Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

On March 13, 2020 River Islands Technology Academy made the decision to shelter the school, following the recommendation of the San Joaquin County Superintendent of Schools and the San Joaquin County Public Health Department. As a result, we knew for at least a period of time, we would not have students or staff on site, and would need to develop a way to continue to provide instruction to our students, as well as a social connection to their regular daily schedule. We had the week of March 16-20 to craft a plan to deliver daily instruction to our students K-8, and communicate that plan with staff, parents and students. As a one-one device school, we were able to have the mechanism to push out instruction using many of the programs we used regularly as part of our instruction. We determined that using Google classroom was the best option for us to use since we are a Google Apps school. Teachers established a plan of delivering daily instruction in two 1-hour blocks, with the focus being on English Language Arts and mathematics, with small group instruction following as needed for students who need additional support at the end of the day. The morning sessions are recorded and posted each afternoon for students who may have not been able to login to the live instruction. Teachers established office hours for students who needed additional assistance with assignments and work, allowing them to have smaller group or one-one instruction as needed. These office hours were also a way for teachers to set up check-ins with their students monitoring both their academic progress, and social-emotional status. Either the teacher, or the student/parent could ask for, and arrange a meeting during these available times with their classroom teacher(s).

The community as a whole has been impacted by COVID-19 as they struggle with not knowing whether or not their children will attend school in person or if they will start the year with Distance Learning. Our community is split on their preference and we have worked hard to design and create plans that will provide the very best educational environment, as safely as we can to meet the needs of all students, given the circumstances.

We continue to monitor and review State, County and Local guidelines as we design processes and procedures for the 2020-21 school year. Due to a recommendation from the county Public Health Department, on July 13, 2020, our Governing Board made the decision to begin the 20-21 school year virtually, through Distance Learning. This was met with relief by some of the community and added issues to others who

are working and would now be in need of full-time day care. Since the July 13 press release, we have worked to refine and enhance our Distance Learning program to begin the new year and address all of the aspects that are involved with the changeover of school years.

Immediately prior to the shelter in place order in March, we had Charter renewal and made the decision to join with another Charter School, STEAM Academy, to function under the umbrella of a Charter Education Organization, River Islands Academies. By making this change, the programs, resources and processes of the two school will become more similar with common practices being adopted and followed by both schools. This has led to big changes during an uncertain time and has pushed staff to work and extend in many ways to not only change practices, but to also change instructional delivery during continued distance learning to best support students and their learning across the community.

Stakeholder Engagement

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

River Islands Technology Academy has used a variety of ways to solicit and gather stakeholder feedback as we entered into the 2020-21 school year. Several serveys were sent out to our community asking parents for their feedback on:
- Distance learning that took place at the end of the 2019-20 school year
- How they would like school to begin for 20-21 (on-line or in person)
- things that they would like to see changed should distance learning occur
- things they would like to be considered should we return to campus
- barriers to learning for their child(ren) in either format

These surveys were sent out to families by school wide email systems, through notification of these emails on our school app and website, and school wide phone calls. Board meetings that took place during the summer leading up to the start of the school year, were posted with links for the public to join the meetings through Zoom to provide input to our Governing Board as they decided how school would begin for 2020-21.

Teacher and staff input was solicited in a similar manner as our families with surveys sent out for them to provide their insight to the instructional program, and as well as a way to let Administration know of their concerns and needs for the coming school year. School wide, grade-span and grade level Google meets were scheduled weekly for staff to join together with school Administrators to discuss various topics and issues of re-opening so they were able to be a part of the decision making process, and address specific issues to the groups of students that they work with. Meetings like this continue to occur and will throughout the school year to address needs and changes as they arise.

The use of school websites, apps, email system, grade level news letters, and social media will be on-going methods used to inform all stakeholders, and gather feedback about instruction and resources as needed throughout the year.

Community feedback is important to both the school staff and our Governing Board members. All of our public meetings during Distance Learning, both Governing Board and School Site Council (SSC), are done through zoom meeting links that are posted both on the agendas and our website. These meetings are accessible to anyone who wishes to join is able to do so. Our meetings are pushed out through our school wide emails, posted agendas, our school app, and other social media avenues. During these public meetings participants are given the opportunity to speak to offer input, ask questions or submit questions through the chat feature of the on-line meeting system.

A trend that emerged from our stakeholder feedback is that they preferred live teaching sessions compared to recorded sessions. Feedback indicated that they wanted additional sessions besides those focusing on ELA and math. Stakeholders were appreciative of the work teachers were putting into their lessons, and the effort going into keeping students engaged.

Some parents spoke of their different concerns should we return to campus, and asked for details of how we would be able to social distance and keep everyone safe, should we all return to school. They were also interested in what would happen if a COVID outbreak did occur during On-Campus learning once reopened.

Other parents expressed their concerns about their children not returning to campus, stating that their children need the 'normalcy' of school back in their lives, that they need access to services on campus and truly believe that their children learn better in person within the classroom with their teacher and peers.

We have worked hard to acknowledge both sides of the education delivery issue, knowing that both sides have valid concerns and worries. We know that we cannot make everyone happy, and we are working hard to ensure that we can provide the best possible education environment for all students given the current situation in our county. As a school organization, we will continue to monitor, and follow guidance that we get from the District, County Office of Education, Public Health Department and the State of CA as we develop plans and processes.

We have listened to our community and are offering extended sessions through out the day, offering students direct instruction in subject areas other than ELA and mathematics. We have scheduled small group sessions daily for all students to have more contact with their teacher with the thought that this small group instruction will provide targeted teaching to the level and needs of the group. We will continue to use support staff to assist teachers during whole group instruction, and monitor break-out groups as needed. We have a comprehensive

list of supplemental programs that are being pushed out to students as needed to extend, reteach and remediate learning for students throughout the school.

Currently, through the feedback we have received, connectivity is not an issue for our community, but we will monitor that issue closely to support student/families should it become one and provide the needed pieces to ensure that our students stay connected.

Mental health is another area of concern that has been shared with us from our community and the need for students to feel connected to someone. Our counseling services continue to be available to our students, and we will remain diligent in watching students and referring those who we feel are in need of a therapist or counselor. We will continue to work with families keeping them apprised of student progress and engagement levels. We know that relationships are important and will work to foster strong trust between school and the home to address needs of our students as they become apparent.

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 June, our Governing Board met to begin the discussion of how River Islands Academies' would open for the 2020-21 school year. At that time 3 scenarios were presented for them to consider, 2 On-campus Instructional Offerings: Scenario #1 -Return to Site-Based Program (w/thoughtful safeguards to minimize risk); Scenario #2 -Modified Site-Based Schedule with Independent Practice, and 1 Distance-Learning Instruction Offering. After consideration, with the information that we had at that time, our Board chose Scenario #1, all students returning to campus, with a home study option for those families that chose to stay home, and not return to campus. The On-Campus Learning Scenarios presented in detail are attached in PDF #1 at the end of the plan:

- #1 River Islands Academies Reopening Scenarios On Campus Learning (pdf)

In the presentation of the scenarios to the Governing Board and community, a clear distinction was made that the home study option which serves as an alternate to returning to on-campus instruction in scenarios #1 and #2, will not include live instructional sessions, as presented. The home-study additional option is an instructional model that consists of assignments and curriculum being given to the student from a teacher to complete with support from an adult at home, with regular check-in sessions scheduled with their assigned teacher.

Although, initially the Governing Board chose scenario #1 at a special Board Meeting on 6.30,2020, after additional guidance from local, county and state officials, a new decision was made on July 21, 2020 to begin the 20-21 school year remotely through Distance Learning. When circumstances change, and we are able to begin to have students return to on-campus instruction, our Board will again discuss and determine the instructional scenario that will be used. The details of the scenarios listed in PDF #1 will be the base/starting point for how In-Person Instructional Offerings will occur.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

As a one-one device school, students are used to accessing their curriculum through their Chromebook or iPad at River Islands Technology Academy, so this is not a significant change for us and will allow students to have on-going access to their instructional materials whether they are participating in Distance Learning, On-site instruction or both. In addition to the regular daily instruction where all students are present, teachers have established small group sessions for students where they are able to provide additional target support for students in their areas of need. Teachers have the ability to use programs to push out additional content, as needed, to front load lessons and allow students to record responses to tasks for the teacher to review. Students submit assignments online as a regular practice at our school, so again this is a seamless transition to work being submitted through distance and will continue to work if we are required to transition back in forth between home and school during this time. Instructional Aides are used during the live sessions to assist students who need additional direction. They also transition to break out 'rooms' for small groups, one-on-one sessions, chat spaces to focus in on certain concepts, or to minimize distractions as needed. Teachers assign and will monitor the grades of their students throughout the Instructional year, whether it be Distance Leaning or On-site Learning, and work with students and parents when students fall behind their typical performance to determine what factors are contributing to the decline and putting a plan in place to support and modify instruction to lead to student success. Our instructional staff meets weekly as a whole, and then again in grade level/span meetings to discuss needs of students, technology, and instructional materials to ensure high level instruction is being provided for their classes. These meetings enable us to discuss challenges that the teachers may be facing, be it either from technology or student focus and then also brainstorm ways to address these issues or

discuss programs/apps they have found to assist them in their instructional delivery. This type of on-going collaboration and training is a key aspect of our Instructional program and will continue during either Distance or On-site learning.

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 a one-one device school, we know that all students have the device needed to participate in Distance Learning. Surveys of families were done at the end of Distance Learning in the 19-20 school year, and again at the start of the 20-21 school year to gather data on the connectivity of homes of our students to determine whether this is an issue for our community, and also to determine what support may be needed if it is an issue. Through the gathered responses we determined this is not a current issue for our population. We will continue to monitor connectivity throughout Distance Learning to ensure that students are able to connect to our systems to gain access to daily instruction. Our school parking lot serves as a hot spot for anyone who may be in need of this service. We have communicated this option to our parents through email, on our website and through weekly teacher communication sent home. Individual hot-spots would be provided to students where the need is determined to exist, and where having a hot-spot would enable them to participate in their education more effectively.

Daily tech support is available for families who may be experiencing issues with school issued devices at the school site. There is a process for families to come to school and have our Tech Support staff work on the device to get it up and running optimally. Should it be determined that the device is not functioning properly, students can be issued a loaner, or given a new device depending on the circumstance. Families are made aware of this tech support service through email notifications, our website and teacher communications with 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.]

All students will receive daily instruction through a combination of live on-line contact synchronous and asynchronous instruction, meeting the daily instructional minutes required by the state. Students will be assigned work during live sessions, which will be turned in and/or reviewed by the teacher for assessment of student understanding and work quality. During asynchronous times students will work on assignments designed/developed by their teacher to support their learning either through independent practice, or on-line programs used to further reinforce classroom instruction.

Attendance is taken daily through our Student Information System. Daily presence, participation and engagement is recorded for each student by classroom teachers. This document is filed as back-up for student participation and as a record of student work. Additional documentation is done, including the recording of intervention strategies and parental contacts, for students who exhibit performance that is not up to grade level expectations and warrants additional steps to ensure student success. Communication with Administration and Parents will occur whenever lack of attendance, participation, or work quality/quantity differs from the students normal patterns, or if the student becomes at risk for not meeting grade level expectations.

River Islands Technology Academy has a large on-line platform with many programs, apps and supplemental curriculum options that can be pushed out and assigned to students during asynchronous learning periods. Instructional Aides are used in grades K-2, and Special ED to provide support to students, as needed, during all times of learning reflected in the schedules in PDF attachment #2:

- #2 RI Academies Distance Learning Schedule

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.]

All River Islands Technology Academy teachers participated in 8 Professional Development Days prior to the start of school to train specifically on our Distance Learning Platform, our new Student Information System and Distance Learning programs. Enhancements were made to the instructional delivery program from the end of the 19-20 school year, and teachers worked full days to become familiar with the changes, and get ready for the start of the school year with new students.

River Islands Academies will continue to have weekly Professional Development for 3 hours to continue to learn how to adapt the many programs, services and processes we have to an on-line platform. Much of this time is spent with outside trainers, as well a significant time provided for meaningful collaboration between grade level and grade span partners.

Our Professional Development plan will continue to be developed with Teacher input to ensure that we are providing the support needed by our staff to meet their needs, which in turn allows them to provide excellent instruction to all students.

There is on-site daily Tech support for all teachers should the need arise. Teachers can text, email or call if they are having issues during live instruction to see if the issue can be resolved on the spot, or if they need an Administrator to cover their class while the issue is worked on. Teachers can bring their devices to the office for repair, updating or reinstalling of programing whenever there is a need. Teachers are equipped with updated, functioning devices, and if they need to be replaced in order to provide quality distance learning instruction, then they are.

Staff Roles and Responsibilities

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

Every staff member has had their roll affected in some way by COVID-19 and Distance Learning. Specifically two positions are significantly different in how they are functioning as a result of not having students on campus. These two positions are: the Program Coordinator, and School Nurse.

The Program Coordinator was originally brought on as additional Administrative Support with day to day functions of on-site instruction (discipline, meetings, observations etc.) The role had morphed more into developing procedures needed for Distance Learning so we can

continue to use as many of the programs and services that we have in the past while on campus. This employee is uniquely qualified in that she just left the classroom so she is closely familiar with our school's curriculum, assessments, grading process and documentation practice. Because she has this knowledge she is able to see how is needs to be adapted to virtual learning, and is able to explain to teachers how it works. Her experience is invaluable in this area, as she has first hand knowledge that the rest of the Admin team does not.

The School Nurse continues to work with health related issues, but with no students on site to meet with she has become more involved with working on updating and writing policies that are needed in the area of health. She is also able to identify health services that may be needed in our community and research ways to provide those services during COVID-19; an example of this is getting and providing vaccinations needed for some students in order for them to be enrolled and in school (most particularly when we are able to return)

A new role being accessed by River Islands Technology Academy is the use of an English Learner Coordinator. This employee is located at STEAM Acacdemy, but will be assisting RiTechA in the area of EL assessment, paperwork, and collaboration of EL strategies and programs during Distance Learning.

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.]

River Islands Technology Academy staff will use a variety of supports to meet the needs of all students.

Specifically, with English Learners, additional programs such as Brain Pop, Imagine Learning and core curriculum supplemental materials will be used in their instruction. EL students will be assigned modules/units for designated ELD on a weekly basis and students will meet in small groups with their teachers to review content. These small group sessions will allow teachers the opportunity to monitor and measure English Language acquisition of their students and plan next steps to ensure progress continues. Small group sessions with EL students also will allow teacher the chance front-load instruction, preparing students for future whole group learning, and a place to review, and reteach concepts as needed.

Pupils with exceptional needs are supported by General Education Instruction, and services from the Educational Specialists and para-educators who push into their zoom/virtual classes when appropriate and provide pull-out individualized small group instruction during different times to make sure all IEP requirements are being met. Additionally, for all students including the SPED students, additional sessions are available for further small group instruction outside of their regular day. SPED teachers attended a Distance Learning for the Special Education Population (offer by the Bureau of Educational Research) web-training and are implementing strategies learned from the webinar. Added or modified instructional delivery for SPED students during Distance Learning includes:
- Modified ELA program grouped by student level
- More frequent collaboration and support to parents
- More frequent collaboration and support to general education teachers
- Whole class support of paraprofessional more frequently in middle school classrooms

- Individual specialized academic instruction for highest risk students (limited access to curriculum in whole group or high behavior needs)
- Behavior support to general education teachers in a virtual setting
- Items to support accommodations in IEP delivered to student's home
- Tutoring support with general education teacher
- Printed materials for students that cannot access virtually

Speech services continue virtually, meeting the needs and minutes required in students' IEPs. In addition, the Speech Therapist has included:
- Items to support accommodations in IEP delivered to student's home
- Printed materials for students that cannot access virtually
- Links to parents for generalization of new skills in Speech

On-going socio-emotional check-ins are done weekly with students on the SPED case load. A social interactions group is offered by our Speech Teacher when determined to be appropriate. Therapy and Counseling services are offered as needed and arranged on an individual basis through the school-based referral process.

Students in foster care are supported by classroom teachers and school staff who can assess needs, make referrals, follow up on needs, and provide emotional support as needed.

Currently, we have no known homeless students enrolled, but we will continue to seek and search for students in our community who fall into this category and provide support services as needed once identified.

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

Description	Total Funds	Contributing
EL Coordinator: use of time for completion of EL assessment, paperwork, and collaboration	$7,000	Yes
Professional Development: SIS trainings, Math training, Socio-emotional training	$20,475	Yes
Technology: Specific to connectivity, hot-spots, additional wifi connecting spots	$2,000	Yes
Technology: Programs to enhance lesson recording, editing and student work submission	$3,500	Yes

Description	Total Funds	Contributing
Student manipulatives: were purchased and distributed to assist with Distance Learning to follow along with group instruction from home	$2,500	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.]

River Islands Technology Academy is using several methods to measure, track and remediate pupil learning loss identified as result of COVID-19 during the 2019-20 and 2020-21 school years.

Students in 1st - 8th grade will take the Northwestern Evaluation Association (NWEA) Measure of Academic Progress (MAP) test in Reading and Math within the first 4 weeks of school. The MAP test is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote student academic growth. The MAP test will be used as a tool to measure and monitor student learning at the beginning of the year, at the end of Trimester 1, and the end of Trimester 2.

Teachers will also administer the STAR Reading Test from Renaissance Learning four times during the school year to pinpoint students' strengths and identify areas for improvement in the area of reading. Data from this assessment is used to inform teacher instruction, monitor student progress, and identifies whether students are meeting the expectations of state standards.

Kindergarten through 5th grade will administer weekly assessments using our McGraw Hill Wonders English Language Arts curriculum. These weekly assessments are given after teachers give instruction on new content throughout the week and are used to drive future instruction and lesson plans.

In 6th-8th Grade, ELA teachers are using our McGraw Hill StudySync Curriculum. One form of assessment they use from the curriculum are the Reading Comprehension quizzes. Another form of assessment they provide the students are written assessments that are administered nearly every Friday. These assessments are in the form of Close Reads where students analyze how a literary skill is used in the text, they have read that week. Additionally, they also have weekly vocabulary and grammar assessments.

In addition to MAP testing in the area of mathematics, students in Kindergarten through eighth grade, are formally assessed in the middle and at the end of every unit/module of study within the curriculum. Student data from these assessments drive decision-making for lesson planning and assignments of small group sessions.

Less formal but more frequently, teachers will use the following tools to monitor on-going student performance and progress:
- small quizzes and exit tickets are given to monitor student progress regularly
- participation and engagement in Math/ELA are monitored informally through whiteboard practice and other checking for understanding strategies.
- Math lessons typically begin with review problems from past lessons - teachers can use this activity to reteach/review a concept prior to beginning the learning of a new concept.
- Free digital games/websites are being used to review previously learned concepts and allow teachers to see which students are not mastering content in real time, but in an informal setting.

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.]

Teachers will monitor student grades on a weekly basis, identifying if student academic grades are dropping, if students are not engaging or participating in the class sessions, if students are not attending the class sessions, or if students are missing assignments. In addition to identifying these items, teachers will also document action steps to move forward with the student in addressing their needs and communicate the plan with families. In addition to this on-going data collection by teachers, the student data collected from MAP, AR, and weekly curriculum assessments, will identify students who are performing below grade level standards in reading and math to determine what additional resources, services or programs need to be assigned to assist them to make progress in their areas of learning loss. Based on the formal and informal assessment of student performance, some may be referred to our reading intervention teacher if they show significant or specific learning deficits in this area. Students in reading intervention, learn a modified curriculum at a level appropriate to the student. Students in reading intervention attend this class daily in replace on their grade level reading class.

In addition to this replacement instruction program, Teachers will be pulling small groups of students each week for grouping and inviting students who need extra help to attend intervention/office hours. Teachers will utilize our adopted reading curriculum which includes books, activities, and lessons that are designed to target the specific needs of students who are working below grade level standards. Teachers can also have students utilize our Reading Eggs program, which identifies student learning gaps, and creates individualized pathways for them to relearn content. Teachers can also assign specific activities for students to complete based on their immediate needs. For our students in Middle School, StudySync provides different resources for students who are not currently performing at grade level. Each lesson comes equipped with three different levels of support that teachers can assign to the students for additional help, as needed. StudySync also provides separate versions of the same stories for EL students in different languages for translation, should that be helpful to them in their reading instruction and comprehension.

Assessments will be used to determine where students are struggling. Within small groups each week, we scaffold the lessons, reteach specific pieces, and front-load so students are more prepared when whole class instruction occurs.

With the shift to distance learning, CPM also includes regularly used high yield routines for math, which support number sense and problem-solving skills of all students.

Teachers will utilize their small group session time for targeted instruction to help close some of the student learning gaps. The targeted instruction will be planned purposefully using the student data collected from assessments. Grade level curriculum and supplemental on-line programs will be used to address the needs of students in small group instruction. The teachers will have the flexibility to assign and move students within small group instruction based on need throughout the school year.

The Dreambox math intervention program is used with some students in Second through fifth grade who are not meeting grade-level standards. Dreambox is an adaptive, digital program that assesses students at their current math level and creates a tailored program for each individual student based on their needs. Dreambox has been offered for students at River Islands Technology Academy in the past, but we will be increasing the amount of time students participate in the program each week to address further learning loss that may have occurred during Distance Learning.

MAP Accelerator will also be introduced as another intervention program with students in mathematics. This on-line platform enables on-going assessment of student performance status, and assigns lessons to remediate, reteach or even accelerate learning though Kahn Academy based on the initial results. This program has the ability to create individual learning pathways which will directly address learning loss and accelerate learning progress.

Free math websites, such as Freckle and Khan Academy will also be used and are designed to identify student strengths and areas of need. Both programs create an individualized learning path for students to access through engaging activities and lessons. Teachers will monitor student progress and engagement with the program, while also assigning specific content areas for review.

Exemplary work will be displayed during daily lessons, along with prompts for self-reflection and revision of classwork/homework. This practice will help students self-check their work and is also a way for teacher expectations of student work to be clear for all.

Student whiteboards, supplies and manipulative were purchased and distributed to students to utilize from home while on distance learning, as appropriate.

In addition to the regular daily instruction in ELA, math, Social Science and Science, teachers have established small group breakout sessions to provide additional target support for students who are in need. This includes our English Learners, Foster Youth and Low-Income students. Teachers have the ability to use programs for translation, to push out additional content, as needed, to front load lessons and allow students to record responses to tasks in native languages that can then be translated back for the teacher to review. Instructional Aides are used during the live sessions to assist students who need additional direction, sometimes leaving the whole group one-on-one, or small group chat spaces to focus in on certain concepts, or lesson distractions as needed. Teachers have monitored the grades of students throughout our Distance Learning plan, and work with students and parents when students fall behind their typical performance to determine

what factors are contributing to the decline and putting a plan in place to support and modify instruction to lead to student success. Teachers have established office hours that enable them to meet students for additional support, including English Learners, Foster Youth and Low-Income students, as needed. This allowed the teachers to deliver more student specific instruction to directly impact students in areas that required additional support or content. EL students will have on-going ELD instruction provided by their teachers, with frontloading, reteaching when necessary, and small group instruction. Brain-pop EL will be a program utilized weekly for EL students to work on during asynchronous instructional time, and also during synchronous instruction in small groups where students meet with their teacher(s).

Our Special Education Staff will continue to provide services to students with Exceptional Needs both within their general education classroom setting, by pushing in and supporting instruction, and through assigned small groups where they will meet to have instruction provided by one of the Education Specialists on staff. They continue to monitor for learning loss and will work to specifically address those the needs of their students, accelerating the learning process when applicable, using a variety of practices and settings, such as:
- Reading assessments of at-risk students to identify candidates for Modified ELA program
- Assessments also identify candidates for afternoon Reading Intervention sessions
- Modified math program for struggling students
- Small group math support for struggling students
- Virtual Lunch Bunch for social-emotional needs of primary students
- Small group assessment support
- Individualized, goal driven virtual instruction
- Social emotional weekly check ins
- Continue direct Speech-Language services virtually
- Continue direct Occupational Therapy services virtually
- Continue direct Counseling services virtually
- Whole team IEP collaborative meetings to discuss student progress

At this time, we are aware of no students who are enrolled who are experiencing homelessness, but we will continue to monitor for this population through our on-going communication with students and families to provide support and services should the need arise.

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.]

Ongoing evaluation of student progress will be done throughout the year to determine both where exactly students are, and whether or not they are benefiting from additional services/programs assigned to them and adjusted as needed.

Teachers will regularly:
- Reassess to monitor growth and progress, and identify new needs
- Teachers use Informal student observations and participation in targeted small group instruction

- Teachers will document students whose grades are dropping or are missing assignments on a weekly basis. Teachers will create an action plan to help this student and communicate the plan with families.
- Staff will meet weekly to discuss and collaborate with each other to discuss whether student needs are being met, challenges they may be having with Distance Learning Instruction, and if there are additional services we need to implement.
- Grade Level meetings will be held weekly to discuss progress and needs as a grade level to better support students, and determine whether to continue, adapt or find new resources to use.

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

Description	Total Funds	Contributing
Brain-Pop EL: a free on-line extension program that will be used with EL students weekly to provide targeted English Language Delvelopment instruction	no cost	Yes
Instructional Aides: used to help teachers monitor student participation and progress during instruction, and to provide additional learning spaces through either individual or small group break-out sessions.	$60,000	Yes
Dream Box: additional sessions of the Math intervention program will be provided to address learning loss in this area of math. There is additional staff needed to run extended session offerings.	$2,000	Yes
Devices: additional Student and Teacher devices were purchased to replace old devices, or for new enrolled students to better support the programs/systems being run during Distance Learning	$288,075	Yes
Beyond SST: an on-line system that allows tracking of intervention strategies being used for students who have been identified at-risk of learning loss. It enables the communication of the parties involved on the learning team (teacher, administrators, specialists, parents and students if warranted) to be documented to create a record of intervention	$4,500	Yes
Math Intervention Program: MAP Accelerator	$6,000	Yes

Description	Total Funds	Contributing

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.]

Staff will continue to work hard to establish strong trusting relationships between students, families and school. Teachers will have daily contact with students and monitor their wellbeing as best as they are able to in a remote virtual environment.
River Islands Technology Academy has contracts for the service of a Therapist, a Counselor, and a School Nurse. Staff is trained on the referral process, and the documentation that is needed, in order to access these services should they determine a student is in need.

Students who are on IEPs with Therapy services included, will continue to have virtual therapy sessions as agreed upon in that document.

Counseling sessions will be scheduled based on student need and referral. They will occur virtually during distance learning, and may offered in individual or group session settings. The school counselor is reaching out to students who were receiving therapy last school year (19-20) to do a check-in and assess whether or not they would benefit from continuing the support/therapy they had previously received last school year.

The school nurse continues to work with families with known medical situations that require support, as well as seek out those students who may have medical needs not already identified. She has worked with school staff to develop plans for when students are on campus to ensure that safety protocols are followed and maintained for all parties.

Professional Development for Socio-emotional health will be researched and provided to staff as the need occurs or as requests for additional resources is made.

Pupil and Family Engagement and Outreach

Families and students were presented with a plan for return to school via distance learning that was emailed to them on July 31, 2020. The plan contained a detailed distance learning schedule depending on the child's grade level along with attendance and school expectations. As such, RI Academies has developed the following plan for pupil engagement and outreach for those students who are continually absent, display continued disengagement, and/or are regressing academically.

Students who are continually absent during distance learning can expect:

- The front office or classroom teacher to call home and ask for a reason for the absence

- The classroom teacher will provide access to missed assignments and/or tests/quizzes
- The classroom teacher will provide additional time, as needed, for missed assignments to be completed

If the pupil continues to be absent from school, administration will make a good faith effort to reach the family via email and/or telephone, including the use of an interpreter when necessary and schedule a meeting between the teacher, administration, parents/guardians, and student

- At this meeting administration will work with the team to determine the cause of student absences, to see if there are resources that the school can provide to assist the family and improve school attendance and performance. Administration will cover how unexcused absences can impact the student, and the truancy process of the school should that need arise.

- If the family cannot be reached through the mentioned efforts, administration can do a home visit. If environmental factors limit the administration's ability to do a home visit, the administration will ask its SRO to perform a welfare check.

- The school will make every effort to work with the family to get the student to come to virtual class, participate, and complete assignments

Students who are regressing academically during distance learning can expect:

- The classroom teacher to provide academic interventions during distance learning times including differentiating the curriculum, small group instruction, and intervention during office hours

- If the child continues to struggle the parents and administration will be informed in order to set up an SST meeting
- At the SST Meeting
- A plan of support will be developed by the teacher, administration, and parents of the child

- The plan may include additional supports such as assignment to one of the school intervention intervention programs as needed
- The plan may also include services such as counseling from our school counselor
- The plan may also include support from our school nurse if appropriate
- A plan for follow-up in order to monitor the students progress

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.]

During our Distance Learning, we will continue to provide school meals for students through the use of Banta Elementary School District (BESD) food service program. Meal service for our students during this time, will continue to be provided at STEAM Academy, which is a local location, making it easy for our families to access the service. The system is a grab and go system with families driving up to to pick-up meals for both breakfast and lunch on one of the two pick up days during the week . There is enough food provided in the bag to feed the student(s) for 5 days. Free and Reduced lunch pricing is available to families who have completed the application and qualify for this program. The application is accessible on-line, and families can get assistance with completion of the application through contacting the school office if needed. Currently, the 'free meals' option has been extended by the State and Federal government, so all families are able to access meals free of charge, at least until the end the calendar year (December 2020). Families access the breakfast and lunch menus on-line and order their meals through a portal on the school website once a week. Pre-ordering of meals enables the BESD staff to better prepare for the quantity of food that will be needed each week to meet the need of the community in this area. Translation services are provided if needed to complete the Free and Reduced meal application, or to place weekly food orders.

Current BESD kitchen workers, as well as additional staff, have been recruited to help with the high demand of food program during this time. Methods of addressing social distancing practices, require that all employees are temperature screened prior to entering the kitchen, that they must put on gloves as well as put on face masks prior to working with food, or passing it out to students/families. Meal bags are assembled in the cafeteria, twice a week, where kitchen workers are working at tables that are over six feet apart. Workers are asked not to stand closer than social distancing recommendations allow and are asked not to congregate before or after their shift.

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

Section	Description	Total Funds	Contributing
N/A	Program Coordinator: an additional Administrator position was added to assist the team with preparing for the 2020-21 instructional plan	$110,000.00	Yes
Mental Health and Social and Emotional Well-Being	Materials and Supplies for corresponding with students to maintain connections between school/teacher and student, and to check on student's mental well-being.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.8%	$457,351

Required Descriptions

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

The needs of foster youth, English Learners and low income or homeless students are considered first by ensuring that high quality, student need-based instruction is being provided daily within our classrooms. Actions/Services described below, are principally directed and most effective in meeting the individual and specific needs of our EL and Low Income students. In our experience, classroom teachers are best

able to meet the needs of the students they have within their classrooms and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing small group break-out instruction to their own students in order to make it intentionally directed towards each students' needs. Additional support with extra small group/individual learning opportunities and an Intervention Teacher all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services.

In addition to providing a strong educational base program, other actions/services specifically included in this plan targeted towards Unduplicated Students can be grouped in 3 main categories: Training/Professional Development, Staff, and Programs/Materials.

Training/PD: SIS training on Infinite Campus, Math Training, Assessment Program Training, Socio-Emotional Training

Staff: Instructional Aides, Program Coordinator, English Learner Coordinator, Nurse Services

Programs/Materials/Technology: Intervention materials/programs, SST program, Student Devices, Teacher Devices, Mobile Internet Hot-Spots, at home manipulatives, Brain-Pop EL and Imagine Learning EL programs

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

The Actions/Services described above, are principally directed and most effective in meeting the individual and specific needs of our EL and Low Income students. In our experience, classroom teachers are best able to meet the needs of the students they have within their classrooms and we are equipping them to do so through a variety of programs, trainings and instructional strategies. The Actions described above, in addition to many other on-going instructional services and practices at River Islands Technology Academy show that services for unduplicated students have been increased or improved as required.

	Scenario #1 - Return to Site-Based Program *w/thoughtful safeguards to minimize risk*	Scenario #2 - Modified Site-Based Schedule with Independent Practice
River Islands Academies Reopening Scenarios **On Campus Learning**		
Schedule	<u>Monday, Tuesday, Thursday, Friday</u> 8:20 - 2:00 - All Students On Site (RiTechA) 8:00 - 1:40 - All Students on Site (STEAM) <u>Wednesdays</u> 8:20 - 12:00 - All Students on Site (RiTechA and STEAM) 1:00 - 4:00 - Professional Development **tutoring Mondays afterschool*	<u>Monday, Tuesday, Thursday, Friday</u> 8:00 - 11:00 Group A on Site 12:15 - 3:15 Group B on Site <u>Wednesdays</u> 9:00 - 12:00 Live Distance Learning (all students) 1:00 - 4:00 Professional Development
Classroom Setting	Students remain in the same classroom for the duration of the day (middle school teachers will rotate instead of students) Maximize space between desks, as much as classroom allows for (full class sizes will not allow for 6 feet distance between desks) Minimize movement of students and staff as much as possible Students will eat meals in the classroom, in cafe by cohort/classroom, and/or outdoor areas (grab and go) Recesses in separate areas designated by classroom/cohort Minimize congregate movement in walkways and restrooms No assemblies No nonessential visitors or classroom volunteers on campus	Same as Scenario #1 with the addition that students will be seated 6 feet apart

Procedures to be Implemented	Parents asked to check child's temp prior to sending to school - anyone with temp must stay home. Student must be fever free for 48 hours before returning to school (pending current guidelines)	Parents asked to check child's temp prior to sending to school - anyone with temp must stay home. Student must be fever free for 48 hours before returning to school (pending current guidelines)
	Staff must wear face coverings during school hours (school will need to provide)	Staff must wear face coverings during school hours (school will need to provide)
	Student face coverings recommended unless mandated by the state	Student face coverings recommended unless mandated by the state
	Staff Temperature self checked at start of the school day (self check log)	Staff Temperature self checked at start of the school day (self check log)
	Students temp checked at start of the session by staff	Students temp checked at start of the session by staff
	Students apply hand sanitizer as entering and exiting the classroom	Students apply hand sanitizer as entering and exiting the classroom
	Maximize space between desks as much as possible	Desks spread out 6 feet apart and facing forward
	Student supplies stored in individual labeled containers/bags in desks	Student supplies stored in individual labeled containers/bags in desks
	Procedures and signage for entering and exiting campus to allow for social distancing	Procedures and signage for entering and exiting campus to allow for social distancing
	X markings on ground in front of classrooms and restrooms	X markings on ground in front of classrooms and restrooms
	Staff to monitor walkways and restrooms	Staff to monitor walkways and restrooms
	Staff to clean restrooms throughout the day (custodial)	Staff to clean restrooms throughout the day (custodial)
	Volunteers not permitted in classrooms	Volunteers not permitted in classrooms
	Families not permitted to walk students to class	Families not permitted to walk students to class
	Handwashing and sneeze/cough signs visible around campus (trainings and lesson demos)	Handwashing and sneeze/cough signs visible around campus (trainings and lesson demos)
	Staff Meetings/PD to allow for social distancing	Staff Meetings/PD to allow for social distancing
	Clear guards in office and floor markings for student entry into office	Clear guards in office and floor markings for student entry into office
	No Field Trips	No Field Trips

Additional Options to be Offered	Home Study- Independent Practice with Teacher Check-Ins (No Live Instruction) Weekly Independent Practice provided weekly via take-home materials (hard copies, manipulatives, tools) and/or digital platform - Haiku, Google Classroom, or Google Site Tuesday, Thursday, Friday 2:30 - 3:30 - Teacher Office Hours for Student Check-In Families who prefer a Home School Model may inquire about Banta Home School Charter or other Home Schools in the County - http://www.homefires.com/charter/san_joaquin.asp Procedures to Support Home Study -Grade level teams work collaboratively to create weekly home study materials - PD to support collaboration and training -Teachers who do not have assigned Home Study Students, prep materials for the teachers who are providing Office Hours	Online learning option for families who are not comfortable being on campus ● Independent Online Curriculum ● Weekly check in with teacher ● Commitment for a trimester at a time *will need to assign staff to manage online program Families who prefer a Home School Model may inquire about Banta Home School Charter or other Home Schools in the County - http://www.homefires.com/charter/san_joaquin.asp
Materials Needed	Masks/Face shields for staff Handsanitizer Sanitizing Stations No-Touch Thermometers Clear Guards in Office Signage for Foot Traffic Replacement Vent Filters Cleaning supplies Sanitation equipment Face Masks for Students	Masks/Face shields for staff Handsanitizer Sanitizing Stations No-Touch Thermometers Clear Guards in Office Signage for Foot Traffic Replacement Vent Filters Cleaning supplies Sanitation equipment Face Masks for Students

Sanitizing Procedures	Increased custodial procedures Custodial to clean restrooms throughout the day	Teachers to sanitize classroom between sessions daily Custodial to clean restrooms throughout the day Increased custodial procedures
Response to illness	Details to be determined by most current guidelines at the start of the school year.	Details to be determined by most current guidelines at the start of the school year.
Staff Training	Social Emotional Learning Remediation Strategies Assessment/Data Analysis Response to data Cleaning, sanitizing procedures - Proper use of face coverings - Passive Screening and Active Screening Procedures	Cleaning, sanitizing procedures Proper use of face coverings Passive Screening and Active Screening Procedures Social Emotional Learning Assessment/Data Analysis Response to data
Other Considerations	Turn off drinking fountains Hand sanitation stations at different parts of campus	Turn off drinking fountains

SPED Considerations	Push-in or Pull-out
	If Push-in:
	● T uses hand sanitizer when entering class
	  ● T has mask or shield on
	
	If Pull-out:
	● Students sanitize hands before coming into class
	● T sanitizes classroom before and after each use
	    ● Social distancing within classroom	

River Islands Academies
Distance Learning Schedule
Subject to Change

Transitional Kindergarten (TK)

MTThF

Time	Group	Note
8:30- 9:20	Group A	**GpB Ind Practice
9:30- 10:20	Group B	**GpA Ind Practice
10:30- 11:15	Group A	**GpB Ind Practice
11:30- 12:15	Group B	**GpA Ind Practice
12:15- 1:00	Lunch	
2:00- 2:30	Office Hours	
		Total - 200min

Wednesday**

Time	Activity
8:30 – 9:30	All
10:00-12:30	Assessments/Small Group Intervention

Kinder/First (August 13th-21st ONLY)

MTThF

Time	Group
8:30-9:20	Group A
9:30-10:20	Group B
10:30-11:20	Group C
11:30 – 12:30	Lunch
12:30–1:30	Individual Assessments
2:00- 2:30	Office Hours

Wednesday**

Time	Activity
8:30 – 9:30	All
10:00-12:30	Assessments/Small Group Intervention

Kindergarten- Change of Schedule August 24th

MTThF

Time	Group	Note
8:30- 9:20	Group One	**Gp2 Ind Practice
9:30- 10:20	Group Two	**Gp1 Ind Practice
10:30- 11:15	Group A	**GpC Ind Practice
11:30- 12:15	Group B	**GpA Ind Practice
12:15- 1:00	Lunch	
1:00- 1:45	Group C	**GpB Ind Practice
2:00- 2:30	Office Hours	
	35min Ind Practice	Total - 230min

Wednesday**

Time	Activity
8:30- 9:30	All
10:00- 12:30	Assessments/Small Group Instruction

1st Grade- Change of Schedule Aug. 24th

MTThF

Time	Group	Note
8:30- 9:30	All	build up to one hour, Schedule TBD
9:45- 10:30	Group A	**B Ind Practice
10:45- 11:30	Group B	**A Ind Practice
11:30- 12:15	Lunch	
12:15- 1:15	All	build up to one hour, Schedule TBD
1:30- 2:00	Small Groups/ Tutoring	
2:00- 2:30	Office Hours	
	20min Ind Practice	Total - 230min

Wednesday**

Time	Activity
8:30 – 9:30	All
10:00-12:30	Assessments/Small Group Intervention

2nd & 3rd Grades

MTThF

Time	Group	Note
9:00- 10:00	All	
10:20- 11:20	All	
11:20- 12:15	Lunch	
12:15- 1:00	Group A	**B Ind Practice
1:15- 2:00	Group B	**A Ind Practice
2:00- 2:30	Office Hours	
	20min Ind Practice	Total - 230min

Wednesday **

Time	Activity
9:00- 10:00	All
10:20- 11:20	All
11:30- 12:30	Small Group/Intervention

4th & 5th Grades

MTThF

Time	Activity	Note
9:00- 10:15	All	
10:15- 10:30	Break	
10:30- 11:45	All	
11:45- 12:20	Lunch	
12:30- 1:30	All	
2:00- 2:30	Office Hours	
	30min Ind Practice	Total - 240min

Wednesday **

Time	Activity
9:00- 10:00	All
10:20- 11:20	All
11:30- 12:30	Small Group/Intervention

6th- 8th Grades

MTThF

Time	Activity	Note
9:00- 10:15	Session 1	
10:15- 10:30	Break	
10:30- 11:45	Session 2	
11:45- 12:30	Lunch	
12:30- 1:45	Session 3	
2:00- 2:30	Office Hours	
	15min Ind Practice	Total - 240min

Wednesday **

Time	Activity
9:00- 10:00	All
10:20- 11:20	All
11:30- 12:30	Small Group/Intervention

In grades K-3 Groups will be assigned by teachers and may be adjusted

**Professional Development- All Staff- Every Wendesday 1:15- 4:00pm*