and payable upon receipt. Invoices that are not paid within 30 days of receipt are subject to a monthly interest charge of one percent per month or the highest interest rate allowed by law, whichever is less, which we may elect to waive at our sole discretion, plus costs of collection including reasonable attorneys' fees. If any amounts invoiced remain unpaid 30 days after the invoice date, you agree that Crowe may, in its sole discretion, cease work until all such amounts are paid or terminate this engagement.

The fee payment arrangements are designed for clarity and efficiency and may not correspond to the amount of time and cost we incur on your behalf during a particular calendar period for a variety of reasons. The professional fees and expenses that are actually incurred may exceed the billing amounts we invoice to you early in the process. You agree that in the event, regardless of the cause, the arrangement under this letter is terminated, you will pay us any professional fees and expenses incurred in excess of billings received, in addition to any termination payment this letter might require. Similarly, in the event of early



termination, if your payments have exceeded our fees and expenses, we will return the excess payments to you.

The above fees are based on the Services to be provided under this Agreement. Fees and expenses for any additional projects or services will be agreed to and billed separately.

The fees outlined above are based on certain assumptions. Those assumptions may be incorrect due to incomplete or inaccurate information provided, or circumstances may arise under which we must perform additional work, which in either case will require additional billings for our Services. Examples of such circumstances include, but are not limited to:

- New or changing professional standards or regulatory requirements
- A change in the Services Plan by Client
- A change in your information systems environment over the time period
- Erroneous or incomplete information or records
- New or unusual transactions
- Change in your organizational structure or size due to merger and acquisition activity or other events
- Change in your controls
- Agreed-upon level of preparation and assistance from your personnel not provided
- Numerous revisions to your information
- Lack of availability of appropriate Client personnel during fieldwork
- Additional audit procedures relating to the impact of COVID-19 on Client or additional regulatory requirements relating thereto.

Additionally, to accommodate requests to reschedule fieldwork without reasonable notice, additional billings for our Services could be required, and our assigned staffing and ability to meet agreed-upon deadlines could be impacted. Reasonable notice is deemed as a minimum of ten business days before the start of fieldwork.

Due to such potential changes in circumstance, we reserve the right to revise our fees. However, if such a change in circumstances arises or if some other significant change occurs that causes our fees to exceed our estimate, we will advise management. Additionally, these fees do not consider any time that might be necessary to assist management in the implementation or adoption of new or existing accounting, reporting, regulatory, or tax requirements that may apply.

Our fee estimates also assume that personnel of the Client will assist us in gathering the information necessary to perform the engagement, including obtaining supporting documents, pulling customer files, following up on exceptions, and in other similar ways. Further, our fees and expenses take into consideration the pre-planning that takes place in coordinating our review. If Crowe is requested to delay the start of the confirmed review, we reserve the right to invoice you for all expenses incurred for which we cannot recuperate and any professional time for which Crowe professionals cannot be re-assigned to other projects. We assume that no irregularities will be discovered, no unusual procedures will be required, internal control is reasonably adequate, and there will be no substantial changes in the operations of the Client. If unforeseen circumstances indicate that the fees will change, the situation will be discussed with management.

Our fees are exclusive of taxes or similar charges, as well as customs, duties or tariffs, imposed in respect of the Services, any work product or any license, all of which Client agrees to pay if applicable or if they become applicable (other than taxes imposed on Crowe's income generally), without deduction from any fees or expenses invoiced to Client by Crowe.

To facilitate Crowe's presence at Client's premises, Client will provide Crowe with internet access while on Client's premises. Crowe will access the internet using a secure virtual private network. Crowe will be responsible for all internet activity performed by its personnel while on Client's premises. In the event Client does not provide Crowe with internet access while on Client's premises, Client will reimburse Crowe for the cost of internet access through other means while on Client's site.

## CONTRACT TERMINATION

From time to time, businesses decide that an Agreement does not continue to meet their needs. Accordingly, we mutually agree that either party can terminate this engagement upon delivery of written notice 90 days prior to the date of the desired termination. We also mutually agree that specific scope elements may be terminated upon delivery of written notice 90 days prior to the date of the desired termination.

## MISCELLANEOUS

For purposes of this Miscellaneous section, the Acceptance section below, and all of the Crowe Engagement Terms, "Client" will mean the entity(ies) defined in the first paragraph of this letter and will also include all related parents, subsidiaries, and affiliates of Client who may receive or claim reliance upon any Crowe deliverable.

Crowe will provide the services to Client under this Agreement as an independent contractor and not as Client's partner, agent, employee, or joint venturer under this Agreement. Neither Crowe nor Client will have any right, power or authority to bind the other party.

This engagement letter agreement (the "Agreement") reflects the entire agreement between the parties relating to the services (or any reports, deliverables or other work product) covered by this Agreement. The engagement letter and any attachments (including without limitation the attached Crowe Engagement Terms) are to be construed as a single document, with the provisions of each section applicable throughout. This Agreement may not be amended or varied except by a written document signed by each party. It replaces and supersedes any other proposals, correspondence, agreements and understandings, whether written or oral, relating to the services covered by this letter, and each party agrees that in entering this Agreement, it has not relied on any oral or written representations, statements or other information not contained in or incorporated into this Agreement. Any non-disclosure or other confidentiality agreement is replaced and superseded by this Agreement. Each party shall remain obligated to the other party under all provisions of this Agreement that expressly or by their nature extend beyond and survive the expiration or termination of this Agreement. If any provision (in whole or in part) of this Agreement is found unenforceable or invalid, this will not affect the remainder of the provision or any other provisions in this Agreement, all of which will continue in effect as if the stricken portion had not been included. This Agreement may be executed in two or more actual, scanned, emailed, or electronically copied counterparts, each and all of which together are one and the same instrument. Accurate transmitted copies (transmitted copies are reproduced documents that are sent via mail, delivery, scanning, email, photocopy, facsimile or other process) of the executed Agreement or signature pages only (whether handwritten or electronic signature), will be considered and accepted by each party as documents equivalent to original documents and will be deemed valid, binding and enforceable by and against all parties. This Agreement must be construed, governed, and interpreted under the laws of the State of Illinois, without regard for choice of law principles.

\* \* \* \* \*

We are pleased to have this opportunity to serve you, and we look forward to a continuing relationship. If the terms of this letter and the attached Crowe Engagement Terms are acceptable to you, please sign below and return one copy of this letter at your earliest convenience. Please contact us with any questions or concerns.

(Signature Page Follows)



ACCEPTANCE

I have reviewed the arrangements outlined above and in the attached "Crowe Engagement Terms," and I accept on behalf of the Client the terms and conditions as stated. By signing below, I represent and warrant that I am authorized by Client to accept the terms and conditions as stated.

IN WITNESS WHEREOF, Client and Crowe have duly executed this engagement letter effective the date first written above.

Crowe LLP and the Engagement Authorized Signer below are licensed or otherwise authorized by the California Board of Accountancy.

River Delta Unified School District

Crowe LLP

  
Signature

DocuSigned by:  
  
183831089C9247F...  
Signature

Katherine E Wright  
Printed Name

Jennifer Aras  
Printed Name

Superintendent  
Title

Director  
Title

9-11-2020  
Date

September 9, 2020  
Date

## Crowe Engagement Terms

Crowe wants Client to understand the terms under which Crowe provides its services to Client and the basis under which Crowe determines its fees. These terms are part of the Agreement and apply to all services described in the Agreement as well as all other services provided to Client (collectively, the "Services"), unless and until a separate written agreement is executed by the parties for separate services. Any advice provided by Crowe is not intended to be, and is not, investment advice.

**CLIENT'S ASSISTANCE** – For Crowe to provide Services effectively and efficiently, Client agrees to provide Crowe timely with information requested and to make available to Crowe any personnel, systems, premises, records, or other information as reasonably requested by Crowe to perform the Services. Access to such personnel and information are key elements for Crowe's successful completion of Services and determination of fees. If for any reason this does not occur, a revised fee to reflect additional time or resources required by Crowe will be mutually agreed. Client agrees Crowe will have no responsibility for any delays related to a delay in providing such information to Crowe. Such information will be accurate and complete, and Client will inform Crowe of all significant tax, accounting and financial reporting matters of which Client is aware.

**PROFESSIONAL STANDARDS** – As a regulated professional services firm, Crowe must follow professional standards when applicable, including the Code of Professional Conduct of the American Institute of Certified Public Accountants ("AICPA") and, to the extent applicable, the Public Company Accounting Oversight Board ("PCAOB"). Thus, if circumstances arise that, in Crowe's professional judgment, prevent it from completing the engagement, Crowe retains the right to take any course of action permitted by professional standards, including declining to express an opinion or issue other work product or terminating the engagement.

**REPORTS** – Any information, advice, recommendations or other content of any memoranda, reports, deliverables, work product, presentations, or other communications Crowe provides under this Agreement ("Reports"), other than Client's original information, are for Client's internal use only, consistent with the purpose of the Services. Client will not rely on any draft Report. Unless required by an audit or other attestation professional standard, Crowe will not be required to update any final Report for circumstances of which we become aware or events occurring after delivery.

**CONFIDENTIALITY** – Except as otherwise permitted by this Agreement or as agreed in writing, neither Crowe nor Client may disclose to third parties the contents of this Agreement or any information provided by or on behalf of the other that ought reasonably to be treated as confidential and/or proprietary. Client use of any Crowe work product will be limited to its stated purpose and to Client business use only. However, Client and Crowe each agree that either party may disclose such information to the extent that it: (i) is or becomes public other than through a breach of this Agreement, (ii) is subsequently received by the recipient from a third party who, to the recipient's knowledge, owes no obligation of confidentiality to the disclosing party with respect to that information, (iii) was known to the recipient at the time of disclosure or is thereafter created independently, (iv) is disclosed as necessary to enforce the recipient's rights under this Agreement, or (v) must be disclosed under applicable law, regulations, legal process or professional standards.

**THIRD-PARTY PROVIDER** – Crowe may use a third-party provider in providing Services to Client, which may require Crowe to share Client confidential information with the provider. If Crowe uses a third-party provider, Crowe will enter into a confidentiality agreement with the provider to require the provider to protect the confidentiality of Client's confidential information, and Crowe will be responsible to Client for maintaining its confidentiality. The limitations on Client's remedies, vis-à-vis Crowe, in this Agreement will also apply to any subcontractors.

**CLIENT-REQUIRED CLOUD USAGE** – If Client requests that Crowe access files, documents or other information in a cloud-based or web-accessed hosting service or other third-party system accessed via the internet, including, without limitation iCloud, Dropbox, Google Docs, Google Drive, a data room hosted by a third party, or a similar service or website (collectively, "Cloud Storage"), Client will confirm with any third parties assisting with or hosting the Cloud Storage that either such third party or Client (and not Crowe) is responsible for complying with all applicable laws relating to the Cloud Storage and any information contained in the Cloud Storage, providing Crowe access to the information in the Cloud Storage, and



protecting the information in the Cloud Storage from any unauthorized access, including without limitation unauthorized access to the information when in transit to or from the Cloud Storage. Client represents that it has authority to provide Crowe access to information in the Cloud Storage and that providing Crowe with such access complies with all applicable laws, regulations, and duties owed to third parties.

**DATA PROTECTION** – If Crowe holds or uses Client information that can be linked to specific individuals who are Client's customers ("Personal Data"), Crowe will treat it as confidential and comply with applicable US state and federal law and professional regulations (including, for financial institution clients, the objectives of the Interagency Guidelines Establishing Information Security Standards) in disclosing or using such information to carry out the Services. The parties acknowledge and understand that while Crowe is a service provider as defined by the California Consumer Privacy Act of 2018 and processes Client information pursuant to this Agreement, Crowe retains its independence as required by applicable law and professional standards for purposes of providing attest services and other services. Crowe will not (1) sell Personal Data to a third party, or (2) retain, use or disclose Personal Data for any purpose other than for (a) performing the Services and its obligations on this Agreement, (b) as otherwise set forth in this Agreement, (c) to detect security incidents and protect against fraud or illegal activity, (d) to enhance and develop our products and services, including through machine learning and other similar methods and (e) as necessary to comply with applicable law or professional standards. Crowe has implemented and will maintain physical, electronic and procedural safeguards reasonably designed to (i) protect the security, confidentiality and integrity of the Personal Data, (ii) prevent unauthorized access to or use of the Personal Data, and (iii) provide proper disposal of the Personal Data (collectively, the "Safeguards"). Client represents (i) that it has the authority to provide the Personal Data to Crowe in connection with the Services, (ii) that Client has processed and provided the Personal Data to Crowe in accordance with applicable law, and (iii) will limit the Personal Data provided to Crowe to Personal Data necessary to perform the Services. To provide the Services, Client may also need to provide Crowe with access to Personal Data consisting of protected health information, financial account numbers, Social Security or other government-issued identification numbers, or other data that, if disclosed without authorization, would trigger notification requirements under applicable law ("Restricted Personal Data"). In the event Client provides Crowe access to Restricted Personal Data, Client will consult with Crowe on appropriate measures (consistent with legal requirements and professional standards applicable to Crowe) to protect the Restricted Personal Data, such as: deleting or masking unnecessary information before making it available to Crowe, using encryption when transferring it to Crowe, or providing it to Crowe only during on-site review on Client's site. Client will provide Crowe with Restricted Personal Data only in accordance with mutually agreed protective measures. Otherwise, Client and Crowe agree each may use unencrypted electronic media to correspond or transmit information and such use will not in itself constitute a breach of any confidentiality obligations under this Agreement. Crowe will reasonably cooperate with Client in responding to or addressing any request from a consumer or data subject, a data privacy authority with jurisdiction, or the Client, as necessary to enable Client to comply with its obligations under applicable data protection laws and to the extent related to Personal Data. Client will reimburse Crowe for any out-of-pocket expenses and professional time (at Crowe's then-current hourly rates) incurred in connection with providing such cooperation. Client will provide prompt written notice to Crowe (with sufficient detailed instructions) of any request or other act that is required to be performed by Crowe. As appropriate, Crowe will promptly delete or procure the deletion of the Personal Data, after the cessation of any Services involving the processing of Client's Personal Data, or otherwise aggregate or de-identify the Personal Data in such a way as to reasonably prevent reidentification. Notwithstanding the forgoing, Crowe may retain a copy of the Personal Data as permitted by applicable law or professional standards, provided that such Personal Data remain subject to the terms of this Agreement. If Crowe uses a third-party provider, Crowe will include terms substantially similar to those set forth in this Data Protection Paragraph in an agreement with such provider.

**GENERAL DATA PROTECTION REGULATION COMPLIANCE** – If and to the extent that Client provides personal data to Crowe subject to the European Union General Data Protection Regulation ("GDPR"), then in addition to the requirements of the above Data Protection section, this section will apply to such personal data ("EU Personal Data"). The parties agree that for purposes of processing the EU Personal Data, (a) Client will be the "Data Controller" as defined by the GDPR, meaning the organization that determines the purposes and means of processing the EU Personal Data; (b) Crowe will be the "Data Processor" as defined by GDPR, meaning the organization that processes the EU Personal Data on behalf of and under the instructions of the Data Controller; or (c) the parties will be classified as otherwise designated by a supervisory authority with jurisdiction. Client and Crowe each agree to comply with the GDPR requirements applicable to its respective role. Crowe has implemented and will maintain technical and organizational



security safeguards reasonably designed to protect the security, confidentiality and integrity of the EU Personal Data. Client represents it has secured all required rights and authority, including consents and notices, to provide such EU Personal Data to Crowe, including without limitation authority to transfer such EU Personal Data to the U.S. or other applicable Country or otherwise make the EU Personal Data available to Crowe, for the duration of and purpose of Crowe providing the Services. The types of EU Personal Data to be processed include name, contact information, title, and other EU Personal Data that is transferred to Crowe in connection with the Services. The EU Personal Data relates to the data subject categories of individuals connected to Client, Client customers, Client vendors, and Client affiliates or subsidiaries ("Data Subjects"). Crowe will process the EU Personal Data for the following purpose: (x) to provide the Services in accordance with this Agreement, (y) to comply with other documented reasonable instructions provided by Client, and (z) to comply with applicable law. In the event of a Crowe breach incident in connection with EU Personal Data in the custody or control of Crowe, Crowe will promptly notify Client upon knowledge that a breach incident has occurred. Client has instructed Crowe not to contact any Data Subjects directly, unless required by applicable law. In the event that a supervisory authority with jurisdiction makes the determination that Crowe is a data controller, Client will reasonably cooperate with Crowe to enable Crowe to comply with its obligations under GDPR.

**INTELLECTUAL PROPERTY** - Any Deliverables, Works, Inventions, working papers, or other work product conceived, made or created by Crowe in rendering the Services under this Agreement ("Work Product"), and all intellectual property rights in such Work Product will be owned exclusively by Crowe. Further, Crowe will retain exclusive ownership or control of all intellectual property rights in any ideas, concepts, methodologies, data, software, designs, utilities, tools, models, techniques, systems, Reports, or other know-how that it develops, owns or licenses in connection with this Agreement ("Materials"). The foregoing ownership will be without any duty of accounting.

**DATA USAGE AND AGGREGATIONS** - Client hereby acknowledges and agrees that Crowe may, in its discretion, use any Client information or data provided to Crowe to improve Crowe services and Materials, including without limitation developing new Crowe services and software or other products. Client also agrees that Crowe may, in its discretion, aggregate Client content and data with content and data from other clients, other sources, or third parties ("Data Aggregations") for purposes including, without limitation, product and service development, commercialization, industry benchmarking, or quality improvement initiatives. Prior to, and as a precondition for, disclosing Data Aggregations to other Crowe customers or prospects, Crowe will anonymize any Client data or information in a manner sufficient to prevent such other customer or prospect from identifying Client or individuals who are Client customers. All Data Aggregations will be the sole and exclusive property of Crowe.

**LEGAL AND REGULATORY CHANGE** – Crowe may periodically communicate to Client changes in laws, rules or regulations. However, Client has not engaged Crowe, and Crowe does not undertake an obligation, to advise Client of changes in (a) laws, rules, regulations, industry or market conditions, or (b) Client's own business practices or other circumstances (except to the extent required by professional standards). The scope of Services and the fees for Services are based on current laws and regulations. If changes in laws or regulations change Client's requirements or the scope of the Services, Crowe's fees will be modified to a mutually agreed amount to reflect the changed level of Crowe's effort.

**PUBLICATION** – Client agrees to obtain Crowe's specific permission before using any Report or Crowe work product or Crowe's firm's name in a published document, and Client agrees to submit to Crowe copies of such documents to obtain Crowe's permission before they are filed or published.

**CLIENT REFERENCE** – From time to time Crowe is requested by prospective clients to provide references for Crowe service offerings. Client agrees that Crowe may use Client's name and generally describe the nature of Crowe's engagement(s) with Client in marketing to prospects, and Crowe may also provide prospects with contact information for Client personnel familiar with Crowe's Services.

**NO PUNITIVE OR CONSEQUENTIAL DAMAGES** – Any liability of Crowe will not include any consequential, special, incidental, indirect, punitive, or exemplary damages or loss, nor any lost profits, goodwill, savings, or business opportunity, even if Crowe had reason to know of the possibility of such damages.



**LIMIT OF LIABILITY** – Except where it is judicially determined that Crowe performed its Services with recklessness or willful misconduct, Crowe's liability will not exceed fees paid by Client to Crowe for the portion of the work giving rise to liability. A claim for a return of fees paid is the exclusive remedy for any damages. This limit of liability will apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted, including, without limitation, to claims based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This limit of liability will also apply after this Agreement.

**INDEMNIFICATION FOR THIRD-PARTY CLAIMS** – In the event of a legal proceeding or other claim brought against Crowe by a third party, except where it is judicially determined that Crowe performed Services with recklessness or willful misconduct, Client agrees to indemnify and hold harmless Crowe and its personnel against all costs, fees, expenses, damages and liabilities, including attorney fees and any other fees or defense costs, associated with such third-party claim, relating to or arising from any Services performed or work product provided by Crowe that Client uses or discloses to others or this engagement generally. This indemnification is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim, liability, or damages asserted, including, without limitation, to claims, liability or damages based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This indemnification will also apply after termination of this Agreement.

**NO TRANSFER OR ASSIGNMENT OF CLAIMS** – No claim against Crowe, or any recovery from or against Crowe, may be sold, assigned or otherwise transferred, in whole or in part.

**TIME LIMIT ON CLAIMS** – In no event will any action against Crowe, arising from or relating to this engagement letter or the Services provided by Crowe relating to this engagement, be brought after the earlier of 1) two (2) years after the date on which occurred the act or omission alleged to have been the cause of the injury alleged; or 2) the expiration of the applicable statute of limitations or repose.

**RESPONSE TO LEGAL PROCESS** – If Crowe is requested by subpoena, request for information, or through some other legal process to produce documents or testimony pertaining to Client or Crowe's Services, and Crowe is not named as a party in the applicable proceeding, then Client will reimburse Crowe for its professional time, plus out-of-pocket expenses, as well as reasonable attorney fees, Crowe incurs in responding to such request.

**MEDIATION** – If a dispute arises, in whole or in part, out of or related to this engagement, or after the date of this agreement, between Client or any of Client's affiliates or principals and Crowe, and if the dispute cannot be settled through negotiation, Client and Crowe agree first to try, in good faith, to settle the dispute by mediation administered by the American Arbitration Association, under its mediation rules for professional accounting and related services disputes, before resorting to litigation or any other dispute-resolution procedure. The results of mediation will be binding only upon agreement of each party to be bound. Costs of any mediation will be shared equally by both parties. Any mediation will be held in Chicago, Illinois.

**JURY TRIAL WAIVER** – FOR ALL DISPUTES RELATING TO OR ARISING BETWEEN THE PARTIES, THE PARTIES AGREE TO WAIVE A TRIAL BY JURY TO FACILITATE JUDICIAL RESOLUTION AND TO SAVE TIME AND EXPENSE. EACH PARTY AGREES IT HAS HAD THE OPPORTUNITY TO HAVE ITS LEGAL COUNSEL REVIEW THIS WAIVER. THIS WAIVER IS IRREVOCABLE, MAY NOT BE MODIFIED EITHER ORALLY OR IN WRITING, AND APPLIES TO ANY SUBSEQUENT AMENDMENTS, RENEWALS, OR MODIFICATIONS TO THIS AGREEMENT. IN THE EVENT OF LITIGATION, THIS AGREEMENT MAY BE FILED AS WRITTEN CONSENT TO A BENCH TRIAL WITHOUT A JURY. HOWEVER, AND NOTWITHSTANDING THE FOREGOING, IF ANY COURT RULES OR FINDS THIS JURY TRIAL WAIVER TO BE UNENFORCEABLE AND INEFFECTIVE IN WAIVING A JURY, THEN ANY DISPUTE RELATING TO OR ARISING FROM THIS ENGAGEMENT OR THE PARTIES' RELATIONSHIP GENERALLY WILL BE RESOLVED BY ARBITRATION AS SET FORTH IN THE PARAGRAPH BELOW REGARDING "ARBITRATION."

**ARBITRATION** – If any court rules or finds that the JURY TRIAL WAIVER section is not enforceable, then any dispute between the parties relating to or arising from this Agreement or the parties' relationship generally will be settled by binding arbitration in Chicago, Illinois (or a location agreed in writing by the parties). Any issues concerning the extent to which any dispute is subject to arbitration, or concerning the



applicability, interpretation, or enforceability of any of this Section, will be governed by the Federal Arbitration Act and resolved by the arbitrator(s). The arbitration will be governed by the Federal Arbitration Act and resolved by the arbitrator(s). Regardless of the amount in controversy, the arbitration will be administered by JAMS, Inc. ("JAMS"), pursuant to its Streamlined Arbitration Rules & Procedures or such other rules or procedures as the parties may agree in writing. In the event of a conflict between those rules and this Agreement, this Agreement will control. The parties may alter each of these rules by written agreement. If a party has a basis for injunctive relief, this paragraph will not preclude a party seeking and obtaining injunctive relief in a court of proper jurisdiction. The parties will agree within a reasonable period of time after notice is made of initiating the arbitration process whether to use one or three arbitrators, and if the parties cannot agree within fifteen (15) business days, the parties will use a single arbitrator. In any event the arbitrator(s) must be retired federal judges or attorneys with at least 15 years commercial law experience and no arbitrator may be appointed unless he or she has agreed to these procedures. If the parties cannot agree upon arbitrator(s) within an additional fifteen (15) business days, the arbitrator(s) will be selected by JAMS. Discovery will be permitted only as authorized by the arbitrator(s), and as a rule, the arbitrator(s) will not permit discovery except upon a showing of substantial need by a party. To the extent the arbitrator(s) permit discovery as to liability, the arbitrator(s) will also permit discovery as to causation, reliance, and damages. The arbitrator(s) will not permit a party to take more than six depositions, and no depositions may exceed five hours. The arbitrator(s) will have no power to make an award inconsistent with this Agreement. The arbitrator(s) will rule on a summary basis where possible, including without limitation on a motion to dismiss basis or on a summary judgment basis. The arbitrator(s) may enter such prehearing orders as may be appropriate to ensure a fair hearing. The hearing will be held within one year of the initiation of arbitration, or less, and the hearing must be held on continuous business days until concluded. The hearing must be concluded within ten (10) business days absent written agreement by the parties to the contrary. The time limits in this section are not jurisdictional. The arbitrator(s) will apply substantive law and may award injunctive relief or any other remedy available from a judge. The arbitrator(s) may award attorney fees and costs to the prevailing party, and in the event of a split or partial award, the arbitrator(s) may award costs or attorney fees in an equitable manner. Any award by the arbitrator(s) will be accompanied by a reasoned opinion describing the basis of the award. Any prior agreement regarding arbitration entered by the parties is replaced and superseded by this agreement. The arbitration will be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1 et seq., and judgment upon the award rendered by the arbitrator(s) may be entered by any court having jurisdiction thereof. All aspects of the arbitration will be treated by the parties and the arbitrator(s) as confidential.

**NOTIFICATION OF NON-LICENSEE OWNERSHIP (For California Engagements) – Crowe ("the Firm")** and certain owners of the Firm are licensed by the California State Board of Accountancy. However, the Firm has owners not licensed by the California State Board of Accountancy who may provide Services under this agreement. If Client has any questions regarding licensure of the personnel performing Services under this engagement, please do not hesitate to contact Crowe.

**NON-SOLICITATION –** Each party acknowledges that it has invested substantially in recruiting, training and developing the personnel who render services with respect to the material aspects of the engagement ("Key Personnel"). The parties acknowledge that Key Personnel have knowledge of trade secrets or confidential information of their employers that may be of substantial benefit to the other party. The parties acknowledge that each business would be materially harmed if the other party was able to directly employ Key Personnel. Therefore, the parties agree that during the period of this Agreement and for one (1) year after its expiration or termination, neither party will solicit Key Personnel of the other party for employment or hire the Key Personnel of the other party without that party's written consent unless hiring or engaging party pays to the other party a fee equal to the hired or engaged Key Personnel's compensation for the prior twelve-month period with the other party.

**CROWE AND EQUAL OPPORTUNITY –** Crowe abides by the principles of equal employment opportunity, including without limitation the requirements of 41 CFR 60-741.5(a) and 41 CFR 60-300.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability. Crowe also abides by 29 CFR Part 471, Appendix A to Subpart A. The parties agree that the notice in this paragraph does not create any enforceable rights for any firm, organization, or individual.

CROWE GLOBAL NETWORK – Crowe LLP and its subsidiaries are independent members of Crowe Global, a Swiss organization. “Crowe” is the brand used by the Crowe Global network and its member firms, but it is not a worldwide partnership. Crowe Global and each of its members are separate and independent legal entities and do not obligate each other. Crowe LLP and its subsidiaries are not responsible or liable for any acts or omissions of Crowe Global or any other Crowe Global members, and Crowe LLP and its subsidiaries specifically disclaim any and all responsibility or liability for acts or omissions of Crowe Global or any other Crowe Global member. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Crowe LLP or any other member. Crowe Global and its other members are not responsible or liable for any acts or omissions of Crowe LLP and its subsidiaries and specifically disclaim any and all responsibility or liability for acts or omissions of Crowe LLP and its subsidiaries. Visit [www.crowe.com/disclosure](http://www.crowe.com/disclosure) for more information about Crowe LLP, its subsidiaries, and Crowe Global.

### **Attachment A**

1. Determine, by inspecting the District's documentation, that a current system with manual signatures has been approved by the CDE.
2. Verify, through inspection of the District's documentation, that the electronic system has a procedure to track and verify that initial attendance is entered on the calendar day of the school day for which the attendance is a record thereof.
3. Verify, through inspection of the district's documentation, that the electronic system includes a report that lists the dates of data entry and modifications, and the employee identification of the person or persons logging the attendance information into the system.
4. Determine, by observation of a teacher and administrator accessing the system, that the report described in #2 above can be accessed by teachers and administrators for their review.
5. Determine, by observation, that the electronic system relies on passwords, passwords are accessible only to the employee for whom the password is created and passwords are changed periodically.



**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: September 28, 2020

Attachments: \_\_\_\_\_

From: Carrie Norris, Director of First 5 Programs

Item Number: 11

Type of item: (Action, Consent Action or Information Only):         Action        

**SUBJECT:**

Request the approve to apply for a three-year renewal of the First 5 of Sacramento Grant (RFA) for July 1, 2021 through June 30, 2024

**BACKGROUND:**

For over 10 years, the District has received funding through the First 5 of Sacramento Grant. We continue to have the opportunity to apply for this funding for the next three school years. Due to decreasing funding in the First 5 Sacramento and First 5 California budget over the last several years, the amount that the District is able to apply for has been reduced from the previous grant cycle of 2018-19 through 2020-21 from \$867,081 to \$613,625. The First 5 grant funds playgroups, parenting classes, home visiting services, developmental screenings, hearing and vision screenings, literacy activities, and more in our Sacramento County communities of Courtland, Isleton, and Walnut Grove. One area that we will not be able to continue providing in the next grant cycle is Kinder Camps. Kinder Camps will be part of the reduction of the spending in the next grant cycle, although we will seek funding from other areas to try to keep Kinder Camps going. There will also be some restructuring in staffing in order to continue the programs offered within the budget amount available to River Delta to apply for. The District has been involved in the Certified Sustainable program through First 5 over the last couple years to look at ways to continue the majority of our programs through restructuring, prioritizing, looking for alternate funding sources, etc. in order for us to be ready for the reduction in funds in this grant cycle. The letter of intent to apply for the First 5 Grant is due on October 2, 2020 and the RFA Grant application is due on October 30, 2020.

**STATUS:**

Board approval is required to apply for the First 5 Grant.

**PRESENTER:**

Carrie Norris, Director of First 5 Programs

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Nicole Latimer, Chief Educational Services Officer and Katherine Wright, Superintendent

**COST AND FUNDING SOURCES:**

First 5 funds have allocated to school districts. River Delta Unified School District is eligible to apply for a total of \$613,625 in funding.

**RECOMMENDATION:**

That the Board approves allowing the RDUSD First 5 School Readiness Program to apply for the First 5 Sacramento grant for the 2021-2024 year.

Time allocated: 3 minutes