



## 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, STEAM Academy, at River Islands, decided to shelter the school, following the recommendation of the Superintendent of Banta Elementary School District upon guidance from the San Joaquin County Superintendent of Schools and the San Joaquin County Public Health Department. As a result, for at least a period of time, students and staff would not be on-site, and we would need to develop a way to continue to provide instruction to our students and a social connection to their regular daily schedule. This schedule was done through a combination of online sessions and paper-pencil materials. Students did have access to their devices to continue to use throughout distance learning. Each grade level developed a plan that would work best to continue providing instruction during the shelter in place order. Because it was not a school-wide process or system of instruction delivery, some grade levels were more successful than others in their delivery and connection to students. Families expressed that they would like more live instruction and a more stable schedule to help them plan their days and provide a more steady form of instruction for all students. COVID-19 has impacted the community 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 all students' needs.

Immediately before the shelter in place order in March, we had Charter modification. We decided to join with another Charter School, River Islands Academy II, to function under the umbrella of a Charter Education Organization, River Islands Academies. By making this change, the two schools' programs, resources, and processes will become more similar to standard practices being adopted and followed by both schools. This decision has led to significant changes during an uncertain time. It has pushed staff to work and extend in many ways to change practices and change instructional delivery during continued distance learning to best support students and their learning.

We continue to monitor and review State, County, and Local guidelines as we work in 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 decided to begin the 20-21 school year virtually, through Distance Learning. This recommendation was met with relief by some of the community and added issues to others working and would now need full-time daycare. Since the July 13 press release, we have refined and enhanced our Distance Learning program to begin the new year and all of the aspects involved with the changeover of school years.

## Stakeholder Engagement

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

The STEAM Academy has used a variety of ways to solicit and gather stakeholder feedback as we entered into the 2020-21 school year. Several surveys were sent out to our community asking parents for their input 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
- Items 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 on the Ritech A home page, as STEAM did not have access to their new app or website. There were links for the public to join the discussions through Zoom to provide input to our Governing Board as they decided how the school would begin for 2020-21.

Teacher and staff input was solicited similarly 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 the 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. Teachers were able to be a part of the decision-making process and address problems specific 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, Facebook, email systems, grade level newsletters, 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.

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

Community feedback is essential to both the school staff and our Governing Board members. All of our public meetings during Distance Learning, both the Governing Board and LCP committee, 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 can 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 allowed to speak to offer input, ask questions, or submit questions through the chat feature of the on-line meeting system.

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

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. Our Distance Learning plan in the spring was more grade-level driven, and feedback indicated that they wanted more uniform delivery and daily live extended instruction. This feedback is addressed in our Distance Learning plan for the 20-21 school year.

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 honestly believe that their children learn better in person within the classroom with their teacher and peers.

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

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. We are working hard to ensure that we can provide the best possible educational environment for all students, given the current situation in our county. As a school organization, we will continue to monitor and follow the 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 throughout the day, offering students direct instruction in subject areas other than ELA and mathematics. As mentioned above, our Distance Learning delivery will be uniform across the school, with all teachers following the same schedule, meeting the state's required instructional minutes. 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 group's level and needs. We will continue to use support staff to assist teachers during whole group instruction and monitor break-out groups. We have a comprehensive list of supplemental programs that are being pushed out to students as it is necessary 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. Still, we will closely monitor that issue to support students/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. We will remain diligent in watching students and referring those who we think need 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 essential and will foster a strong trust between the school and the home to address our students' needs 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.]

The STEAM Academy will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in San Joaquin County permit us to return to in-person instruction in the school year ahead. The STEAM Academy will begin the 2020-2021 school year 100% online to transition to in-

person instruction in a blended fashion as soon it is safe for staff and students to return. STEAM Academy began this process several months ago and will continue to refine its plans using the work of task groups and input from all stakeholders.

The STEAM Academy understands that even when in-person instruction resumes, many parents may decide to keep their children home out of an abundance of caution. STEAM Academy teachers and administrators recognize that students will need additional support to recover from any learning loss and unfinished learning that may have occurred.

Supplemental support programs such as Moby Max provided by Title I and Title III now operate on a distance learning support model to provide students with additional language guidance outside of class time. Office hours are also offered for students to gain access to further assistance beyond the regular work hours. The bilingual English language development aide provides an additional layer of support for ELs by assisting teachers with contacting parents and supporting instruction.

STEAM Academy's focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

**Academic Success** – The foundation of STEAM's school programs is a dedication to academic success for all students. A highly-engaging and rigorous curriculum that includes in-person instruction and distance learning with staff to support learning at all levels is provided at STEAM. The use of online Math excellerator, and ESGI math and language arts assessments and IEPs will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

**Mental Health and Health Support** – Providing mental health and health support to students during the pandemic is essential for establishing a successful academic program. STEAM Academy will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. Onsite clinicians will assist with monitoring and supporting the mental health needs of students as they transition between distance and in-person learning. An extra day of onsite nursing was also added to help families navigate these difficult times.

**Communication** – STEAM Academy has frequent, two-way communication with students, families, agencies, and stakeholders to provide the most effective learning experience possible. This communication also allows teachers and administrators to adapt to the changing needs of our students.

**Re-Engaging in School Routines through Live Instruction** – The STEAM Academy programs offer a stable platform for students so that they can focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators allows students to re-engage the skills they had before the pandemic and encourage the development of new ones.

**Families and Communities** – The STEAM Academy continues its commitment to families through the ongoing efforts of family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of the school nurse is helping to establish an effective distance learning partnership between families and the school.

- Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques by participating in the following workshops and training:
- Promethean Board Training
- Google platforms including slides/ sheets/forms
- Distance learning software/ Nearpod/Breakout rooms/Flocabulary/Epic/ Beyond SST
- Online Assessment pieces/ ESGI/STAR Reading/ Renaissance
- Infinite Campus training
- Student Engagement and Attendance Strategies
- Houghton Mifflin- GO Math training

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

Description	Total Funds	Contributing
Increase Nursing Services	\$37,000	Yes
Safety and Cleaning Supplies	\$10,771	No
Instructional Aide Hours	\$31,454	Yes
At home manipulate kits	\$7,000	Yes
Supplemental Intervention Programs	\$13,410	Yes
Computer Devices	\$305,000	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.]

As a one to one device school, students are used to accessing their curriculum through their Chromebook or iPad. This system is not a significant change for us. It 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 can provide additional target support for students in their areas of need. Teachers can 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 on specific 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 Learning or On-site Learning. Teachers will 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 the needs of students, technology, and instructional materials to ensure high-level instruction is being provided for their classes. These meetings enable us to discuss the challenges that the teachers may be facing. Be it from technology or student focus, and 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 crucial 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 the 19-20 school year and again at the start of the 20-21 school year. Data was gathered on the connectivity of the homes of our students. This data was used to determine whether connectivity is an issue for our community. The survey also helps determine what support families may need with technology. 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 can connect to our systems to gain access to daily instruction. Our school parking lot serves as a hot spot for anyone who may need this service. We have communicated this option to our parents through email, on our website, and through a 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 correctly, 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 online 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 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 online programs used to reinforce classroom instruction further.

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 a 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 a lack of attendance, participation, or work quality/quantity differs from the student's standard patterns, or if the student becomes at risk for not meeting grade-level expectations.

STEAM Academy has an extensive online 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 #1:

- #1 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 STEAM Academy teachers participated in eight Professional Development Days before 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 learn how to adapt the many programs, services, and processes we have to an online platform. Much of this time is spent with outside trainers and 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 provide 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 problem is solved. Teachers can bring their devices to the office for repair, updating, or reinstalling of programming whenever there is a need. Teachers are equipped with updated, functioning devices, and if they need to be replaced to provide quality distance learning instruction, 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. Teachers have had to change teaching locations, have become tech support for students. Specifically, thirteen positions are significantly different in how they are functioning due to not having students on campus. These thirteen positions are mainly instructional aide positions and include ELD, the crossing guard, the librarian, and the SPED department.

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 updating and writing policies that are needed in health. She can also identify health services that may be required in our community and research ways to provide those services during COVID-19. An example of this is getting and providing vaccinations required for some students for them to be enrolled and in school (most notably when we can return).

## **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.]

STEAM 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 weekly, 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 the next steps to ensure progress continues. Small group sessions with EL students also will allow the 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. They 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 the 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 caseload. A social interactions group is offered by our Speech Teacher when determined to be appropriate. Therapy and Counseling services are provided 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. Still, 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
Professional Development: SIS trainings, Math training, Socio-emotional training	\$5,000	Yes

Description	Total Funds	Contributing
Technology: Specific to connectivity, hot-spots, additional wifi connecting spots	\$995	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.]

STEAM Academy is using several methods to measure, track, and remediate pupil learning loss identified as a 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 four weeks of school. The MAP test is a computerized adaptive test that 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 future 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 determines 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 is the Reading Comprehension quizzes. Another way of assessment they provide the students are written evaluations 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. 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 before starting the learning of a new idea.
- 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 every week, identifying if students' academic grades are dropping, if students are not engaging or participating in the class sessions, if students are not attending the class sessions or 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 perform below grade-level standards in reading and math. This information will be used to determine what additional resources, services, or programs need to be assigned to assist them in making progress in their learning loss areas.

In addition to the regular 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 designed to target the specific needs of students working below grade-level standards. Teachers can also have students utilize our Reading Eggs program, which identifies student learning gaps and creates individualized pathways 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 support levels 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. We scaffold the lessons within small groups each week, reteach specific pieces, and frontload, 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 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 students' needs 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.

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 through Kahn Academy based on the initial results. This program can create individual learning pathways that 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 and prompts for self-reflection and revision of classwork/homework. This practice will help students self-check their work and be a way for teacher expectations of student work to be clear.

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 in need. These groups include our English Learners, Foster Youth, and Low-Income students. Teachers can use translation programs, push out additional content, as needed, to frontload 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 on specific concepts or lesson distractions. Teachers have monitored students' grades 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. This process 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. Imagine Learning will be a program utilized weekly for EL students to work on during asynchronous instructional time and 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 various 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

We are aware of no students who are enrolled who are experiencing homelessness. Still, 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 where exactly students are and whether 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 every week. Teachers will create an action plan to help this student and communicate the plan with families.
- Staff will meet weekly to discuss and collaborate to discuss whether student needs are being met, challenges they may be having with Distance Learning Instruction, and 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.

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

Description	Total Funds	Contributing
Student manipulatives: were purchased and distributed to assist with Distance Learning to follow along with group instruction from home	\$7,000	Yes
Imagine Learning program that will be used with EL students weekly to provide targeted English Language Development instruction	\$8,250	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.	\$8,000	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	\$2,500	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 STEAM Academy will continue to provide a learning environment that helps students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. We will provide teachers with professional development in the SEL curriculum, restorative practices, trauma-informed/acute care, mental health first aid, etc. to aid students' social and emotional well-being.

STEAM Academy will prioritize Social Emotional Learning (SEL) at all levels

- Building a safe and inclusive classroom community
- Providing SEL resources and curriculum K-8 for teachers
- Teaching weekly character lessons via Character counts

#### Referral and intervention services for students

- School site referral process
- Student and parent will have access to school counselors for individual assistance
- Groups facilitated by school counselor/school psychologist
- Groups facilitated by outside mental health providers when needed

#### Identifying students in need of additional support

- Teacher/ Parent Referral and universal screening tool

Professional development for staff is provided by in house and community health providers.

- Trauma-Informed/Sensitive Care by the school nurse
- Restorative Practices
- Mental Health First Aid Training by David Love

STEAM's learning community is prepared to ensure that students continue to receive educational experiences. Devices were provided to all students, and communication with students and families increased via our school SIS system, letters mailed home, emails, Class Dojo, the Remind App, and a multitude of tools to keep students and families connected with the school. However, some students demonstrate a lack of engagement despite these engagement efforts and are absent from Distance Learning opportunities.

To enhance student engagement, STEAM Administrators and participated in a legal workshop series covering relevant topics such as Attendance Changes/requirements (SB98), Student Engagement, and Attendance Strategies for Distance Learning as training on our new Student Information System. STEAM Academy will provide outreach to students and their parents or guardians, including in languages other than English. When pupils are not meeting required education requirements or if the STEAM Academy determines the student is not engaging in instruction and is at risk learning loss.

## 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.]

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, RiAcademies has developed the following plan for pupil engagement and outreach for those students who are continually absent, display continued disengagement, and 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 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, the administration will make a reasonable faith effort to reach the family via email and telephone, including the use of an interpreter when necessary, and schedule a meeting between the teacher, administration, parents/guardians, and student.

- At this meeting, the 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. The 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, the 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 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 programs as needed
- The plan may also include services such as counseling from our school counselor
- The plan may also have support from our school nurse if appropriate

- A plan for the follow-up 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 the 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 goes method with families driving up twice a week to pick-up meals for both breakfast and lunch. There is enough food provided in the bag to feed the student(s) until the next food pick-up day in the week. Free and Reduced lunch pricing is available to families who have completed the application and qualify for this program. The application is accessible online, and families can get assistance with the completion of the application by contacting the school office if needed. Families access the breakfast and lunch menus online 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 necessary 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 for food programs during this time. Methods of addressing social distancing practices require that all employees are temperature screened before entering the kitchen, that they must put on gloves as well as put on face masks before 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
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
12%	\$539,050

### 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 their students when the school provides specialized professional development, keeps class sizes small, provides supplemental curriculum, and provides small group break-out instruction. These actions can also be 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 three 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 our EL and Low-Income students' individual and specific needs. 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, training, and instructional strategies. The Actions described above, in addition to many other on-going instructional services and practices at STEAM Academy, show that services for unduplicated students have been increased or improved as required.

River Islands Academies  
Distance Learning Schedule  
\*\*\*Subject to Change\*\*\*

Transitional Kindergarten (TK)	*Kinder/First (August 13th-21st ONLY)	*Kindergarten- Change of Schedule August 24th
<b>MTThF</b>	<b>MTThF</b>	<b>MTThF</b>
8:30- 9:20      Group A            **GpB Ind Practice	8:30-9:20      Group A	8:30- 9:20      Group One            **Gp2 Ind Practice
9:30- 10:20      Group B            **GpA Ind Practice	9:30-10:20      Group B	9:30- 10:20      Group Two            **Gp1 Ind Practice
10:30- 11:15      Group A            **GpB Ind Practice	10:30-11:20      Group C	10:30- 11:15      Group A            **GpC Ind Practice
11:30- 12:15      Group B            **GpA Ind Practice	11:30 – 12:30      Lunch	11:30- 12:15      Group B            **GpA Ind Practice
12:15- 1:00      Lunch	12:30–1:30      Individual Assessments	12:15- 1:00      Lunch
2:00- 2:30      Office Hours	2:00- 2:30      Office Hours	1:00- 1:45      Group C            **GpB Ind Practice
Total - 200min		2:00- 2:30      Office Hours 35min Ind Practice      Total - 230min
<b>Wednesday**</b>	<b>Wednesday**</b>	<b>Wednesday**</b>
8:30 – 9:30      All	8:30 – 9:30      All	8:30- 9:30      All
10:00-12:30      Assessments/Small Group Intervention	10:00-12:30      Assessments/Small Group Intervention	10:00- 12:30      Assessments/Small Group Instruction
*1st Grade- Change of Schedule Aug. 24th	*2nd & 3rd Grades	4th & 5th Grades
<b>MTThF</b>	<b>MTThF</b>	<b>MTThF</b>
8:30- 9:30      All                      build up to one hour, Schedule TBD	9:00- 10:00      All	9:00- 10:15      All
9:45- 10:30      Group A            **B Ind Practice	10:20- 11:20      All	10:15- 10:30      Break
10:45- 11:30      Group B            **A Ind Practice	11:20- 12:15      Lunch	10:30- 11:45      All
11:30- 12:15      Lunch	12:15- 1:00      Group A            **B Ind Practice	11:45- 12:20      Lunch
12:15- 1:15      All                      build up to one hour, Schedule TBD	1:15- 2:00      Group B            **A Ind Practice	12:30- 1:30      All
1:30- 2:00      Small Groups/ Tutoring	2:00- 2:30      Office Hours	2:00- 2:30      Office Hours
2:00- 2:30      Office Hours 20min Ind Practice      Total - 230min	20min Ind Practice      Total - 230min	30min Ind Practice      Total - 240min
<b>Wednesday**</b>	<b>Wednesday**</b>	<b>Wednesday**</b>
8:30 – 9:30      All	9:00- 10:00      All	9:00- 10:00      All
10:00-12:30      Assessments/Small Group Intervention	10:20- 11:20      All	10:20- 11:20      All
	11:30- 12:30      Small Group/Intervention	11:30- 12:30      Small Group/Intervention
	6th- 8th Grades	
	<b>MTThF</b>	
	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	
	<b>Wednesday**</b>	
	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 Wednesday 1:15- 4:00pm