

RIO SCHOOL DISTRICT

Learning Continuity and Attendance Plan Template 2020–2021

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio School District	Dr. John Puglisi	jpuglisi@rioschools.org

General Information

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

Rio School District is located at the north side of the City of Oxnard. The district consists of five elementary schools, two K-8 schools and two comprehensive middle schools. The communities within the district's boundaries reflect the total spectrum of socioeconomic levels and all backgrounds. 4065 of the district's 5,316 students are unduplicated, qualifying as low income/EL eligible (76 %), foster youth (.3%), homeless (11%) or English learner pupils (45%). The demographic breakdown of students is: .2% American Indian; 5.7 % Asian; .2% Pacific Islander; 3.5 % Filipino; 86.4 % Hispanic; 1.2 % African American; 5.7% White; 1.3 % Two or More Races.

Additionally, 45% of students are English Language Learners in the Rio School District or a total of 2,390. 1112 students qualified as immigrants or a 2% of the student population. RSD has 441 students with IEP's and this equals 8% of the student population. Out of the total student population 69% are economically disadvantaged and this is a total of 3,682 students. There are 600 students who qualified as homeless and that is an 11% of the student population. And there are 14 students who qualified under foster care. The aim of Rio School District is to serve all of our students and to provide them with a sound educational system second to none via distance or in person.

The coronavirus has had a significant impact in Ventura County, California and the Rio School District Learning Community. Our local pandemic story begins in March 2020. On March 11th, the World Health Organization Declared COVID-19 a Pandemic. Two days later, on March 13, the President of the United States of America and California declared a national emergency. On March 15, Seven San Francisco Bay Area counties ordered their 7 million residents to shelter in place and only go outside for food, medicine and other essentials and Gov. Gavin Newsom directed bars and nightclubs to close statewide. On March 19, Governor Newsom issued a stay at home order. The Rio School District as well as Districts across the county made the decision to close campuses to in-person learning. As of August 13, 2020

Ventura County has 8,790 confirmed cases, 5,574 recoveries and 93 deaths. (Source for data <https://www.latimes.com/projects/california-coronavirus-cases-tracking-outbreak/ventura-county/>)

Rio School District made significant changes to program offerings in response to school closures to address the COVID-19 emergency. Obviously the closures had major impacts on students, families, and staff. These impacts were immediate but also might be long lasting as the situation continues to evolve. RSD offered instruction and all hands on approach as RSD provided support for our English learners, low income students, and foster youth. Teachers tailored the instruction to meet individual needs in content, process, or products. This targeted assistance was accomplished by telephone, text, email, google meets or zoom for those students who were struggling academically or for small groups of students. Staff would do check-ins with students using the same technology. RSD provided counseling for those students who had not made adequate progress on virtual assignments. Many students accessed the Help form when needed. Methods of meeting the needs of English learners, low income students and foster youth was as varied as the students. The district used the spring shut-down to inform our practice for the 2020-21 School Year. Community members, parents, students and staff provided input on how the district could improve in the fall. Despite the district's best efforts in the spring, the impact the COVID-19 pandemic has had on the RSD learning community has been drastic. Social isolation does not seem to help any student, parent or community member and closure of schools as the center of this community affected everyone at different levels but in particular the effects have been more impactful for low income, foster youth, emerging bilinguals, homeless and students with disabilities. Parents and community stakeholders were concerned, overwhelmed, frustrated with the closure of schools. Parents, especially in the lower grades K-3 grade levels felt ill equipped to help their children and parents in the upper grades felt lost when it came to helping their children with their school work in ELA & Math. Many, many parents did not know how to help their children because of language barriers.

Rio School District along with all districts in Ventura County are under orders from governor Newsom to open up the 2020-2021 school year via distance learning until Ventura County's COVID19 numbers improve.

Stakeholder Engagement

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

To solicit and promote stakeholder feedback, phone calls, emails, text messages, public meetings, social media posts were initiated in March and throughout the 2019/20 school year and Summer of 2020 to ensure all members of the community had an opportunity to engage in the planning regarding the safe reopening for the fall of 2020. Parents, pupils, teachers, principals, administrators, other school personnel, local bargaining units, and the Board of Education were all involved in the development of the plan through various engagement forums (thought exchange, google surveys district/site, zoom parent meetings, faculty meetings, working with professional units on reopening plans) to understand current needs and solicit possible solutions to make informed decisions and build trust before finalizing the plan.

Interpretation/Translation (Mixteco-Spanish) services were provided throughout this process and for all family/community input sessions. Surveys of Staff, Parents, and Students were administered during the Spring.

Reopening Taskforce/group meetings were held, and feedback from stakeholders was collected throughout the Spring, Summer and before the beginning of the school year. Regular/Weekly meetings with RSD professional units were held and MOU's were collaborated and agreed. The plan was reviewed by, and written comments were collected from the District English Learner Advisory Committee on 8/13/2020. The District English Learner Advisory Committee (DELAC) comments: On 8/13,2020 , the District English Learner Advisory Committee (DELAC/PAC) had its first meeting of the school year. During the meeting, Oscar Hernandez, Assistant Superintendent of Educational Services for the Rio School District offered a presentation on the Learning and Continuity Attendance Plan for 2020-2021. Mr. Hernandez touched upon the elements of the plans the District is implementing, expenditures that have been made for Personal Protective Equipment, cleaning equipment and supplies as well as planning for expenditures for the safety based remodeling of classrooms and outside areas to be determined. He also discussed technology expenditures for students and school personnel, District investment in professional development supporting better educational distance learning processes for students. Additionally, Mr. Hernandez provided information on funds to be allocated for learning alternatives as well as the support for English Learners (i.e. staff, programs,Resources, Saturday School and extra tutoring). In this regard, Mr. Hernandez talked about the importance of supporting our English Learner students and families of EL students as well as workshops for parents in support of all children in the RSD. RSD stakeholders are excited to learn that all ELs will continue to receive their language support both through Designated and Integrated ELD. Stakeholders were also happy to learn about the various supports for Special Education, Foster Youth and how the district will be maintaining reduced class sizes through a cohort model. Additionally, RSD will have a SMART START at all sites to ensure 100% of students connectivity, 100% of students learning and continuous

improvement as we start the 2020-2021 school year. Mr. Hernandez discussed assessment plans and what will be done to minimize Pupil Learning Loss which included school sites supported for programming and student's needs/materials/technology and overall student development, well being, and learning. In addition, there was discussion of the District's efforts to continue with intervention programs and funding to support Family Engagement as well as support for Mental Health and Social and Emotional Wellbeing.

Following are the districtwide stakeholder meetings:

June 22, 2020 - Parent Meeting (English/Spanish/Mixteco)

August 3, 2020 - Parent Forum (English/Spanish/Mixteco)

Meeting August 13, 2020 - PAC/PELAC (English/Spanish)

Committee Meeting August 27, 2020 - (Migrant/Mixteco Parent Meeting)

The Facilities Safety Group met on

June 11, 2020

June 17, 2020

June 24, 2020

July 9, 2020

The transportation Group met on

July 7, 2020

July 10, 2020

July 14, 2020

July 16, 2020

August 8, 2020

August 13, 2020

August 30, 2020

The Onsite Learning - Independent Learning Group met on

May 11, 2020

June 16, 2020

June 18, 2020

The Communication Group Met on

June 6, 2020

June 14, 2020

Stakeholders without internet access can obtain paper copies of the LCP at each school site and public notices were posted in multiple languages for the public hearing as well as the adoption meeting. The public hearing was held at the board meeting on September 16, 2020 for any public comments. The plan was adopted at the board meeting on September 30, 2020.

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

Since March 13, 2020, meetings of the Rio School District Board of Education, Reopening Task Force Groups, District English Learner Advisory Committee, Site Parent Advisory Groups were hosted using a combination of Google Meets, Zoom, Phone, Thought Exchanges, Google Surveys. The platforms available for participation of the community in the meetings using the comments sections. Meeting the broadcasts and surveys were in multiple languages English, Spanish and Mixteco. In addition, comments from the community were accepted via email. Stakeholders without access to the internet were notified via phone (in both English and Spanish) how they could arrange for a paper copy to be made available in English or Spanish for their review in order to provide feedback.

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

The majority of stakeholder groups felt safety of staff and students should drive the method of instruction for the year. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

Additionally, Stakeholder meetings and surveys through google surveys/thoughtexchange platform conducted by district leadership with stakeholder groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

1) Parents/Guardians need a clear understanding of what they should expect from:

- Distance learning or Guidance/support for how they can support their students
- Opportunities to provide input, participate in planning
- The need to focus on our most vulnerable students in our planning and implementation. These students include English Learners and Students with Disabilities.
- Training and accountability for staff are both critical.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- This is an opportunity to do things differently/disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, communication all need to meet the needs of individuals and groups
- Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.
- Parents/guardians shared that instruction was occurring only part of the week and or relatively few hours per day and that live lessons were not frequent, there is a clear need for increased coherence and consistency in the district's implementation of daily, synchronous, asynchronous live instruction.

Input from specific parent/guardian groups reflects the feedback provided during parent meetings sessions is summarized next:

- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- Accountability needs to be called out in our planning.
- Teachers need to be trained and highly proficient at delivering distance learning. Parents need to be part of creative thinking.
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- We need to focus on mental health in addition to physical health – these are both part of safety.

- We need to focus on the kids that we have lost during the times of closure and figure out how to get them back.
- Communication is a critical component – it needs to be in the home language and responsive.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the 'STRONG RIOpening 2020 Plan" and through direct feedback on the plan itself. Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

- Decision to reopen using distance only instruction until at least November 30, 2020.
- Purchasing of personal protective equipment.
- Staff recommended specific tools adopted for support of distance learning and improving the continuity of instruction between models (SeeSaw for lower grades and google classroom tools for grades 3-8 and other support programs for synchronous and asynchronous learning)
- Families and students recommended more consistency in the tools and organization of the distance learning instructional program and communication across schools and the District in general. This led to the adoption of Parent Square as the recommended communication tool to be used since many parents have students in the high school where parent square is used. This will allow parents to use one communication platform for their students k-12.
- Purchase of students, teachers' and classified staff devices to be added based on recommendations from staff.
- Purchase of hotspots for families without internet were added based on recommendations from families and students.
- Families and students indicated the need for additional support outside of school.
- A redesigned website was established to provide easier access to information to parents, students and district personnel.

Additionally, stakeholders provided input and suggested RSD provides guidance on the following items,

- Development of clear expectations for daily, live instruction for all students every day (SMART START)
- Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement.
- To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly goals/schedules/agendas.
- Training and accountability for staff are both critical to the through line of reducing the variation in implementation and quality of the learning experience, parents/guardians consistently expressed their priority of increased accountability for staff in the implementation of district programs.

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.]

In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and (nurse's gowns for the health offices) have been purchased.

Plans for hybrid learning models including students participating in a combination of in-person and distance learning have been made. To allow for a return to school buildings for limited numbers of students (approximately half of a class each day with a quarter of students attending morning and the second quarter attending in the afternoon) following the recommended 6 feet of social distancing. In some cases, modification of classroom spaces may need to be made including the removal of built in cabinets and desks to provide the necessary space for social distancing. All classrooms will have access to outside spaces in order to maximize the learning environment and learn/teach outside of the classroom. School days/schedules will be modified to allow for smaller cohorts of students to attend and maintain social

distancing recommendations. Safety reviews of hybrid schedules will be instituted when conditions are deemed safe and appropriate, but no sooner than the end of trimester one on November 30, 2020.

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

Description	Total Funds	Contributing
Re-opening public health safety equipment for RSD stakeholders	\$500,000	No
After-school Tutoring for students showing learning loss, with first priority given to unduplicated pupils	\$50,000	Yes
Summer School Offering with first priority given to unduplicated pupils	\$120,000	Yes
Additional supplies/materials for student’s home support learning	\$150,000	Yes

Distance Learning Program

Continuity of Instruction

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

The Rio School District is committed to having our students attend in-person classroom-based instruction when it is safe to do so as determined by guidance from California’s Pandemic Roadmap and the Ventura County Public Health Department orders. Rio School District will commence in-class instruction when Ventura County Public Health places Ventura County in expanded Stage 2, Stage 3 or Stage 4 on the California Pandemic Roadmap and we are off the State's Watch List for the consecutive fourteen-day (14) or more with a decline of CAID19 cases. That Roadmap identifies four stages of the pandemic: safety and preparation (Stage 1), reopening of lower-risk workplaces and other spaces (Stage 2), reopening of higher-risk workplaces and other spaces (Stage 3), and finally an easing of final restrictions leading to the end of the stay at home order (Stage 4).

Currently, Ventura county is on the watch list and cannot open schools for all students safely.

Once it is safe to open, Rio’s nine school campuses will open using a hybrid model classroom/distance based instruction, during the pandemic, with smaller class sizes to ensure social distancing standards of minimum of 6ft in grades TK-8.

Students will attend two days a week in two different cohorts and will receive asynchronous instruction two days a week. One day a week, all students will receive synchronous distance instruction. Students will be dismissed daily with a grab n' go lunch in the early afternoon to

eliminate the potential of a large gathering of students at any given time. The morning cohort of students will begin their day at approximately 9:00 am and be dismissed at 11:30 am two days a week and the afternoon cohort will start their day at 12:30 pm and will be dismissed at 3:00 pm. After School tutoring will be provided (based on public health permissible guidelines) for all grade levels to students who are showing signs of significant learning loss and/or fit one of our unduplicated student groups.

The Rio Teacher's professional unit and district collaborated throughout the Summer and created an Memorandum of Understanding. The negotiated contract allowed the district to create a smaller class size and redesigned master schedules to meet public health guidelines for staff and student safety. Additionally, RSD administration collaborated with Ventura County Office of Education and Ventura County Public Health to keep informed on safety guidelines and protocols. Staff also reviewed all materials provided by the CDC, CPHD and OSHA to make sure orders were made by our maintenance and operation department for materials needed to assist in the safe opening of schools to include PPE, signage, disinfectant/sanitizer spray guns/equipment, different types of scrubbers, HAPPA filters, thermometers, plexiglass dividers, etc.. At the same time, maintenance personnel received training on the proper usage of PPE and cleaning of facilities and staff health protocols were put in place for district staff.

The leadership at each school site worked with site stakeholders and developed plans to ensure they will be able to implement the hybrid classroom-based instructional model. Each site plan includes protocols to ensure the safety of students and staff, consistent with public health guidance, inclusive of student entrance/ exit processes, timing and location of hygiene practices, the need for protective equipment, allowance for physical distancing, and schedules for cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

The District will continue to focus on a strong instructional program based on a "First Best Instruction" that is coupled with access to essential standards, simplified grade level expectations and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Teachers will use cycles of assessments to identify and remediate knowledge gaps so all students are provided a solid literacy foundation.

To support the social and emotional needs of students, Rio School District will implement a minimum of one Counseling Therapist assigned to each of the schools in the District. Counseling Therapists will conduct risk assessments and initial evaluations to determine the need for ongoing school based mental health services. Therapists will provide both individual and small group mental health services. When appropriate, Counseling Therapists will link families to available community resources to support students and families outside the school

setting. Middle Schools will receive an additional support day from their elementary feeder schools counselors in order to support middle schools with larger enrollments.

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.]

As part of Rio School District's annual needs assessment, the District continues to determine the needs of our students and families to ensure equity and access for all students in the areas of computer devices and connectivity through surveys and parent engagement events. During the Spring shutdown of campuses, the district studied patterns of student engagement in online activities and reached out via phone to those families who were not regularly online to assess the need for additional resources. This same process will continue throughout the period of Distance Learning in the 2020-2021 school year.

RSD is a 1:1 District and during the 2020-2021 school year, all RSD students will be issued a Chromebook or other appropriate device before the start of the school year to ensure access to online instruction and resources. The District's Information and Technology department along with all sites have developed and implemented procedures to support families to troubleshoot students' devices via phone and email and when needed replaces broken devices to keep students connected. The District provides technical support, videos and workshops for families related to technology use in both English and Spanish via translation/interpretation services.

Rio School District has purchased over 1,000 mobile hotspots to support families who have been unable to secure home internet. The mobile hotspots are a costly short-term solution. Long term sustainable support for families without internet access is underway with the development of plans to increase community technology infrastructure. RSD will be collaborating with the community to find opportunities to build infrastructure which provides more robust Internet connectivity than available via hotspot usage.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers will take daily attendance for all live class time provided via video conferencing. This synchronous attendance will be recorded in the District's student information system (Q). Parents are expected to call into the main office at each school site should their child be sick or absent for the school day. Live online synchronous instruction is considered school time and all students are expected to attend those sessions during their assigned scheduled time. Teachers will be issuing grades based on class expectations. In the District's four schools

with middle grades, syllabus and expectations will be presented to students at the start of each grading period. At the TK-5 level, standards-based grading will be continued this school year based on mastery of “essential standards” for each grade level. At the TK-2 levels, distance learning will include a combination of teacher developed instructional packets and online live teacher contact. Synchronous instruction will take place during live teacher time and teacher modeling in the lower grades. Teachers will provide feedback on student assignments and will utilize assessments for grading purposes when appropriate.

The state has provided guidance on the amount of minutes students are to receive during the school day in the various grade levels. All English learners (ELs) will be provided with daily ELD/Language Acquisition via live synchronous interactions with the classroom teacher via video conferencing, in addition to daily Integrated ELD within content areas/classes.

The District’s goal is to have 100% of students participate daily in synchronous and asynchronous teaching and learning. Participation (student engagement) and attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of supplemental assessments, and contacts with students or families. The students’ participation will be recorded and regularly communicated to families along with academic progress via RSD SIS “Q” student/parent portal.

In order to ensure the minimum instructional minutes, the time value of student work, both synchronous and asynchronous, will be determined and certified by the regular classroom teacher. The time value of work is the instructional time it would take the student to complete the work during in-person instruction. This will also be recorded in the RSD SIS “Q” system.

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.]

Rio School District continues to focus its resources on ensuring the safety, social/emotional well being and access to high quality instruction and technology for Black, Indigenous, and other students of color; low income students; foster youth and unhoused students; English learners; students with exceptional needs and other students with unique needs.

As part of the professional development offered to teachers in preparation for Distance Learning, Rio School District will continue to support teachers in the design of distance learning plans to ensure that instruction is engaging and reaches all learners. Professional learning resources have been researched, developed, and offered for teachers. RSD is a google district and since the closing of school campuses, RSD has provided professional development on using google classroom during the Rio Strong Learning Sessions and will continue with

district wide professional development. Professional learning resources have been researched, developed, and offered for teachers. RSD has an individualized learning platform PADDLE which is individualized and driven by teacher choice and need.

RSD negotiated with the professional unit to add more professional development days to the beginning of the school year. Professional development days from the middle and end of the school year were moved to the start of the school year as part of the smart start in the RSD.

RSD will maintain and enhance the current layers of support for teachers with technology needs including site level Technology Champions in order to integrate pedagogical practices and support teachers & students district wide. RSD will continue to provide a phone support help desk system for employees and parents in multiple languages. Towards the end of the school year RSD provided teachers with specialized professional development on English language Development to support English Language Learners as teachers improved distance learning academic and language instruction via integrated ELD.

Staff Roles and Responsibilities

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

Rio School District worked with stakeholders and with its professional units to analyze roles and responsibilities in order to provide services to students at all sites. Modifications were made to classified employee roles and responsibilities to meet academic and social-emotional needs of students. Modifications were made to certificated employee methods of instructional delivery and attendance/engagement monitoring as a result of COVID-19. All employee roles and responsibilities were examined to reflect the current academic and social-emotional needs of students. These roles were adapted when it was determined that their conventional duties were significantly altered due to the implementation of the “Distance Learning Model.” Examples of role modifications include instructional aides, staff who work in operations such as custodial, grounds, and maintenance as well as transportation. The workload demands on the Technology Department have increased substantially. For example, some instructional assistants may do outreach to families who speak another language other than English. Bus drivers may deliver meals. Teachers will conduct distance classes from their homes/classrooms as needed. Teachers will utilize other school staff such as instructional aides and expanded learning providers such as the Literacy Support Team (LST) to offer literacy support for students at risk of covid19 related learning loss.

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.]

English Learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness will be monitored for engagement and understanding by their general education teachers, special education providers, and school counselors.

All English Learners will be provided with the technology that is needed to access their online instruction including, but not limited to: a computing device or laptop, hot spot to help with connecting to the internet, or internet access points in our most needy neighborhoods. All English Learners will receive designated and integrated English Language Development on a daily level provided through direct virtual instruction. English Learners will be assessed in person at their home school site for individualized ELPAC testing as appropriate and following health and safety protocols as recommended by the county public health department. Teachers of English Learners will be available daily through office hours to answer student and parent questions and provide additional guidance as needed. School counselors will reach out to students in need of extra support and complete home visits as appropriate to ensure students are engaged in the learning. English Learners will have an opportunity for intervention and enrichment by being invited to participate in a Saturday School program that will be held virtually.

All pupils with exceptional needs will be provided with the technology that is needed to access their online instruction including, but not limited to: a computing device or laptop, hot spot to help with connecting to the internet, or internet access points in our most needy neighborhoods. All special education teachers and support providers will provide services as per the students' Individualized Education Plans. While some services may be reduced, this will be determined with input from parents and collaboration between the special education provider and the general education teacher. Special education teachers and providers will provide direct instruction through video conferencing in individual and small group sessions. Additionally, students will be provided independent learning activities based on their needs and current levels of instruction. Special Education teachers and support providers will also be available during office hours to answer parent questions and provide additional support to the students that they serve. School counselors will reach out to students in need of extra

support and complete home visits as appropriate to ensure students are engaged in the learning. Students with exceptional needs will have an opportunity for intervention and enrichment by being invited to participate in a Saturday School program that will be held virtually.

All pupils experiencing homelessness will be provided with the technology that is needed to access their online instruction including, but not limited to: a computing device or laptop, hot spot to help with connecting to the internet, or internet access points in our most needy neighborhoods. The homeless and foster youth liaison is working closely with the county office of education to provide resources such as mental health services, communication with foster parents, and school supplies to students who require them in order to access their instruction. Individual school sites may contract with groups such as School on Wheels to provide additional instructional support as needed by each student. School counselors will reach out to students in need of extra support and complete home visits as appropriate to ensure students are engaged in the learning. Students experiencing homelessness will have an opportunity for intervention and enrichment by being invited to participate in a Saturday School program that will be held virtually.

All students in foster care will be provided with the technology that is needed to access their online instruction including, but not limited to: a computing device or laptop, hot spot to help with connecting to the internet, or internet access points in our most needy neighborhoods. The homeless and foster youth liaison is working closely with the county office of education to provide resources such as mental health services, communication with foster parents, and school supplies to students who require them in order to access their instruction. The foster youth liaison has worked with the county to schedule informative meetings with foster care providers to explain the resources available to them and their foster child including but not limited to: referrals to counseling support through their home school, referrals to mental health services through Ventura County Behavioral Health or other appropriate outside services, programs designed to increase awareness of their educational rights, and more. School counselors will reach out to students in need of extra support and complete home visits as appropriate to ensure students are engaged in the learning. All foster students will have an opportunity for intervention and enrichment by being invited to participate in a Saturday School program that will be held virtually every week.

In addition, all of the supports for pupils with unique needs such as English Language Learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness will continue to receive the following supports during the 2020-2021 school year;

Emergency Clothing

Counseling , Health care and medical referrals to outside agencies as needed and transportation supports

Emergency Meals and food distribution - provide extra clerical support for delivery should a family needs to be quarantine and can not pick up lunches from schools

After-school care

School supplies for at home (classroom essentials for student usage)

Devices with technical support during distance learning

Extra tutoring (extended year/week/day)

Extra clerical to support/communicate with special populations including evenings, weekends and extra support through home visits

Migrant extra support services and translation services in the evenings and weekends

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

Description	Total Funds	Contributing
Increase technology access for all staff, students and parents especially for English Learner, Low Income, and Foster Youth; this includes conducting a needs assessment and creating a Tech Request form. This also includes the district Internet Service Provider (ISP), devices for students, computers for staff, hot spots, and other technology.	\$1,600,000	Yes
Provide a learning management system and learning platforms across all grade levels and provide professional development for teachers, parents and students as well as to ensure easy access for students and parents. Additionally, provide Education Technology Champions to assist teachers, parents, and students with distance learning needs	\$450,000	Yes
Improve communication with families, including a tool for staff to communicate with families; Marquees, Translation support, Saturday and after school support.	\$250,000	Yes
Provide Individual Instructional Supplies for students to have at home to engage in distance learning activities and to have available during modified traditional programming	\$ 450,000	Yes

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.]

Rio School District will address pupil learning loss utilizing assessment data to measure learning status, particularly in the areas of English language arts, English language development, and mathematics. Teachers will differentiate, reteach, remediate instruction and offer intervention opportunities for students with potential learning loss due to covid19. Concurrently, teachers will support students by implementing rigorous and challenging assignments, access to devices and connectivity, daily live interaction, and adapted lessons for English learners and other subgroups. Intervention meetings will be held virtually to address early academic gaps.

Rio School District will solidify a cycle of assessments for the 2020-2021 school year including initial screenings and formative and summative assessments designed to inform instruction and gauge student learning in order to mitigate student learning loss,. Teachers will utilize assessment data to adapt learning processes aimed at meaningful improvements in student outcomes. Teachers and administrators will leverage “collaboration time” built into weekly schedules to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. Assessment data will assist teachers/counselors/administrators as they make determinations related to differentiation and to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness. Teachers will regularly communicate with parents regarding student learning progress during the schedule’s built-in daily office hours. Because parents may have children enrolled in multiple elementary and middle schools, it is vital that communication protocols (Parent Square, etc...), online learning platforms, and expectations are coherent and consistent. Engaging parents as partners in learning is viewed as greatly amplified during Distance Learning conditions.

English Language Arts progress will be monitored by regular district administered assessments that are provided by the classroom teacher multiple times a year. Additionally, teachers will monitor progress through observation and student portfolios. All students have access to Newsela software and other tools support teacher monitoring of literacy growth. English Language Development progress will be monitored by growth on the ELPAC, ADEPT, and other regularly district-wide administered assessments that occur four times a year.

Mathematics progress will be monitored by regular district administered assessments that occur 4 times a year. Additionally, student progress will be monitored by assessments given at regular intervals through the school site adopted supplemental curriculum. RSD

provided a supplemental mathematics learning platform for each school site designed for individualized math support and differentiation for special student populations.

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.]

Rio School District has a multi-tiered plan to address learning loss and accelerated learning progress. The groundwork was laid in the last three years and has expanded to all sites. In order to address learning loss, RSD will work to identify essential standards in math and ELA for the 2020 - 2021 school year.

Rio School District is committed to ensuring that teachers are teaching grade level material and then providing differentiation as needed. All assessment data will assist teachers as they make determinations related to individual student outcomes and instructional strategies to support individual students. Reteaching opportunities will be provided when student mastery of prerequisite skills lags behind classroom norms. Teachers will utilize skills screening tools to identify learning gaps. Learning gap recovery will be addressed through reteaching, remediation or supplemental intervention. Teachers will create adapted lessons for English learners, low income, foster youth or students with disabilities as needed. Teachers will also utilize intervention aides to support those students who need reteaching, remediation or intervention.

Additionally, Rio School District will also continue to provide supplemental reading support for students reading below grade level norms through engagement with the L.S.T. team. The LST “literacy support team” provided summer reading support classes in 2020 and will continue to provide support during the 2020 - 2021 at all sites. RSD will identify students most in need.

Learning loss for English Learners will be addressed by ensuring that all teachers are providing both designated and integrated ELD support daily. Teachers will review current ELPAC scores to determine areas in need of growth and further development in order to guide their instruction. The district will ensure that low income students have access to the technology support that they need including a device and hotspot to be able to access their online classes. All students, including low income students, will be provided free meals in order to be able to focus on instruction. School counselors will work with families to address needs and connect the family to the parent liaison as

needed. The parent liaison will work with families to resolve any issues related to poverty that might create a barrier to learning including access to appropriate mental health services, food share opportunities, and other community resources to help reduce the impacts of COVID-19 on this population of students. Low income students will be provided with an opportunity for intervention and improvement by engaging in Saturday School which will be provided virtually on a weekly basis.

Foster youth pupils will be provided counseling and appropriate referrals to mental health resources to try to help overcome any negative impacts of being in the foster care system. Foster parents will have access to the site foster youth liaisons (counselors) as well as the district liaison to discuss and develop a plan to mitigate any learning loss which may include additional small group direct instruction by the teacher or referrals to outside agencies for tutoring and support. Foster youth students will be provided with an opportunity for intervention by engaging in Saturday School which will be provided virtually on a weekly basis.

Learning loss for pupils with exceptional needs will be addressed through the IEP process in collaboration with parents, teachers, and other support staff. Special education teachers and other support providers will gauge growth based on progress towards goals and grade level standards. Teams will discuss the need to increase services or provide short-term support to address any loss that is determined to be due to the school closures and/or inability for students to engage in the current distance learning program. This loss will be determined by looking at the progress of students compared to their grade level peers and other students with a similar disability including their expected level of growth in consideration of their disability. Additionally, teams will take into account recoupment and regression levels when compared to non-disabled peers in the student's same grade level. Students will be provided with an opportunity for intervention by engaging in Saturday School which will be provided virtually on a weekly basis.

Pupils experiencing homelessness will have their learning loss monitored by the teacher and administrator at each site with support from the school counselor. Teams will consider whether they need to engage School on Wheels to be deployed to the school or a location convenient to the student in order to provide interventions. Students will be provided with an opportunity for intervention by engaging in Saturday School which will be provided virtually on a weekly basis.

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.]

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a location convenient to the student in order to provide interventions. Students will be provided with an opportunity for intervention by engaging in Saturday School which will be provided virtually on a weekly basis.

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

Description	Total Funds	Contributing
Provide counseling support at all sites	\$1,150,000	Yes
Provide a RSD parent liaison for parent support	\$60,000	Yes
Provide Mixteco Translators	\$130,000	Yes
Provide professional development for district personnel to prepare them for both hybrid and distance learning	\$ 150,000	Yes

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.]

Rio School District will monitor and support mental health and social-emotional well-being of pupils during the school year by providing regular lessons in the district adopted model for social emotional learning, Caring School Community. Teachers will be required to provide at least 30 minutes weekly of direct instruction in SEL. Counselors are also available to provide lessons in online classrooms. Additionally, counselors will complete home visits for any students where teachers have concerns about the mental health and welfare of a student and make appropriate referrals to outside agencies such as Ventura County Behavioral Health.

Rio School District will monitor and support mental health and social-emotional well-being of staff during the school year by scheduling regular staff meetings and professional development where teachers will be able to discuss and have their concerns addressed. Principals will be trained to direct staff mentioning mental health concerns and social-emotional needs to the human resources department who will then connect staff to the appropriate resources to help reduce their stress and anxiety and work collaboratively with the employee to make sure that their social-emotional and mental health needs are met.

Professional development will be provided to staff on a regular basis via the RIO STRONG Learning Mondays and through the site PD plans to address trauma and other impacts of COVID-19 on the school community. The district has developed a monthly schedule of professional development activities, Rio Strong, to address a variety of needs within the school community. Some of the topics include, but are not limited to: student self care, adult self care, Caring School Communities (district adopted SEL curriculum), how to make appropriate referrals to the

school counselor for support. Additional topics will be provided as the need arises or as suggested by staff regarding their concerns. Additionally, all staff is required to complete training in suicide prevention and mandated reporting during the first six weeks of the school year.

Resources that will be provided to pupils to address trauma and other impacts of COVID-19 on the school community include access to the counselor corner website on each school's website. Access to meet with the counselor as needed through a google survey that gets sent directly to the school counselor when time with counselor is requested. Counselors will conduct regular home visits to students about whom staff is concerned and may provide SEL instruction in a virtual classroom as requested by the teacher or administrator of the school.

Counselors will make appropriate referrals for outside counseling as necessary to Ventura County Behavioral Health and/or other community resources as needed.

School counselors are available to meet with and address the needs of school staff. Administrators will work collaboratively with the human resources department to ensure that staff is provided appropriate referrals for support as needed.

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.]

Rio School District student attendance and engagement will be input into our student database daily by the classroom teacher. Classroom teachers and office staff will call parents to discuss attendance and engagement concerns and attempt to resolve any problems that may arise.

Additionally, Rio School District's student attendance will be monitored by teachers, counselors, site administrators and district personnel. School site counselors/administrators will conduct home visits for students who are not engaging to determine the needs of the student and family and will work collaboratively with the family to resolve these issues. As of September 9, 2020 RSD had not connected with only "one" student in the entire district. RSD had connected with 99.9% of students by day 7 of the school year. Students with patterns of poor attendance will be referred to the SART/SARB teams to be able to enquire with parents about the needs and to engage families in re-

engagement strategies that may include, but are not limited too, ensuring that the student has access to the appropriate technology and internet resources, are enrolled in a cohort that best meets the needs of the student and family, provided paper academic packets if and when the team deems it appropriate, providing parent workshops and/or individual appointments to help parents understand how to support engagement and get their student online to access the instruction. For the 2020-2021 school year, SARB will be utilized solely to support reengagement and not as a punitive measure.

As part of the procedures for tiered re-engagement strategies for pupils who are absent from distance learning, Rio School District will move to use one communication tool “parent square” to increase communication with parents and provide regular updates about school activities and the academic program. Additionally, the district will continue to provide a parent liaison who will work directly with school counselors and the families to discuss any barriers to their student(s) full engagement in the distance learning program and will work to resolve these issues. RSD will continue to provide Mixteco Translation services for the Mixteco community in the RSD. Possible re-engagement strategies/resolutions include, but are not limited to: switching the student to a different cohort to a time when a parent, older sibling, neighbor, or other adult may be available to support student in participating online, providing opportunities for intervention and/or enrichment through Saturday School and GATE programming, referral to the Intervention Progress Team to discuss academic concerns which may prevent the student from fully participating, developing an individual packet of work at the student’s level to facilitate access and engagement, or home visits by the school counselor to address social-emotional concerns.

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.]

Since the closing of school and up until the present, Rio School District has provided nutritionally adequate meals for pupils, including those students who are eligible for free or reduced-price meals. The district received a waiver to provide meals to all students regardless of income status through December 31, 2020. The Child Nutrition Department will be offering 5 days worth of meals on Mondays from 10am-3pm and Tuesdays from 7:30am-10am at all school sites during distance learning. The Rio School district is currently offering free meals to all students, below is a brief outline of our nutritionally adequate meals offered. Child Nutrition programs are required to follow all nutrition guidelines outlined by the US Department of Agriculture for every meal served. This is for both in-person instruction and distance learning

instruction. Breakfast requirements are as follows: 1 cup fruit / vegetable per day, 9-10 oz equivalent grain per week, and 8oz non-fat or low fat milk per day. Each breakfast meal is between 450-500 calories per day, contains less than 10% saturated fat, and has less than 485mg of sodium. Lunch requirements are as follows: Students must be offered 1 cup of fruit, ½ dark leafy green veggies, 1.5 cups of red orange veggies, ½ beans, and ½ cup starchy veggies per week. In addition, students at lunch must be offered 8-9 oz equivalent grain & 9-10 oz equivalent meat /meat alternative per week, and 8oz of low-fat or non-fat milk per day. Each lunch meal must be between 600-650 calories, contain less than 10% saturated fat, and less than 1,230 mg of sodium.

Additionally, Rio School District will emphasize the following protocols with either distance learning or in-person learning:

Health and Hygiene Promotion

Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.

Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.

Post signs on how to stop the spread of COVID-19.

Cleaning and Sanitation

Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouse, and large production kitchens.

Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads.

Meal Preparation

Ensure gloves, masks, disposable aprons, and other supplies are readily available.

Promote fresh healthy menu options that are individually plated meals and pre portioned and pre wrapped produce as much as possible.

Use disposable trays and wrap cold items in plastic and hot food with foil.

Consider how work stations can be reorganized for proper physical distancing.

Adjust employee shifts (if needed) to minimize the number of staff in the kitchen.

Onsite Meal Service

Assess whether to serve grab and go meals, or meals in the classroom or cafeteria or to use outdoor seating.

Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.

Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.

Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.

Remove or suspend use of share tables and self-service buffets for food and condiments.

Consider having staff wear masks and gloves while using point of service touch pads, replace touch pads with a scanner, and/or have hand sanitizer available.

Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.

Consider increasing access points for providing meal service.

Ensure cleaning of every table between groups of students or meal service.

Offsite Meal Service (with approved USDA waivers)

Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options.

Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.

Consider whether it is feasible to use buses to distribute meals to students.

Communication with Students and Families via parent square, webpage, regular calls and/or texts. Increase a variety of communication methods such as site and district social media, regular newsletters and other platforms.

Notify parents and the school community about school meal service and options.

Additionally, RSD may have to modify and/or add infrastructure at sites as well as connectivity in order to provide “safe” nutritional services for all students at all sites.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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
76.80 %	10,979,707

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.]

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students which based on the most current LCFF -CDE Calculator is 76.80% as of September 10, 2020. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 23.20% of students who are not foster youth, English learners, or low-income students. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

- Data analysis/review of student participation during the spring school closures in which foster youth, English learners, and low-income students participated at lower rates, as well as, responses from surveys indicating a higher need for technology access and support for our students demonstrates the need to continue to maintain, modernize, and increase Information Technology staff, programs, and resources including student and staff computing devices and supporting resources for distance and onsite learning in order to improve teachers' effectiveness (student learning) in all models of instructional delivery, ensure access to materials, and increase the educational time outside of school to meet the needs of foster youth, English learners, and low-income students.

- Data analysis/review of student performance during the spring school closures in which foster youth, English learners, and low-income students performed at lower levels, as well as, responses from surveys in which teachers indicated they lacked confidence to support the neediest students demonstrates the need to research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to fully implement, with continuity between delivery methods, the adopted curriculum using culturally responsible strategies primarily directed at improving outcomes for these groups of students to improve teachers' effectiveness in the classroom to meet their needs.

- Data analysis/review show that there is a need to continue to support all levels of English Learner students in attaining proficiency in English by maintaining English Learner support services staff, programs, and resources. Including the Saturday Language Academy and extended day opportunities for students.

- District-wide review of student performance during the past three years in which foster youth, English learners, and low-income students performance increased, as well as, responses from surveys and other feedback collections in which families, staff, and students indicate the need to continue to provide site funding to support student achievement in the local context. All funding to sites is on an unduplicated per pupil basis of foster youth, English learners, and low-income students to ensure that funds are targeted to those students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

- Reviews of student performance during the past five years in which foster youth, English learners, and low-income students who participate in these programs stay on track or get back on track indicates the need maintain access to intervention, prevention through the LST support team on “literacy” and connectivity.

- Reviews of participation data and responses from surveys demonstrate the need to maintain Family Engagement Activities/ support staff, events, and resources to actively engage all families, especially those of English Learner, Low-Income, and Foster Youth students to ensure access to community resources and active participation in improving outcomes for students.

- Finally and in summary, as the result of COVID-19 pandemic, in an in-person environment to meet the needs of unduplicated students, the district will provide smaller classes, targeted instruction, after-school academic support, additional counseling, instructional materials and services, and teacher professional development. The professional development for teaching essential standards will be specifically targeted toward meeting the needs of unduplicated students. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the mutual goals of the district and stakeholders for the needs of low income, foster youth, and English Learner. In a distance-learning environment, the needs of the unduplicated students again take priority especially during the pandemic. Students will be put in small groups for daily targeted instruction and differentiation. The district will implement a multi-tiered system of support. The district will ensure full access to technology; this includes hot spots, devices, and training for parents when needed. The needs

of low income, English learners and foster youth were considered first when looking at ease of access for students and parents during distance learning. In addition to connectivity, these parents expressed the need for a common learning management system across and Rio .

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

76.80 % of students in the district are low income, foster youth, or English Learner pupils. There are no areas of the District not impacted by poverty, in addition, English Learner students, homeless and foster youth are at every school site. This is the primary reason Rio School District subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions do not target specific school sites but are instead LEA-Wide or grade level initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and

survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on:

- Increasing the variety and ensuring the quality of educational experiences at all grade levels in order to maximize the number of options for opportunities in the College and/or Career of their choosing.
- Welcoming and educating the community and district staff how they can utilize their abilities to become active partners in the education of students
- Maintaining school atmospheres and encourage students to attend and achieve at the highest of levels
- Maintaining, Improve, Modernizing facilities and technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.

- Empowering sites to determine, with the community, the supports and services that best meet the needs of their students

The 76.80 % of funds to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.

Aside from the actions needed to allow for in-person instruction, all actions are principally directed and required in order to serve Rio School District's students in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at "increasing and/or improving" services and outcomes for students most/based in need. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 23.20 % of students not included in foster youth, English learner, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples include:

- Professional Development to support English Learners and low-income students is being increased for all staff and families of ELs

The District will increase English learner Professional Development for teachers, staff and families by a minimum of three specialized sessions to support distance learning during the 2020-2021 school year.

-The District will improve the quality of English Learner and low-income Professional Development related to distance learning by surveying and receiving feedback and additional support from/for teachers.

- Chromebooks/Devices/Connectivity Increased for ELs and staff serving ELs: The District will increase English learner online supports needed for distance learning by providing 100% of our paraprofessionals "including all bilingual" across the District with a Chromebook/computer/device in order for them to connect to virtual classes and support distance learning instruction/intervention in collaboration with the teacher of record.

- The District English Learner Program will monitor District Assessments and study/analyze EL progress and trends after every grading period for the duration of distance/in person learning in order to inform future professional development and alignment of resources.
- Increased interventions for ELs, foster youth, and low-income students
- The District will increase distance learning intervention supports for these students by providing support for students to fully engage in distance learning.
 - The district will continue with the Saturday Language Academy - tutoring for grades K through 8, principally directed at increasing or improving services and outcomes for ELs, low- income, and foster youth.
 - Students will receive a device/Chromebook and if needed be supplied with a wireless hotspot to ensure connectivity.
- Increased outreach for ELs and families of ELs
- The District will increase specific outreach to English learners and their families (in addition to general outreach for all students) by providing attendance/participation reports to all sites. Counselors and the RSD parent liaison will provide referrals to families and will also do wellness checks. Data will be collected and shared at principals and counselor's meetings.