

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Rincon Valley Union School District (RVUSD) is primarily a TK through 6th grade elementary district. The district also operates a charter 7-8 middle school program housed on two campuses. The district is located in the eastern portion of Santa Rosa. The district community consists of mostly residential housing, with the typical commercial properties to support residential living. The significant business, shopping, and industrial portions of Santa Rosa are located outside of the district's boundaries. Santa Rosa is the county seat for Sonoma County and is located in the North Bay Area, approximately 54 miles north of San Francisco. Sonoma County is well known for its wine and tourism industries. This area has been hit hard by the pandemic (shelter in place, certain businesses closed) on the economic level due to its dependency on the food, wine and tourism industry.

Enrollment for RVUSD in 2020-21 is anticipated to be 3,200 students approximately. At this point in time, the pandemic does not appear to have a tremendous impact on overall enrollment for this school year. The district operates ten school programs located on eight campuses. The Rincon Valley Partnership is also included in the district serving special education students with more moderate and severe learning disabilities. Seven of the programs are organized as district operated charter schools. The schools include Austin Creek (K-6), Binkley Charter (TK-6), Madrone (TK-6), Sequoia (TK-6), Spring Creek/Matanzas Charter (TK-6, operated on two campuses), Village Charter (K-6), Whited Charter (K-6), Rincon Valley Charter School-Matanzas (7-8), Rincon Valley Charter School-Sequoia (7-8) and the Rincon Valley Partnership Special Education Consortium. The district maintains TK-3 class sizes under 24 with grades 4-8 with average class size at 30:1. Each school is provided with a site administrator, an office manager, office support staff (TK-6 schools), bilingual family liaison, a support coordinator to manage interventions programs, a dedicated counselor and a counselor intern. Special Education support includes RSP teachers and support staff, Special Day Classes (K-6), school psychologists, behaviorists, speech and language teachers, and other ancillary support staff as designated by student IEPs. Schools are also provided English learner instructional support and interventions specialists. There is growing interest in the district's independent study program with an additional 120 students enrolled for the beginning of this school year. Tracking school participation data from last Spring, we identified approximately 40 students that we were not able to engage with at any level in learning. The district is balancing the need for health and safety priorities coupled with offering the most effective learning program possible for our students and families.

Our families have felt a tremendous impact from the Covid- 19 pandemic. In order to both work and serve their students learning from home, families are alternating their work schedules, hiring extra help, and relying on family members and friends to help. The district is able to continue to operate its extended care program during the day and will be serving up to 300 students in this program.

Stakeholder Engagement

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

The district developed a 30 member Fall 2020 Planning Task Force that began meeting in May. We identified various subcommittees that began to meet and consult on a regular basis. Members of both the Task Force and Subcommittees were supervisors, principals, administrators, teachers, specialists and parents.

During the planning process, various forums for both parent and staff input were held. Staff and parent surveys were also administered frequently. Parent surveys were communicated in both English and Spanish. Special parent sessions were held in Spanish via Zoom in order to give information and elicit input. For the Rincon Valley Union School District, we have discovered that sending text messages along with emails are the most effective ways to ensure greater outreach. Two parent groups were specifically asked for input on a regular basis: Superintendent Parent Advisory Group met 2 times over the summer and met with a group of Spanish speaking parents twice.

The district employs a district translator and various bilingual family liaisons. These liaisons spend hours upon hours contacting families to ensure that they are aware of meetings and also getting the support that they need. Google Voice accounts were provided to each liaison for this purpose.

We elicited input at two critical times: one when the hybrid, small cohort blended learning model was considered our first option. The second time was Mid July to Early August when it was decided that the school year needed to open in Full Distance Learning mode.

Significant discussion and negotiation occurred with the district's two bargaining units: certificated and classified. Memorandum of Understandings involving changing working conditions were discussed and agreed upon. The focus on these agreements was Distance Learning. If and when students are brought back to campus in a Hybrid Learning environment, new agreements will be discussed.

The Opening of Schools plan was brought to the board on two occasions prior to the writing of the Learning Continuity and Attendance Plan: July 14th and August 4th. The Learning Continuity and Attendance Plan will be brought to the Board at a regular scheduled meeting on August 11th and this meeting will be considered the Public Hearing. After receiving further input from stakeholders, the plan will be adjusted and brought to the board for approval at the September 8th regular Board meeting.

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

All stakeholder engagement forums were held via Zoom webinar thus a remote format. Public comment was made available through both video participation during the webinar itself or through a call in format. All webinars were made available by phone. Two of these forums were held in Spanish.

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

Teachers, classified staff and principals provided feedback in the areas of health protocols, mental health supports, extended care, communications, distance learning, in-person learning, use of technology, special education, human resources, ELD/Intervention. Parents also provided feedback in all of these areas.

Main themes of feedback received included:

The need for all people of campus (adults and students) would need to wear face coverings
Safety and health protocols needed to be clear and consistent throughout the district
Distance Learning Platforms needed to be limited and consistent for ease of parents
Weekly schedules and communication for planning purposes would be helpful for parents and students
Parents and staff wanted to stay connected with their original attendance school sites

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

Here is a summary of aspects of the plan that were influenced by specific stakeholder input:

Which hybrid blended learning model: am/pm vs. every other day
To move to Distance Learning to start the year
To continue in full Distance Learning through the first trimester before making any changes
How best to set up the instructional day for in person or distance learning environments
Which apps and software purchases would best support the teaching environment
Best practices for supporting our Special Education population
Best practices for ELD and intervention supports
Best practices for supporting students in the area of mental health
Working conditions for both certificated and classified staff
Change in calendar
Communications: how to make them more effective
Cleaning protocols

Safety protocols
Extended Care plan
Meal Service plan

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.]

At the development of this plan, the district's in-person offering will be an am/pm small cohort blended learning option. The am/pm model was chosen to encourage more frequent interactions between students and their teachers. This model will support the social emotional growth of the student while also allowing for more frequent repetition and practice for basic skills especially important in the younger grades in the areas of phonics and math foundational concepts. Additionally, the am/pm model was selected knowing that a 3 hour period of asking a student to wear a mask in class is more feasible than asking them to wear it all day. The district, however, reserves the right to re-engage stakeholders in this decision regarding which hybrid model to consider for in-person learning. It will be necessary to wait and revisit as we review the current Covid-19 virus conditions at the time.

Following county, state public health guidelines, the district's safety plans include frequent cleaning of high touch surface areas, adequate hand sanitizer, sufficient hand washing stations, health screenings, daily temperature checks, face coverings, face shields, reminder signs of health protocols and symptom checks, and plexiglass in more enclosed spaces. Any large gatherings will be prohibited and visitors/guests on campus will be extremely limited. Bus drivers will follow all the same safety protocols outlined above and will wipe down buses between rides.

In order to identify students who have experienced significant learning losses, we will begin the year with initial assessments. Teachers and specialists will use this information to guide and plan their instruction. The basic schedule for learning allows for many opportunities for small group instruction during the regular core content hours. Additional intervention, English Language Development, resource specialist, other special education classes have been built into the schedule in small group instructional opportunities. For students who are having a difficult time engaging in learning, the district will use a team of re-engagement specialists at each site who will work with individual families to come up with solutions that initiate re-engagement in the learning process.

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

Description	Total Funds	Contributing
Purchase of cleaning and safety measures/equipment/product necessary to carry out the prescribed protocols	tbd	No
Identification, designation and training to various staff members for cleaning, health screenings and student supervision	tbd	No
Provide Extended Care options to families	tbd	No
Purchase common communications and Learning Management System Apps for consistency in the district	11,200	No
Purchase Swivel cameras and iPads to allow for teaching to students who must still learn remotely	153,000	No
Purchase Additional Chromebooks and Internet Hotspots for students and families in need	164,000	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.]

Rincon Valley has developed a distance learning philosophy: In RVUSD we believe distance learning should maximize time together, build a virtual community, provide for learning collaboration, while also providing autonomy for learners to engage in content, read, investigate, and demonstrate mastery at their own pace. We will actively engage every student in standards-based academic learning while supporting their social-emotional well being. In order to achieve this we will engage students and families in real-time remote face-to-face instruction, which will include learning in whole group lessons, building class community, intentional feedback and guidance, differentiation, and celebration of learning. Opportunities for offline learning will take place for students to practice mastery, work on assignments, and reflect on learning. To ensure educational equity, we will provide all necessary additional services and support, which may look different for different students.

Rincon Valley will provide a continuity of instruction by creating a schedule that equals a similar amount of instructional time as in the regular classroom day. A daily and weekly schedule will be provided to families through the use of consistent platforms district-wide. Every effort will be made to provide flexibility to working families while also providing a consistent learning schedule with daily live interactions for those who are able to participate at those regularly scheduled times. School day instruction will consist of whole group, small group and individual instructions and supports. Instruction will include both synchronous and asynchronous learning. The amount of time a student is expected to be on a screen will vary according to their grade level.

In order to pivot easily between distance learning and in person learning, students will be assigned to the same teacher and the same group of students for the entire school year. Swivl camera and iPad technology will be purchased to allow for teachers to support students in their classes that must remain in distance learning even if in person learning can resume. Consistent instructional technology programs and platforms will also make this transition easier. The district will be purchasing licenses for various learning programs for students to use both at home and at school.

The district will consider applying for any County and state public health waivers that will allow us to have one student or a small group of students on campus at a time for assessment or connection with either staff or their classroom teacher.

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.]

Rincon Valley has developed a multi-tiered support plan for families. These levels of support will range from in-person daycare on a district-issued device to students working at home on a personal device and family purchased internet connection. The level of need and support is determined based on a per child-parent survey delivered via text and email to all families in both English and Spanish. This outreach will be ongoing based on teacher contacts with the family and the changing needs of families. The specific levels of support are as follows.

Device Support: Students that are in need of a device will be provided a district-issued Chromebook or iPad for use in distance learning.

Internet Support: Students in need of internet service will be made aware of subsidized offers for high-speed internet as these will best support multiple students on live video meetings at home. If that is unavailable or unworkable for the family, we are offering an in-person daycare. Our daycare will allow the student to use our existing high-speed internet connection. For families that the previously listed options are unworkable for we will also be providing a district-issued hotspot. In the event that the data connection is too slow at their location via the district issued hotspot, all RVUSD schools, and many local businesses have opened up public wifi to support families.

Technical Support: The district will be running an IT hotline for staff and families at regular hours to support technical issues students may experience. The IT staff will also provide regularly scheduled virtual forums to answer questions and provide support to both staff and families.

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.]

Rincon Valley Union School District teachers will meet remotely with students each day for attendance and instruction in both synchronous and asynchronous formats. Attendance will be recorded in the district student information system daily. Teachers will track progress through formal and informal assessments, including district benchmark assessments and teacher created quizzes and assessments. Students will turn in work for teachers to monitor progress on particular assignments. Teachers will calculate and certify the amount of minutes spent in synchronous and asynchronous instruction, and calculate the anticipated time for students to complete independent work. Teachers will also utilize the afternoon time for differentiated instruction where teachers will track progress of all students, including English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness through small groups and personalized instruction.

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.]

Rincon Valley Union School District values the importance of professional development, especially as we enter into distance learning so this is successful for students, families, and staff. Teachers were offered three books: Distance Learning Playbook, Balance With Blended Learning, and Blended Learning in Action. The district office also organized several professional development opportunities for teachers to participate in including but not limited to: virtual grade level meetings to share practices, Zoom 101 and 201, Seesaw, Google Classroom, Remind, Freckle, Waterford, Flipgrid, attendance in student information system, and cleaning protocols. The district is also offering professional development to support staff with any of the listed above that is applicable and conducting training on effective uses of a Chromebook and Zoom for meeting with and engaging students in learning.

Staff Roles and Responsibilities

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

Certificated Staff:

Due to beginning the year in Distance Learning, staff may choose to work in their classrooms or work from home. Teachers will be expected to continue to teach and support their students in learning standards but will continue to develop new strategies and skills for accomplishing this in a virtual setting. An expected learning block has been established for all grade levels in the morning for PK-6th grades. Certificated staff is expected to work collaboratively with their grade level partners and with support staff in order to accomplish the goal of reaching and teaching all students in their classrooms.

Classified Staff:

Due to beginning the school year in Distance Learning, classified staff is expected to work from campus. Classified staff whose job description does not apply to a Distance Learning setting in which students do not come to campus will be asked to assist in other ways which might include distribution of materials, delivering mail to classrooms, making copies, and using technology to re-engage families who have become disconnected from school.

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.]

Specialists including special education staff, student support coordinators and school counselors will be working directly with general education teachers to provide needed accommodations and supports to students with differing needs. Staff will hold weekly office hours, assuring that parents have time to consult with specialists on ways to assist their students.

Before School Starts-

Staff will create student supply kits to ensure that students have the materials that they will need, including items identified as accommodations in student IEPs or 504 Plans. Students who struggled with engagement during the Spring will be put on an immediate watch list. A survey will be sent to families to identify students who need support around school anxiety in a distance learning format.

First Part of the School Year-

Teachers will be holding individual ZOOM meetings with families to identify any unique needs they have. Students with IEPs and 504 Plans will have their plans reviewed to ensure that necessary accommodations are ready to be implemented. Bilingual Family Liaisons will be working with families who need the language support to access instruction. Students who have been identified as students in Foster Care or those who are experiencing homelessness will be monitored for participation and need.

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

Description	Total Funds	Contributing
Video conferencing - Zoom	14,540	No
See Saw	8,882	No
Freckle	53,903	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.]

The following strategies will be used to measure and mitigate learning loss for students:

- Beginning of the Year Assessments
- Identification of Essential Standards
- Professional Development in Accelerated Learning Strategies
- Technology Platforms
- Adaptable Learning Platforms for English Language Arts and Mathematics
- Planning and support for students with special needs
- Social Emotional supports for students via counseling and push out curriculum/videos
- Design of Academic Day allows for various opportunities for small group instruction, re-teaching and assessment

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.]

Actions and strategies to address learning loss and accelerate learning progress:

Essential Standards will be identified at each grade level to assist in concentrated teaching in these standards. The district will use an Accelerated Learning Approach in which students are taught new grade level content while gaps in previous learning are addressed as needed.

The use of the multi-tiered systems of support (MTSS) to identify learning needs, create systems of support and intervention and then assessing for efficacy after several weeks. This MTSS will be used with both academics and behavior. Principals, Student Support Coordinators and Counselors will play an essential role in managing the assessment data and planning for this system of support.

English Language Learners: Designated ELD will be offered 2-3 days a week by the classroom teacher; lessons and curriculum support will be provided by the Student Support Coordinator. There might be additional small group support that can be done in person.

Low-income: Engagement and connection to the learning will be essential. Devices, connectivity, hotspots will all need to be working and accessible to students. There might be additional small group support that can be done in person.

Foster Youth: All foster youth students will be identified and overall needs assessed. All teachers will incorporate assessment of grade level readiness at the beginning of the school year. Information obtained from the assessment will be used to guide the teaching of review material and new content. Identified learning loss will be addressed through small group and individual intervention which may be synchronous or asynchronous. There might be additional small group support that can be done in person. Staff will work with Foster Youth staff to ensure students are able to connect and engage in the learning process.

Students with exceptional needs: All teachers will incorporate assessment of grade level readiness at the beginning of the school year. Information obtained from the assessment will be used to guide the teaching of review material and new content. Identified learning loss will be addressed through small group and individual intervention which may be synchronous or asynchronous. IEP goals will be reviewed and additional support from specialists or special education staff will be provided as appropriate to address the learning needs of the students. There might be additional small group support that can be done in person.

Students experiencing homelessness: Students experiencing homelessness will be identified by staff. Communication of needs and basic elements for success will be provided. All teachers will incorporate assessment of grade level readiness at the beginning of the school year. Information obtained from the assessment will be used to guide the teaching of review material and new content. Identified learning loss will be addressed through small group and individual intervention which may be synchronous or asynchronous. There might be additional small group support that can be done in person.

Teachers will offer office hour drop in opportunities for their families and students to offer further support and guidance on an individual 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.]

On going interim and benchmark assessments will be used to monitor student progress on Essential Standards. Each school site will have a data support team that reviews the assessment data on a frequent basis to monitor the effectiveness of the learning programs offered. For students who are experiencing little to no progress, alternative solutions and interventions will be planned and implemented. Each site has a student support coordinator who will assist the principal in leading these important steps.

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

Description	Total Funds	Contributing
Provide a Student Support Coordinator at each site	tbd	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.]

The Mental Health of our families is on the minds of school staff. A family survey was completed prior to school beginning. The purpose of the survey was to obtain information on how students are responding to the plan of starting the school year in distance learning, and if there have been any changes to their basic habits and mental health. This information was provided to their classroom teacher who will use it to better support students as the school year begins. School psychologists and School Counselors reviewed the information that was provided by families and reached out to families who asked for contact. More than 1200 survey responses were collected, which allowed staff to better prepare for the start of the school year.

Staff will participate in a Restorative Circle led by one of our school counselors, which will provide space and time for staff to be able to share their feelings around starting the year in Distance learning.

Training on the identification of Mental Health warning signs, positive behavioral redirection in virtual classes and how to build relationships during Distance Learning Morning Meetings, will be provided to staff before the school year begins.

Counselors will be available for family support group sessions. Counselors will also play a vital role in re-engaging families and students in the learning process as needed.

Mental health resources will be available on our district websites and information will be pushed out on a regular basis.

Weekly lessons will be provided to students in all grades by our counseling staff.

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.]

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent for COVID-19 reasons, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted to their school but is not required. The student may return to school when they submit a clearance from their doctor to their school. The school will submit the clearance for the student to return to the COVID-19 Coordinator.

Direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202).

Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted but is not required.

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SIS) each day.

For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Distance Learning is met through the following:

evidence of participation in online activities including live interaction sessions

completion of regular assignments

completion of assessments

any contacts between any RVUSD staff member and a student or their parent or guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates.

A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered re-engagement process.

Re-engagement Process

Tier 1 A member of the site's re-engagement team (SSC, OM, Counselor...) will make daily phone calls for each day a student is marked absent by the classroom teacher

A script and flowchart will be followed to ensure that the family is connected with the needed resources

The purpose of reaching out at this point to identify the barriers for the family and to help overcome them

Tier 2 Students that are deemed 60% absent from distance learning will be reported to the school counselor for attendance letter review.

Based on information gathered in Tier I, Tier II support will be provided by the appropriate group.

- Technology support
- Parent training
- School counselor/Mental Health Support
- School Psychologist/Behavioral support

The parents will be informed that continued absences from distance learning could include:

A conference with an administrator and/or school counselor;

Development of an Attendance Plan through an SARB like process;

Tier 3 If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning

attendance then a MTSS meeting will be held

The school administrator may develop an Attendance Plan that includes:

Teacher engagement

Both reward and consequences to improve attendance

Review of the family circumstance for outside connection with health and social service

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.]

School nutrition services are of paramount importance to our learning programs. In Distance Learning, the number of school meals that will be picked up by families will most likely reduce due to the accessibility to school sites during the lunch hour by families and students. Students in our extended care programs on campus will have access to both breakfast and lunch options.

1. Grab and Go- Distance learning, all meals are bagged to go; no on-site dining. Parents/Guardians will pick up meals daily from their student's school. Exceptions may apply for Special Day classes and Extended Care.
2. Restricted-in-person instruction resumes in groups. Indoor dining areas are closed to seating, meals are prepackaged and served/delivered to students. Limited on-campus dining.
3. Relaxed-In-person instruction continues. Dining area is staged for social distancing, pre-pack items can be self-serve (ie student picks up their pre-ordered meal), and cooks may serve hot items to students on trays or individual bags.
4. New Normal-Dining area is open for full service with implemented social distancing. Students may choose their items from stations and eat at tables observing distances.

Breakfast, lunch and a la carte items shall be ordered in advance using the My School Bucks app, email or phone. Hot and cold lunch entrees will be available.

Meals shall be picked up by parent/guardian during designated hours at student's school, 1 ½ hour window from 11:30-2:00 Monday-Friday. Student name and/or ID number will be required. Siblings attending different schools can pick up meals at one site.

Extra meals will be available daily for purchase at the pick up site.

Students on campus may receive hot meals to eat on campus (see Extended Care info).

Food safety and reheating instructions shall be included in first day packet or sent home before the first day of school.

The district will be identifying families in need in various neighborhoods in which we may schedule food drop off locations. Our transportation and food services staff will assist with this contactless possibility to get more food to our families.

Meal Ordering Options

ONLINE at www.myschoolbucks.com All parents/guardians can sign up for this free service through the MySchoolBucks website to access the student's meal account. All meals can be ordered through this app.

E-MAIL orders to www.foodservice@rvusd.org

CALL IN meal orders to 707-542-7375 x4138

PAPER MENUS will be sent home and accepted as an order if returned to kitchen staff.

Sodexo SoHappy-app with detailed menus, nutrition, ingredient and allergy information

Visit www.myschoolapps.com to fill out a meal application confidentially online.

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]		

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
27%	45,321

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.]

When making staffing decisions, the district decided to prioritize interventions and engagement support over other staffing options. These funds will pay for an additional staff dedicated to the student re-engagement process. This additional staff will be focusing 100% of their time on providing intervention and data support to support foster youth, English learners and low-income students. Additional support in these areas will now reach more students with greater frequency in terms of support to students directly and to teachers indirectly through data analysis and lesson support.

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

These additional funds allow us to provide this high level of engagement support to these three populations: foster youth, English language learners and low-income students. Additional positions will assist us in reaching the 27% of our overall student population identified specifically to benefit from these funds.