



# 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>.

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## General Information

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

In mid-March 2020, Riverdale Joint Unified School District made the decision to close all of their schools in response to COVID-19. The decision to close was based on guidance from the Fresno County Superintendent of Schools, the Fresno County Department of Public Health and the California Governor’s Executive Order.

Understanding the profound impact of closing schools, Riverdale Joint Unified School District began establishing a communication line between students, parents, staff, and stakeholders. Forms of communication between groups took place through a phone dialer system, email, telephone, video conferencing and when possible in-person meetings. Based on guidance from the Governor's Executive Order, early communication centered on continuing the delivery of high-quality educational opportunities, providing school meals, and supervision of students.

During the course of the following weeks, Riverdale Joint Unified School District was able to address the items articulated in the Governor’s Executive Order (N-26-20). RJUSD launched a system to support distance learning for students, provide the technology devices needed for an online system of distance learning, establish a school meal system that involved both delivery and pick-up opportunities, and create protocols for monitoring students and supporting staff.

At the news of school closures, parents and staff expressed concern for the social-emotional support of children. In an effort to provide emotional support for students and families during this unprecedented period, Riverdale Joint Unified School District made their school site counselors available. Availability to school site counselors and All-4-Youth counselors was found through email links and phone accessibility.

Riverdale Joint Unified School District continued to overcome obstacles and make changes from traditional methods to effective programs in response to school closures from COVID-19 for the continuum of student learning for the rest of the 2019-2020 school year.

As the 2019-2020 school year came to a close, work for the 2020-2021 year began during the summer of 2020. A cohort of teachers, support staff and administrators held weekly meetings to discuss what returning to school in the fall of 2020 may look like. Conversations were held on what instructional model would take place, a learning management system platform to offer instruction on and protocols for students, staff and community members to return to campus. Various parent and community video conferencing opportunities were held along with board meetings throughout the summer. The goal was to have an established plan for students and staff returning to campus in the fall.

In mid-July, Riverdale Joint Unified plan to return students and staff to school sites was delayed. By order of the Governor on July 17, 2020, and under the guidance of the California Department of Public Health, schools located in counties that are on the Monitoring List must not physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Schools in counties that have not been on the Monitoring List for the prior 14 days may begin in-person instruction, following public health guidelines. Riverdale Joint Unified School District is located within Fresno County which was on the Monitoring List.

At the time that Fresno County is no longer on the Monitoring List, RJUSD will utilize the remaining balance of the current week plus two full weeks to facilitate the transition back to in-person attendance on the part of students. The attention of Riverdale Joint Unified School District shifted to preparing for a return to distance learning program.

Riverdale Joint Unified School District will turn to different funding sources to purchase materials and provide services for students to continue to learn in response to Covid-19. Some funding RJUSD will use stems from the state of California. At the onset of Covid-19 in California, the state through Senate Bill 117 provided \$26,147 for RJUSD. Later during the 2020 year, new funding called the Learning Loss Mitigation Funding (LLMF) was provided by the state of California. The Learning Loss Mitigation Funding was broken down into several funding sources. Riverdale Joint Unified School District was eligible to receive \$69,462 from the Governor's Emergency Education Relief (GEER), \$1,566,954 from the Coronavirus Relief Fund (CRF), and \$150,910 from Proposition 98 Funding. Funding was also provided by the federal government. The federal government offered the Elementary and Secondary School Relief (ESSER) funds. Riverdale Joint Unified was able to receive \$449,507 from this funding source. Collectively, RJUSD was provided \$2,262,980 in funds to support student learning during the pandemic of Covid-19.

# Stakeholder Engagement

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

Since the beginning of RJUSD schools closing in mid-March 2020, Riverdale Joint Unified School District began establishing a communication line between students, parents, staff, and stakeholders. Forms of communication between groups took place through a phone dialer system, letters, email, telephone, video conferencing and, when possible, in-person meetings. These forms of communication have continued to be carried out from the inception of COVID-19 last spring, through the summer months and to the present now in the fall. Through the continued lines of communication, stakeholders have been provided the opportunity to provide feedback in a meaningful fashion that has helped to shape the instructional model Riverdale Joint Unified School District is using to support learning for all students.

A continuous line of communication between Riverdale Joint Unified School District and its many stakeholders has taken place. Since the inception of schools closing in March 2020, communication has occurred between parents, pupils, staff and administration. Amongst district staff, both classified and certificated labor groups were involved in the communication throughout the district's involvement with Covid-19. These forms of communication have taken place through various formats that include written correspondence, video and phone conferencing and when possible in-person meetings. Surveys, in English and Spanish, were sent home to solicit feedback. Another measure to solicit feedback was conducted through a multitude of video conferencing that occurred during the summer months. Video sessions, provided through Zoom, were offered in both English and Spanish. Superintendent Percell conducted the meetings to answer questions and concerns while also collecting input and ideas from stakeholders. The Associated Student Body (ASB) Class Officers of Riverdale High School conducted a meeting with the site principal to discuss and address questions, concerns and input. During the spring of the 2019-2020 year, the School Site Council's (SSC) from each school, along with the English Learner Advisory Committee (ELAC) from each site and the District English Learner Advisory Committee (DELAC) were included in the conversations. Additional school board meetings were held over the summer to solicit stakeholder feedback. Meetings were conducted in a video format but physical attendance was also permitted. To support social distancing protocol, meetings were held in the high school gymnasium. As the 2020-2021 school year began and the Learning Continuity & Attendance Plan (LCP) was placed together, meetings amongst the Parent Advisory Committee (PAC) and each school's English Learner Advisory Committee (ELAC) were held. The discussion of the Learning Continuity & Attendance Plan (LCP) were of no surprise as elements had been discussed and shared for months prior. None of these groups submitted questions, in the fall of 2020-2021, which would require a written response from the Superintendent.

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

COVID-19 presented a new situation for school districts to find different methods for conducting public meetings and public hearings. To expand participation in such meetings and hearings, Riverdale Joint Unified School District offered video conferencing/engagement for all stakeholders. School sites carried out their School Site Councils (SSC) in a video format. English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings held in the late spring along with hearings such as board meetings, which carried through the summer, provided video participation for stakeholders. While these sessions were available in a video format, measures were also taken to support public attendance in a social distancing manner. Board meetings were moved to gymnasiums. Video

engagement took part over the summer multiple times with stakeholders to gain input and participation on conversations about instructional programs the district was examining. Sessions such as these were held in both English and Spanish to maximize participation. In the 2020-2021 year, these same opportunities continue to be provided for all stakeholders. The promotion of such events was carried out through robocalls in which the Superintendent would invite all stakeholders to participate in either video or physical fashion. Video links were shared in robocalls or provided through social media in mediums like Facebook. The actual links for stakeholders to participate were located within the district's website on their cover page. To also promote participation and awareness of various meetings and forums taking place, students and parents were emailed. At the beginning of Covid-19, RJUSD asked each school site to contact every student's family to ensure that phone numbers and email addresses were correct. This planning allowed RJUSD to reach nearly every student and family through district email.

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

Stakeholders have been providing feedback that Riverdale Joint Unified School District has collected and utilized in the shaping of distance learning last spring and the Reopening Plan for 2020-2021. Feedback has included access to computers and connectivity to the internet, a schedule for instructional times so that families may balance their in-home routines, accessibility to meals, concerns about grades and attendance accountability, and the desire by some families to return to school while others prefer to keep their children at home. These areas of feedback represented the more commonly discussed, shared or brought up topics RJUSD collected from stakeholders through meetings such as SSC, ELAC and DELAC, school board meetings and parent forums.

Some of the greatest concerns expressed by family centered on either safety or connectivity. Parents expressed in numerous ways their concern over the return of their children to school. What would it look like? Would students have to wear masks? What would be the safety protocols? What would bussing look like? All of these types of questions helped RJUSD to create their Reopening plan for 2020-2021. As the steps of the plan were created, stakeholder input helped to walk through situations and provide answers that parents and stakeholders were comfortable with. The second largest issue was connectivity. While RJUSD has taken tremendous steps to increasing the level of connectivity, there are still some steps in progress. For most families, the issuance of computers and hotspots solved the problem. Being in a rural district, families further removed from the center of town did experience connection issues. RJUSD has found some means to fix the issue but is still searching for others to expand bandwidth and allow for further remote families. The topics of safety and connectivity dominated the questions and feedback stakeholders presented.

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

The feedback gathered from various stakeholders directly influenced Riverdale Joint Unified School District's Learning Continuity and Attendance Plan. The greatest concern was student access to computers and connectivity to the internet. Laptops were issued to students along with a mobile hotspot to allow for connectivity. Due to RJUSD being in a remote rural location in Fresno County, connectivity does present obstacles. The RJUSD Instructional Technology Department works with each family and their mobile service provider to address connectivity issues. As a part of the district's Reopening Plan, each school site provided a set schedule of instructional times. A balance was

created to prevent all grades, for students working from home, reaching out to students for live instruction at the same time to lessen the burden on families' internet capacity. The Reopening Plan also provided clarity for parental concerns on grades, grading, and attendance accountability. Food Services developed procedures that allowed a parent or an adult designated by the parent to pick up meals for children who are absent due to illness or who are required to self-isolate. School sites providing for meal pick-up expanded from one site to all sites throughout the district for greater convenience. The most difficult aspect was creating an instructional model that supported parents' desire to return their children to school while others wished to keep their children at home. To create a balance between the two desires, while following state and local health department guidelines, Riverdale Joint Unified School District was able to create a hybrid model for instruction. Once students are cleared to return to school by state and local guidelines, the hybrid model will involve students attending campus in an alternating fashion with a component of distance learning. Families that prefer to keep their children home will be extended the distance learning model that RJUSD is currently using. Feedback from stakeholders directly played a role in the Learning Continuity and Attendance Plan created by Riverdale Joint Unified School District.

## 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.]

All students in grades TK-12 will have the opportunity to participate in one of two programs, (1) distance learning (5 days at home) or (2) a hybrid model which includes a specified blend of time on campus and time at home. Until the time that physical distancing guidance is changed from the recommended 6 feet, a full-time (5 days) in-person instructional model is unlikely to take place. The ultimate goal is to return all students to an in-person instructional model with 5 days of on-site instruction and attendance, which will take place once it is determined that this is a safe option for students and staff. Based on the exceptional needs of certain student populations (i.e. students with disabilities, EL newcomers), a small number of students may have access to additional days of on-site, in-person instruction.

Riverdale Joint Unified School District has developed various protocols to ensure the safety and health of students, staff, parents and stakeholders as a result of Covid-19. Cleaning and disinfecting of the campus and classrooms will take place on a daily basis by maintenance. Protocols are in place for individuals coming onto the campus. These protocols, developed under guidance from state and local health officials, include, but are not limited to: a health survey, mask/face shield guidelines, temperature checks, social distancing practices, hygiene practices, and contact tracing guidelines. To ensure and promote safety standards, RJUSD will increase its nursing staff to support student and staff needs. The addition of nursing staff will support RJUSD protocols for student and staff safety that are aligned with the CA Department of Public Health and the Fresno County Department of Public Health guideline and district policy.

All students shall participate in distance learning in the event of an order or guidance from a state or local public health officer which then necessitates the physical closure of our school sites as initiated by the Board and/or the superintendent or superintendent's designee. In addition, groups of students may be assigned a temporary period of distance learning should an event of exposure to COVID-19 take place.

A learning management system (LMS) will be utilized as the primary point of access for the TK-12 students' instructional experience, whether at home or on site. An LMS is a web based application that supports the delivery of instruction, provides access to instructional resources, allows for the accounting of student participation and progress, and assists in the facilitation of communication between students, parents, and instructional staff. Regardless of their physical presence in a classroom or at home, all students will be expected to access learning through the LMS every day that school is in session. Learning schedules and expectations will be provided for on site instruction and for distance learning.

As students return either in-person or through distance learning, assessments will be conducted to identify students who have experienced significant learning loss due to school closures in 2019-2020. Riverdale Joint Unified School District will use the results from these assessments to place students into an instructional schedule to address their needs while also incorporating intervention strategies to accelerate learning for students.

When campuses are open for on site instruction, students participating in distance learning will have access to co-curricular programs and extracurricular activities. Social-emotional learning activities to develop coping skills will be incorporated in the instructional program. Schedules for each school site will be established for distance learning models, hybrid models, and a full return to school.

To conduct initial in-person instruction, RJUSD will use a hybrid model. In the hybrid model, students from 3rd - 12th grade will be wearing masks. Masks will be provided for students and they will be required to wear them unless a medical note directs otherwise. This model will place students into two groups. These groups will be called "A" and "B". Group "A" students will attend school on Monday and Tuesday with distance learning for the rest of the week. Group "B" students will partake in distance learning Monday - Wednesday and return to school on Thursday and Friday. There will be no students on campus during Wednesday's of each week. While synchronous or physical instruction is offered on Monday, Tuesday, Thursday and Friday; students who are on distance learning will follow along. Wednesday's will offer synchronous learning for all students through distance learning. Teachers will provide instruction to students who are physically in the room along with those following online. Students in the classroom will be distanced six feet apart from one another. When students are on campus, there will be several protocols to follow for safety and Covid-19 social distancing.

Social distancing will be practiced in every facet of students and staff returning to campus. Six feet of distancing will be practiced on bus transportation, classroom seating, and grouping of students. On the elementary level, breakfast and lunch will be served in the classroom to promote social distancing and reduce student mobility. Recess will be held by each elementary class separately with six feet of distancing between student interaction. On the secondary level this process will also look very similar as students will receive breakfast in their first period classroom but leave to an assigned classroom area on campus for lunch. Staff workroom areas will have a reduced number of individuals in the room at a single time. Student and staff restrooms will also experience a reduced number of stalls to limit the gathering of people in the restrooms. Hallways and pathways on each school campus will be controlled by the direction of student/staff traffic moving in a one way pattern. Two way traffic in hallways will not be allowed. Having students and staff travel on campus in a one direction manner will

reduce the face to face interaction in walkway areas. Several protocols will be in place to promote social distancing amongst students and staff.

RJUSD will have several protocols in place to support the health of individuals coming onto campus during the Covid-19 pandemic. First, students and staff will answer a series of questions prior to leaving home. These questions will help to determine whether an individual should even leave home. Parents will need to accompany their children, K-6 to either their bus pick-up point or walking them to school. Students riding a bus will be temperature checked before boarding and students walking will be temperature checked before entering campus. If a student possesses a temperature of 100.4 or higher, they will not be allowed on the bus or able to enter campus. Students grades K-6 will return with their parents and students grades 7-12 will be asked to return home. If a child arrives on campus without a parent and is unable to enter, they will be sent to an isolation room on campus for parent pick-up. Once on campus, students will be directed to their homeroom or first period class where they will answer a short survey asking them how they feel. Any student who does not feel well, will be sent to the school site’s isolation room for parent pick-up. Staff coming onto campus will be taking their temperature and also answering a short online survey daily. Similar protocols are in place for visitors coming on to any school site as they will need to answer survey questions and submit to a temperature check. As a school day progresses, teachers are trained to recognize symptoms of Covid-19 and can have students directed to their site’s isolation room. An isolation room is set up on each campus to allow a supervised placement of students who display Covid-19 symptoms waiting to be picked-up by their parents. RJUSD has positioned LVN’s and medical aides throughout the district to help support student and staff needs. Several health protocols are in place for Riverdale Joint Unified School District for the return of students, staff and visitors to campus.

Social-emotional learning support will be implemented in both models of in-person and distance learning. Information will be provided to students, families, and staff regarding dealing with stress and anxiety in healthy ways, as well as the importance of emotional well-being for academic success. Counselors will be located on each school campus and able to work with students when they return to school in a physical format. Information will be provided to staff and parents/guardians regarding how to provide mental health support to students. Counseling support can be found through campus specific counselors or district wide programs such as All-4-Youth. Social-emotional/mental health support for staff can be accessed through their employee assistance program.

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

Description	Total Funds	Contributing
<p>Safety Equipment &amp; Protocol for School Environment: All classrooms and facilities will be disinfected on a regular basis to ensure and promote a safe and clean environment under Covid-19 guidelines. In all classrooms and facilities there will be disinfectant, hand sanitizers, and plexiglass dividers to allow for safe communication between teachers and students. Face masks will be provided for all staff and students. All students, staff and visitors to each facility will undergo safety protocols that involve touchless thermometers and surveys. All staff will be provided with sanitization training aligned with the CA Department of Public Health and the Fresno County Department of Public Health guidelines and district policy.</p>	<p>\$450,000</p>	<p>No</p>

Description	Total Funds	Contributing
<p>Medical Personnel: To ensure and promote safety standards, RJUSD will increase its nursing staff to support student and staff needs. The addition of nursing staff will support RJUSD protocols for student and staff safety that are aligned with the CA DEpartment of Public Health and the Fresno County Department of Public Health guideline and district policy.</p>	\$100,000	No

## 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.]

Riverdale Joint Unified School District has established a system to provide continuity of instruction and learning during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. First, each grade level or subject area has state adopted standards for the curriculum that teachers provide instruction on. The standards of the curriculum do not change or alter. The rigorous approaches of instruction continue but the method of delivery is altered under the current situation of COVID-19. Teachers will continue to use their curriculum maps to present the curriculum for the grade level or subject area they are teaching. Teachers continue to work in collaborative groups either by grade level or subject area to discuss best practices and instructional strategies to offer their curriculum. Grade levels or department groups continue to meet with site administration to review and discuss how standards in the curriculum are being addressed. These conversations are followed up with a data review of assessments to examine the level of learning that has taken place. Conversations on learning take place throughout the year to ensure that students are exposed to a full curriculum while examining data to ensure its effectiveness in student learning.

While content standards are continued in a rigorous fashion, Riverdale Joint Unified School District needed to alter the method of delivery due to ever changing circumstances of COVID-19. RJUSD has developed different methods to adhere to mandates relating to COVID-19, parent concern, and most importantly student needs. Learning from the past experience in the spring of 2020 and parent input, RJUSD has implemented a Learning Management system (LMS) to serve as a platform for instruction of grade level and subject area curriculum to students. Incorporating an LMS will increase student and parent ease into the daily instruction and access to learning materials. The LMS also offers a functional management and organizational system for teachers to use with students in the preparation and presentation of their lessons. With Fresno County on the state’s watchlist, Distance Learning has been implemented for all students until restrictions on in-person instruction are lifted. Students and families can access the district’s LMS from their computers and mobile devices to engage in

learning with the teacher. Attendance accountability is worked into the system to track the student level of participation. Once Fresno County exits the state level watchlist, RJUSD will transition into a hybrid model of instruction. Some students will be present on campus a few days of the week for in-person instruction while the remaining days of the week will be in a distance learning format. Some families may prefer for their children to stay home under the hybrid model in which those children will access instruction in a full distance learning model. In working with children to support their needs, there may be times when the best method of instruction may not be online in distance learning. For some students, the distribution of physical materials may be the preferred method. Teachers review and prepare these materials to ensure they are of the same level of rigor and continuity of materials presented online or in-person.

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the Riverdale Joint Unified School District to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. In July 2020, the California Department of Education (CDE) under Senate Bill 98 (SB98) reduced the number of daily instructional minutes in a distance learning program. Based on this California legislative requirement, total IEP and instructional minutes per day may be reduced to the quantities as described in SB 98. Students within RJUSD will be provided daily live instruction and weekly consultations with families. Some RJUSD students receive services through the Fresno County Superintendent of Schools' (FCSS) Special Day Classrooms. Students in these settings will be provided with a continuity of instruction by daily live instruction, daily pre recorded lessons, and weekly consultations with families. In both programs, RJUSD or FCSS, in addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff and RJUSD staff members will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

## **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.]

It is the goal of Riverdale Joint Unified School District to ensure access to devices and connectivity for all pupils to engage in distance learning. Beginning in the spring with the closure of schools due to COVID-19, RJUSD reached out to families and informed them of the district's ability to provide laptop computers for each student during distance learning. While RJUSD had already established a 1:1 program on the high school level where students had been taking their computers home daily, grades K-8 were not already in a 1:1 model. Computers were issued within days of the initial closures in March 2020. During this process, RJUSD was able to gain perspective on the number of

families that did not possess internet access by conducting a survey of all families in the district. Riverdale Joint Unified School District provided to each family in need a mobile hotspot to allow students to connect to the internet using their school issued laptops. RJUSD ordered 450 T-Mobile hotspots to provide to families who did not have access otherwise. This same process of ensuring students and their families were supplied with appropriate technology equipment and access also extended to the RJUSD staff. While teachers possessed a laptop as part of their normal instruction, many of the support staff were lacking appropriate access. The Instructional Technology Department in the district began issuing laptops, hotspots or both to employees to allow for their connectivity to support student learning. Riverdale Joint Unified School District was able to provide access to laptops and hotspots for students, families and staff for everyone to engage in distance learning.

Following the process of providing computers to all in need, the district began the procedures of ensuring access to devices and connectivity in an ongoing manner while also addressing the maintenance of such devices. RJUSD explored different internet plans by connecting with various vendors to examine how coverage could be addressed to a rural district. Several plans were examined and one was selected. Riverdale Joint Unified School District works with families and the internet vendor when challenges periodically arise on connectivity for students. Protocol is in place for when lack of connectivity occurs for a student for an extended period of time. Communication between the IT Department, the school site and the student's teacher takes place to ensure that student learning is not delayed significantly due to connectivity. Aside from addressing connectivity issues for students, the IT Department also has a process for the continued maintenance of technology devices issued. Normally, computers would be serviced over the summer. Due to COVID-19, students were allowed to keep their computers over the summer as various educational applications were available for students and their families to use. During this period in the summer however, students were able to bring their devices in for service. This process has continued into the 2020-2021 school year. Since school is now in session, students are given a "loaner" computer while their device is serviced. RJUSD has developed a process of maintaining connectivity and servicing technology devices.

There are times and occasions where a student may receive a different method of instruction that is not technology based. While the majority of students in Riverdale Joint Unified School District do use technology during periods of distance learning, there are exceptions and periods where this may not occur. First, there are periods when work between the RJUSD IT Department and the internet vendor may extend over a couple of days. On these occasions, students are issued materials either through a school mailing or pick-up ability at the school site. While it is not the goal for this type of instructional service, it is the goal to provide instruction to students in a continuous fashion. For families who are not serviceable via a hotspot, RJUSD will be deploying a school WiFi system that will allow homes to access the internet during the fall. During periods of this type of service, teachers remain in daily contact with their students. Another occasion where the physical distribution of materials may occur for students is based on student need. Some students, within Special Education, may receive physical work in lieu of technology based assignments. For students in this type of situation, an IEP team will have discussed and determined what is the best method of instruction. RJUSD has developed practices for students to engage in student learning that may not occur exclusively through technology in distance learning.

Students served through Riverdale Joint Unified School District across the continuum of special education programs, including, but not limited to, the Fresno County Superintendent of Schools' Special Day Classes, will be contacted by certificated staff within the first week of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

## 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.]

Riverdale Joint Unified School District has developed a process to track and monitor student progress through live contacts and synchronous instructional minutes. The tracking of this information will be done through a Learning Management System (LMS) called Schoology, for which RJUSD purchased during the summer to support the distance learning of students, and the Student Data System called Aeries. RJUSD has used Aeries for many years to track, organize and send student data to state reporting systems. When students return to campus instructional minutes will be calculated by: 1) Time spent under the immediate physical supervision and control of a certificated employee and 2) Time value of assignments as determined by a certificated employee (distance learning). Instructional time for distance learning is calculated based on the time of synchronous and/or asynchronous assignments made and certified by a certificated employee of the school district. Daily documentation of daily participation of every student for each school day of distance learning will take place. This will be the student's weekly engagement record which will provide a record of in-person and distance learning participation, as well as progress on assignments. A record of regular communication with parents regarding their child's academic progress will also be maintained.

Riverdale Joint Unified School District's plan for tracking and monitoring student progress can be used in both distance learning and hybrid models of instruction. Synchronous time refers to when a student is "live" with their teacher. This monitoring of "live" instruction can be done through distance learning by the teacher keeping track of not only who joins the class session but also monitoring how long they are in the class. In a hybrid model "live" instruction can simply be tracked by the physical attendance of the student when they are assigned to a class/teacher. Asynchronous time refers to when a student is away from a teacher but has been assigned to engage independently with their classwork. Teachers will assign time values to the classwork they assign students for when they are away from the instructor. Students will earn time value of the assignments given to them but their completion and submission of the assignment to the instructor. Asynchronous time assignments can be conducted in both a distance learning and hybrid model of instruction. Based on the grade level of the student will determine the amount of instructional minutes provided daily. The range in instructional minutes is from 180 minutes to 240 minutes daily. RJUSD is able to monitor and track student progress in different models of instruction they provide for students.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

## 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.]

Riverdale Joint Unified School District has created a professional development plan that consists of three areas to support staff in the distance learning program. The district's professional development plan consists of support in technology, software/programs and instructional strategies. Professional development in each of these areas will allow staff to carry out their methodologies of instruction to support students in a distance learning model.

The district has an Instructional Technology Department that has supported staff in the area of technology since the beginning of the distance learning model. At the beginning of distance learning, the knowledge level of staff going into a distance learning model varied. The IT Department worked with teachers individually to support their movement into the distance learning model. While the IT department developed self-guided video tutorials, members of the department would also work with teachers individually upon their request. While all teachers were already supplied with laptop computers, the IT Department provided classroom aides electronic devices. The aides were supported in how to use their new device in support of the teacher's virtual classroom. The IT Department has also provided advice and professional development on new technological devices to support teachers in their distance learning instruction.

The emergence into a distance learning model of instruction brought about a new wave of software and programs that required a planned professional development approach to support staff. As Riverdale Joint Unified School District went into distance learning almost overnight, new realms such as Zoom and Google Meets presented challenges for staff. The IT Department provided guidance either through video tutorials or in-person meetings to work with staff on the video conferencing formats. While most teachers in the district were familiar with Google classrooms, some staff were also supported in using this format in the spring. AS RJUSD concluded their spring semester in 2020, the district began to examine how to improve its mediums for offering instruction. Over the summer of 2020 RJUSD decided to use a Learning Management System (LMS) called Schoology. The Schoology program would allow teachers greater ease and organization of instructional strategies and materials. The system would also allow for greater flexibility for students and their families. This new online program does however require professional development to navigate through. RJUSD staff was invited over the summer to begin using the program while the IT Department could work alongside teachers. Some teachers took advantage of this opportunity over the summer. For a majority of the staff, they would learn once the new school year would begin. The IT Department worked with the professional development team of Schoology to set aside time to work with staff at the beginning of the school year. Teachers and classroom aides were provided professional development to use the Schoology program. Professional development time has also been set aside during the course of the year to offer continued support of the program. The IT Department has also been instrumental in the support of various academic software programs as they have been implemented in a distance learning model. These programs include but are not limited to curriculums in reading, science, and English language development. Many of these programs were being used in a physical sense before Covid but the move to online required additional professional development.

The final element of Riverdale's professional development plan is centered around instructional strategies. Riverdale Joint Unified School District had been developing a professional development plan with Fresno County Superintendent of Schools (FCSS) that focused on English language arts and reading instruction. The core of this work will also specialize in the area of English Language Development for students who have been identified as second language learners. The district had determined through a self-reflection process, prior to

Covid, that these were areas of high priority. The addition of Covid did not take away or remove the necessity to still focus on these high priorities. What Covid did do was require how these areas of English language arts and reading instruction can be supported and enhanced in a distance learning environment. The weekly calendar for distance learning allows for all staff to take part in professional development each week on Wednesday's. Time throughout the year on English language arts and reading strategies will take place during this time. In addition to academic professional development, specialized work will take place in the area of Social and Emotional Learning (SEL). While RJUSD also identified the need for additional work in social and emotional learning, the onset of Covid has dramatically increased this necessity. Again, working with FCSS, Riverdale will take part in professional development throughout the year to learn strategies to support and recognize student needs.

## **Staff Roles and Responsibilities**

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

The onset of Covid-19 has created new roles and responsibilities for the staff of Riverdale Joint Unified School District. Every aspect of staff which includes certificated, classified and management have seen an adaptation due to Covid. Each of these staff groupings possessed a lengthy list of responsibilities but the addition of Covid-19 has changed or lengthened these duties.

While Certificated staff continued their responsibility of teaching students, they have had to shift their mindset and approaches. Teachers have had to learn to facilitate distance learning utilizing new tools and resources. While they have had to change their method of delivery of instruction, teachers have also had to expand their awareness of social emotional needs of children. Prior to Covid-19, teachers were trained to review and observe children through a lense of social-emotional awareness. Teachers are now being asked to expand their level of awareness as they gain glimpses into children's homes. During this period of Covid-19, national statistics have revealed increases in domestic violence and child abuse. Teachers have been made aware to be respectful of a child's home setting but to observe for items that lead to further notification. Counselors, within RJUSD, have changed their responsibilities during this period to meet the increase in social-emotional need for students. Counselors have provided direct phone links on the district website to offer a continued line of support for students in need. Counselors have discovered that many students find it more comfortable to talk from home but later in the afternoon or evening. Counselors have adapted their times of supporting students to meet student needs. Some Certificated employees have decided to work from home under the district's Work From Home Policy. Individuals interested in exploring this option meet with the Superintendent to discuss the feasibility of working from home.

Classified staff have not only seen responsibilities change, but some have also experienced changes in their roles. Similar to teachers, classified employees also had to experience change under Covid-19. For some Classified staff, whose roles are dependent on having students on campus, they have had to take on new roles and responsibilities. Through conversations with their representative organization's, staff who previously worked directly with kids in a physical sense of supervision have been reorganized to a role that supports student learning in a distance learning model. These are temporary changes and dependent upon Covid-19 and its impact. Classroom aides and tutors have seen their role expand as they provided support, under the direction of the classroom teacher, to work with students in a 1:1 fashion in virtual meetings. These meetings allow for extra support beyond what the teacher provides in the general classroom setting. The impact of Covid-19 has also directly affected the frequency of cleaning facilities. While maintenance and janitorial schedules were in place

prior to Covid-19, these schedules have been increased to support cleaning guidelines to prevent the spread of the virus. The cleaning of facilities occurs at a much higher rate which includes the sanitizing and wiping down of general areas, offices, classrooms, door handles and restrooms. Daily protocols are in place for individuals to ensure that they are healthy to come onto a facility. While RJUSD has a single licensed vocational nurse (LVN) for the district, the return of students will require the expansion of this position in a temporary fashion to support student protocols and daily needs. Another group is the Technology staff. The Technology staff served a major role in the professional development and training of staff of carrying out their work from a technological approach for many Certificated employees and some fellow Classified employees. The Technology Department is also directly responsible for the daily connectivity of students to their online access for distance learning. Some Classified employees expressed interest in the district's Work From Home Policy. Individuals interested in exploring this option meet with the Superintendent to discuss the feasibility of working from home. Depending on level of work to be carried out, some employees may have the feasibility to work from home while others may not.

Riverdale Joint Unified School District Management has also seen their roles adapted and new responsibilities placed on them due to Covid-19. Site administration teams and supervisors are responsible for the level of safety on their campus or facility. Covid-19 protocols such as daily temperature checking of all staff, wearing masks or face shields, social distancing and the cleanliness of their campus are new responsibilities assigned to administrators. School site administrators have also been given the responsibility of reaching out to families under the state's new guidelines for distance learning attendance. If a child misses 60% of a week or more, site administrators have to begin a process of reaching out to the family and reconnect the student to learning at the school site. On a district level, Human Resources (HR) has new responsibilities relating to employees who may have been exposed to Covid-19. Following county and state guidelines, the HR Department has taken a new role in exploring contact tracing for each possible reported case of Covid-19. In addition, district leadership continues to keep up with the ever changing rules and procedures that both the state and county levels of government present to school districts. The Superintendent of Riverdale Joint Unified has expanded and adapted his role and responsibility to inform students, parents, staff and community stakeholders of the ever evolving environment under Covid-19.

## **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.]

Riverdale Joint Unified School District has a system of supports to provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full curriculum of placements, pupils in foster care, and pupils who are experiencing homelessness.

First and foremost, the outreach of students during distance learning is one of social-emotional support. While counselors have been available from the onset of Covid-19, they have provided additional support to a specific group of students. Research has indicated that this group of students experience a greater loss of social-emotional connection. These students include: English learner, Foster Youth, homeless, and students with disabilities. Counselors set up individual and/or group meetings in a virtual format to work with students. Case

managers work directly with exceptional students with disabilities in a daily format while also reaching out to their families on a weekly basis. The additional support provided in a social-emotional level serves as a foundation for students to progress in a distance learning model.

There are several additional academic supports that are provided to support students with unique needs in the distance learning model. Teachers reviewed student data to examine which students were struggling academically last year prior to Covid-19. In an analysis of this data, individuals were selected from this unique needs group, to become “focus” students for the 2020-2021 year. While teachers offer daily “live” sessions called synchronous learning, they also offer time for students to work alone or in groups on assignments called asynchronous learning. During this period of asynchronous learning, teachers will provide additional support for students with unique needs by pulling them aside in a virtual classroom to review or discuss the lesson and check in the student’s level of understanding. These additional periods help students to make connections or review specific items of the lesson they may need. Classroom tutors are also utilized to provide additional support. The additional support provided by the tutors is direct 1:1 support under the direction of the classroom teacher. Special Education classroom tutors also work with their students in an additional capacity by also providing 1:1 academic support. The classroom teacher and/or case manager keeps a log of the additional support they provide to students with disabilities.

The district’s partnership with the Fresno County Superintendent of Schools (FCSS) helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students’ IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

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

Description	Total Funds	Contributing
Technology Devices: Under the distance learning model, RJUSD issued every student a computer. As students received their computer, the devices needed to be protected as they were now outside of the classroom. Computer cases were purchased to protect the laptops as students took them home to gain access for distance learning during this period of the Covid-19 pandemic.	\$50,000	No
Internet Connectivity: To best support our pupils of low-income status, English learner, homeless, and foster youth, who may be at greater risk of learning loss due to the Covid-19 pandemic, RJUSD provided 5G hotspots to families to allow for connectivity to distance learning. To enhance the signal to families living in a rural district, the district expanded its range of internet connectivity by adding a tower to increase the range of coverage. This support of internet connectivity will assist students with distance learning through live interaction with an adult. This system of support, directed at students who are in these student groups of low-income, English learner, homeless, foster youth, and students with	\$150,000	Yes

Description	Total Funds	Contributing
<p>disabilities, is in response to the pandemic and support closure of the achievement gaps: particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>		
<p>Computers: Under the distance learning model, RJUSD issued Ipads to kindergarten students. Students in kindergarten were not receiving individual technological devices prior to Covid-19. Due to the pandemic of Covid-19 and the closures of schools, distance learning has become the method of instructional delivery. To support the distance learning model, kindergarten students were issued Ipads.</p>	\$250,00	No
<p>Computer Software &amp; Programs: Moving to a distance learning model, RJUSD needed to purchase computer software and programs to support online instruction. Materials such as a Learning Management System (LMS) and the digital access of curriculums and assessment tools will help students and their families to access learning and curriculums through the district's distance learning model under the Covid-19 pandemic.</p>	\$400,000	No
<p>Instructional Materials: Due to RJUSD moving under a distance learning model because of the pandemic of Covid-19, additional classroom materials were purchased to provide for students teachers. Traditionally in a classroom a teacher would have a class set of materials that students would share during instructional time. In a distance learning model, RJUSD needed to provide materials for each student individually based on their grade level requirement. Supplies ranged from art supplies, pencils, rulers, supplemental reading materials, and headsets. Teachers were in need of webcams to support their instructional practices for distance learning. The purchase of these materials help to provide a high level of instruction for RJUSD students in a distance learning model.</p>	\$150,000	No
<p>Computers: As RJUSD moved into a distance learning model during this period of the Covid-19 pandemic, students were issued laptop computers. RJUSD needed to purchase additional computers for students in grades K-12 for home usage. The addition of computers supported the distance learning model RJUSD provided.</p>	\$220,000	No

## **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.]

Riverdale Joint Unified School District has developed different approaches to addressing pupil learning loss depending on the method of instruction being provided. RJUSD has developed a plan for students in a distance learning model but also has plans for their hybrid model when students are able to return to instruction in a physical manner. The focus of the district's measuring of potential learning loss will be centered on English language arts, English language development, and mathematics. While some initial assessments may occur at the beginning of the year, most assessments will take place on a schedule that supports the needs of each school site. The frequency of the assessments will range from quarterly to bi-monthly. The assessments vary depending on the school site and grade level. Prior to Covid-19, each school site had established assessment tools to measure student learning. These same tools will be used again for determination of a student's potential learning loss. Assessments in the area of English language arts include tools such as Fastbridge, reading data, foundational skills assessments, interim assessment blocks, and School Wide Writing assessments. English language development assessments include: programs such as MobyMax and BrainPop. Mathematical assessments include: department generated assessments, 9th Grade mathematics entrance exam, curriculums such as MyMath and programs such as Reflex Math and Happy Numbers. Through each of these areas of assessment, teachers will also use teacher generated assessments. Data from these various assessments will guide teachers on methodologies and strategies to use on students who have experienced learning loss due to Covid-19.

## **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.]

To address student learning loss, Riverdale Joint Unified School District will carry out several actions and strategies to accelerate learning progress for all pupils. On a social-emotional level, teachers will work to build relationships with students. In the spring of 2020, teacher's and student's know one another. That bond between student and teacher evaporated with the beginning of a new school year for 2020-2021. One of the first emotions for children who are behind in learning is frustration. Teachers will work on strategies to bond and connect with their new students. It will be the teacher's goal to create a safe and welcoming environment for children in the classroom, may it be virtual or physical. Teachers can also examine a student's past data on learning. In discovering who in your class was "behind" the previous year, those students can then become targets for the teacher to watch and support academically. Varied strategies on reviewing material, providing embedded tutorials, scaffolded lessons that are rich in review opportunities will help to support student learning. Each school site has developed a schedule that allows for intervention opportunities each and every Wednesday. Students will be assigned to tutorial sessions depending on the criteria and data used for student placement. School sites can also enhance their system of support to reach out

to those children who are behind academically or need social-emotional support. RJUSD has implemented several actions and strategies to address student learning loss.

As each child is different, some students require additional support to address learning loss. Riverdale Joint Unified School District possesses a high number of low-income pupils. Due to the high number, RJUSD is considered a Title I District. When actions and strategies are applied for all students, this includes low-income students who are a majority of students in the district. Aside from this population of students, RJUSD also has additional actions and strategies to support English Learners (EL), pupils with exceptional needs (Special Education), students who are experiencing homelessness and foster youth. The continuation of designated and integrated strategies is present in the distance learning model. On a designated level, K - 6th grade teachers can create separate zoom rooms or opportunities to work with students based on their EL level. Classroom aides and tutors will be working with EL students, under the direction of the classroom teacher, for additional 1:1 opportunities. These opportunities may be either in a virtual or telephone format. The goal of these 1:1 opportunities is to address learning loss while closing the achievement gap in academics and improving English proficiency. Strategies and methodologies used in these break-out sessions are similar to those used prior to Covid-19 but carried out in a distance learning format. On a secondary level, EL students have specific classes to support their language needs. All teachers incorporate integrated strategies to support EL students through the varied curriculums they offer throughout the day or school site. Additional support and services are also provided for students with exceptional needs. Support and services offered for Special Education students prior to Covid-19 continue in a distance learning environment. Under distance learning, the student's teacher (Case Manager) reached out to each family individually to discuss what a distance learning plan looks like for their child. Case Manager's work with each student's teacher or teachers to discuss how learning is progressing in their class and how additional support or guidance can be offered to the child. Similar to how classroom aides or tutors will work with EL students in a 1:1 format, this process will also be done with Special Education students. Opportunities like these provide additional services to address learning loss and close the achievement gap. Communication logs are kept to monitor a student's academic progress along with services the child may be receiving. Parent communication through video chats, email or phone are also kept in these logs. While most students are receiving additional academic support, foster youth and students experiencing homelessness receive a greater level of counseling or monitoring for their social-emotional needs. As mentioned earlier, one of the primary objectives in a student's learning loss is the necessity to provide a strong social-emotional level of support. Families of these students are contacted to access what other supports, outside of educational needs, may be needed. District counselors and county level counselors, specializing in child development, work with these students. Many times the hours of support for these students will extend beyond the counselors contracted day.

To address student learning loss, Riverdale Joint Unified School District has several actions and strategies to accelerate learning progress for all pupils including specialized groups.

## **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.]

Riverdale Joint Unified School District will examine student data from various assessments to measure the effectiveness of the services and support provided to address learning loss. The focus of the district's measuring of potential learning loss will be centered on English

language arts, English language development, and mathematics. While some initial assessments may occur at the beginning of the year, most assessments will take place on a schedule that supports the needs of each school site. The frequency of the assessments will range from quarterly to bi-monthly. The assessments vary depending on the school site and grade level. Kindergarten through 6th grade focuses on reading levels and ability. The assessments they use help to determine a student's reading level thus helping to prescribe what strategies and approaches to use with them to address potential learning loss. Kindergarten through 6th grade differ in the type of assessments used from 4th - 6th grade. On the secondary level, writing is the focus as writing assessments are provided to determine a student's ability. Similar to reading assessments, data from the writing assessments help to guide teachers on various tools and strategies to support the student's needs. Prior to Covid-19, each school site had established assessment tools to measure student learning. These same tools will be used again for determination of a student's potential learning loss and the narrowing of the gap. After the periods that the assessments are conducted, school site teams can examine their data to determine the effectiveness of their services and support. Weekly administrative meetings will be used to report effectiveness of services and supports to the Superintendent and the rest of the district level.

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

Description	Total Funds	Contributing
<p>1:1 Academic Support: To best support students who are English learners who may be at greater risk of learning loss due to the Covid-19 pandemic, RJUSD created opportunities for additional 1:1 instructional opportunities with classroom tutors. To carry out 1:1 instructional opportunities, RJUSD purchased laptops, phone sets and headphones for classroom tutors so that they can work with students who are English Learners. This support of 1:1 assistance will help students with distance learning through live interaction with an adult. This system of support, directed at students who are English learners, is in response to the pandemic and support closure of the achievement gaps: particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to this student group.</p>	<p>\$150,000</p>	<p>Yes</p>

**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.]

Riverdale Joint Unified School District has several approaches to monitor and support the mental health and social and emotional well-being of pupils and staff during the school year in this period of a pandemic due to Covid-19. While there are two plans, one for students and one for staff, the plans offer strong similarities to address the trauma and other impacts of Covid-19.

Riverdale Joint Unified School District has a plan to monitor and support mental health and social and emotional needs of students. From the beginning of the closure of schools, the counselors in RJUSD reached out to students. Phone access was provided through the district's website, personal contacts went out to students from counselors and the district psychologist who were seeing prior to school closures, and supportive materials were provided to all RJUSD families through the district's website in the counseling section. Prior to Covid-19, RJUSD was already working with All-4-Youth which consists of clinicians and individuals who specialize in Youth Care. Members of the All-4-Youth team continued their services through the period of closures and during the 2020-2021 school year. All RJUSD staff take part in annual training on Youth Suicide Awareness. Due to Covid-19, social-emotional needs of students have risen. Members of the All-4-Youth team will be training all RJUSD staff in the fall of 2020 to increase and expand their awareness of students' social-emotional needs and how to address and support them. RJUSD counselors are scheduled to meet with classes by grade level in the fall. During this period of interaction, counselors will be introducing curriculum to support students' social-emotional needs. Information will be provided that relates to dealing with stress and anxiety in healthy ways. Counselors reach directly out to specific groups of students who research indicate have a greater social-emotional time during this period of a pandemic. These students include: low-income, English learner, Foster Youth, homeless, and students with disabilities. Counselors set up individual and/or group meetings in a virtual format to work with students.

Riverdale Joint Unified School District works with their employees to monitor and support mental health and social-emotional well-being. Similar to students, but in a different fashion, staff is provided information on ways to address stress and anxiety in a healthy manner. The district's Human Resources Department provides emails to all staff that contain health provider information regarding the trauma and impacts of Covid-19. Social-emotional/mental health support for staff can be accessed through the district's Employee Assistance Program. Administrators and Supervisors watch and gauge how their staff or team is doing. Site leads reach out to staff to continue personal connections to check on well-being. All of the school sites conduct weekly virtual meetings to address school business but also check on the social-emotional well-being of others. Throughout the summer, the Superintendent held weekly virtual meetings to keep staff informed along with keeping a personal connection to maintain relationships and access the well-being of individuals.

Riverdale Joint Unified School District monitors and supports the mental health and social and emotional well-being of pupils and staff during the school year in this period of a pandemic due to Covid-19.

# 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.]

Riverdale Joint Unified School District has established procedures for tiered reengagement for pupils who are absent from distance learning along with protocol for providing outreach to pupils and their families or guardians. These procedures range from teacher attendance measure to administrative and counseling intervention.

There are two protocols for teachers to register attendance in a weekly engagement record for student accountability. The first method involves when students are in a distance learning model. Instructional time for distance learning is calculated based on the time value of synchronous (live) instruction and/or asynchronous (assigned) instruction and assignments made by and certified by a certificated employee of the RJUSD. A record of the time value of assignments will be maintained. Time value is determined at the time the work is assigned. On a daily basis, the teacher will mark synchronous or asynchronous attendance in their weekly engagement record for the previous day. The teacher will then initiate contact with students/parents when the student is not meeting the expectation for both synchronous and asynchronous participation/attendance. Bilingual support is available for teachers to establish communication with parents who may speak a different language. Information will be documented daily of participation for each pupil, for each school, for which distance learning is provided (EC Section 43504(d)). Teachers will mark attendance in Aeries by 11:00 AM for the previous instructional day. The teacher will mark attendance as “present” for each pupil who participated in either the synchronous or asynchronous setting. The teacher will mark attendance as “absent” for each pupil who did not participate in both the synchronous and asynchronous setting.

Once students are able to return under Covid-19 conditions, RJUSD will use an In-Person Hybrid Model of Instruction. This process of instruction will be similar to distance learning but will have some differences. Instructional time for in-person instruction is calculated based on time scheduled under the immediate physical supervision and control of a certificated employee of Riverdale Joint Unified School District. RJUSD has established bell schedules and school calendars for which instructional time documentation would be used to determine instructional time for in-person instruction.

Attendance records will be reviewed by site attendance personnel to determine student accountability. Attendance Secretaries will review daily attendance records in Aeries which is the district’s student data management system. Attendance Secretaries will contact families for students who are marked absent from instruction online or physically from school. Bilingual support is available for attendance secretaries to establish communication with parents who may speak a different language. School district’s are required to collect information on absences and report absenteeism in both distance learning and a hybrid model. Secretaries will keep records to determine the absentee rate of students. The California Department of Education has begun to ask school district’s to watch for absentee rates that exceed 60%. If a student reaches or supresses 60%, a system of student reengagement needs to occur. In addition to this new attendance matrix, students are still held responsible for attendance under the School Attendance Review Board (SARB). Attendance secretaries will report students who meet the 60% criteria or SARB criteria to their site’s administration team.

Site administration will begin the process of reengaging students who are absent from any model of instruction. The first tier of student reengagement will ask site administration to place a phone call to the family to determine why the student is not attending/participating in distance learning. The administrators can speak with the parents and remind them of the importance of attendance especially in a distance learning model. Based on the information gathered, the administrator may contact the site counselor. The counselor is available to provide social-emotional support if needed. The teacher is also informed of the student's return to class and any possible underlying issues. To determine the effectiveness of Tier 1 intervention, along with time to transpire for implementation, a minimum of a week should occur before Tier 2 intervention should be explored. If the student continues to meet the criteria for re engagement, the site administrator will need to explore Tier 2 intervention. With a Tier 2 intervention, the site administrator will conduct a home visit. In addition to the site administrator, the site counselor will join to discuss why the student may not be attending distance learning. During this process, the site administrator will discuss the possibility of the Student Attendance Review Board (SARB) process to re-engage the student into distance learning if the behavior and patterns continue. Similar to the timeline between Tier 1 and Tier 2, a week should occur to determine if behaviors and patterns have changed. If the student continues to demonstrate lack of engagement in distance learning, then Tier 3 would occur which would involve the SARB process. During the course of the SARB process, the district attendance officer will hold a conversation with the family. Any further measures of a lack of engagement would result in the following of the full SARB process as outlined by district policy in accordance with county and state guidelines.

## 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.]

Providing nutritionally adequate meals for all students was one of the center points of concern from the emergence of Covid-19 last spring, during periods in the summer and continuing into the fall. Riverdale Joint Unified School District implemented a plan to serve school meals while maintaining social distancing practices. The plan to distribute school meals both in a pick-up fashion along with a delivery model have changed throughout the period of school closures.

Starting in mid-March, a few days after schools closed, RJUSD was able to begin a pick-up meal service. Toward the end of that first week, school meals were prepared for student pick-up. Meals included lunch and a breakfast for the next morning. Meals were in guidance with the California Department of Education (CDE) Nutrition Services Division. In following social distancing practices, workers prepared meals in an assembly line while maintaining six feet of distance. Workers wore appropriate personal protective equipment. Once the meals were prepared, they were delivered to the curbside of our high school where students/parents drove through to pick them up. Teachers and administrators handed the appropriate number of meals while wearing gloves. Meals were handed to individuals through car windows as individuals were not allowed out of their vehicle. Meal service for pick-up was provided on designated days and times.

RJUSD has a majority of students who depend on transportation to get to school. After developing a plan for food pick-up service, RJUSD examined how to deliver school meals to students in rural areas. RJUSD connected with their transportation agency to discuss the possibility of delivering meals to students at designated bus stops. Families were informed that school buses would deliver food at designated bus stops at specific times. Food service workers followed the same procedures used at the other site. Meals were loaded into ice chests and then the containers were loaded onto school buses. Bus drivers would arrive at designated stops and informed children to get in a line while spreading themselves apart. The bus driver, or their assistant, would hand out a meal to each child.

The periods of food distribution and individuals who were able to take advantage continue to change. With the initial closure of schools last spring, RJUSD took advantage of the Seamless Summer feeding program. This program allowed all students, within the town of Riverdale, from the age of 1 - 18 to be a recipient of the food distribution being offered by RJUSD. This program, of providing free meals, extended until the end of June. The closure of the Seamless Summer Program along with RJUSD Food Services employees being in summer break brought food distribution to a close (July) until the beginning of the school year. When the new school year began, in mid-August, RJUSD looked for options to provide students meals again. With the closure of the Seamless Summer program, RJUSD pursued the Community Eligibility Program (CEP). This program grants all students in the district to receive free meals daily. While RJUSD was exploring this option, students in the district were asked to visit their school site and receive their breakfast/lunch. After a couple of weeks into the new year, RJUSD learned that they qualified for the entire district to be CEP thus allowing all RJUSD students a free meal. Since Riverdale Joint Unified received CEP status for their own students, the California Department of Education has reinstated the Seamless Summer program until the end of the year thus allowing all students in the community, from ages 1 - 18, to have daily access to a breakfast and lunch provided by Riverdale Joint Unified School District.

Once students are able to begin returning to school, RJUSD will continue providing nutritionally adequate meals for all pupils. Following state guidance, RJUSD will begin to return students back in a hybrid model that allows students back on campus for some days of the week while distance learning other days of the week. Families will be given the option to continue distance learning completely if they prefer. Food service options will be provided to students participating in distance learning for some or all days of the week. In these circumstances, students will have the opportunity to acquire multiple days of meals at a designated time based on their involvement in distance learning. For students attending on site, a refillable, disposable water bottle will be provided on a daily basis. In preparation of students returning to classrooms, materials such as additional trash cans, cleaning supplies and food carts were purchased to support Covid-19 protocols RJUSD has established. Once students return to campus in a hybrid model, all students (K-12) will be served breakfast in their classroom. Food service personnel will deliver breakfast to the classroom as students arrive each morning. Lunch schedules however will differ from site to site along with variance from grade level to grade level. This separation of lunch periods will help to promote social distancing for all grades during their lunch period. On grades K-6, lunch will also be served in the classroom. Classroom aides will arrive to the classroom to supervise students while they eat lunch. Similar to breakfast distribution, food service personnel will deliver lunch. After the students have finished their lunch, the classroom aides will take the students out for recess to a supervised area by playground aides. Classes will take independent recess times and have students socially distanced during this period. Lunch for grades 7-12 will look similar but be structured differently. Students for grades 7-12 will be directed to a specific area of campus where they can pick-up their lunch while social distancing. Classroom aides, school safety and site administration will serve in the supervision of secondary students to ensure social distancing is occurring. Riverdale Joint Unified School District will continue their plan of offering meals for students upon their return in a hybrid model.

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

Section	Description	Total Funds	Contributing
School Nutrition	Food Distribution: During the period of Covid-19 the necessity to provide food for students in the district and community were met. Based on CA Department of Education guidelines, students from the age of 1 - 18 were eligible to receive food. The district provided a breakfast and lunch for students in need. To support the distribution of food, a food delivery system was set-up to offer meals to families in remote locations who were unable to drive into town to pick up a meal.	\$358,000	No
Stakeholder Engagement	Communication: During the period of Covid-19 communication with parents and community stakeholders was essential. Due to the ever changing environment of Covid-19, communication with parents and stakeholders increased tremendously. Teachers mailed out materials that were not accessible online such as art supplies, reading books and writing accessories.	\$20,000	No
Mental Health and Social and Emotional Well-Being	1:1 Social-Emotional Support: To best support students who are low-income, English learner, homeless, and foster youth, who may be at greater risk of social-emotional loss due to the Covid-19 pandemic, RJUSD created opportunities for additional 1:1 counseling opportunities with site counselors. To carry out 1:1 instructional opportunities, RJUSD purchased phone sets and headphones for counselors so that they can work with students in this identified group. This support of 1:1 counseling will help students with their social-emotional well	\$5,000	Yes

Section	Description	Total Funds	Contributing
	being in a distance learning model through live interaction with an adult. This system of support, directed at students who are who are low-income, English learner, homeless, and foster youth, is in response to the pandemic and support closure of the achievement gaps: particularly by addressing social-emotional needs. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.		
School Nutrition	In-person Food Distribution/Consumption on Campus: When students are able to return to classrooms in a physical manner under Covid-19, RJUSD has established protocols for students during breaks, brunch and lunch. To support established student safety Covid-19 protocols, extra trash cans, cleaning supplies and food carts were purchased.	\$10,000	No

## 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
32.39%	\$4,223,140.00

### 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.]

The supporting details required in this prompt are unique to each action/service included in this plan. Each “contributing” action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every “contributing” action is designed to support the identified groups' needs in order to close equity and achievement gaps and accelerate learning in response to the Covid-19 pandemic. All actions/services identified as “contributing” were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

The specific contributing actions included in this plan are: Internet Connectivity under Distance Learning, 1:1 Academic Support under Pupil Learning Loss, and 1:1 Social-Emotional Support under Mental Health and Social and Emotional Well-Being,

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

The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help riverdale Joint Unified School District balance the Covid-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 32.39% using the amount of \$4,223,140. By directing all supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$4, 223,140 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and other plans.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved service requirement: the continuation of campus safety measures, professional development, a continuation of the PBIS format, technology upgrades, supplemental materials, Academic Intervention in English Language Arts and Mathematics, courses in VAPA, CTE, STEM, and AVID, opportunities for participation in athletics, a continuation of health and support services, standards aligned assessments, ELD supplemental materials, instructional workshops, continuation of library staff at each site, co-curricular/extracurricular transportation, communication systems for EL students and parents, parent engagement actions and workshops and bilingual staff to better serve our highly at risk and mobile population of English learners, socio-economically disadvantaged students and foster youth. Additional items include Summer School opportunities for intervention and credit recovery, a districtwide ELD advisory committee, continued targeted instruction for English learner, Foster Youth, and Low income students, Instructional-support tutors in

the classroom setting, continued professional learning opportunities for Next Generation ELD standards, and ELD opportunities for parents on school related issues. These actions are principally directed towards the unduplicated student population and are effective in helping those students close equity gaps and meet the goals of Riverdale Joint Unified School District.