Learning Continuity and Attendance Plan Template (2020–21)

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

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

Twin Rivers Charter School Karen Villalobos, Principal/Superintendent kvillalobos@twinriverscharterschool.org (530) 755-2872

General Information

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

TRCS went into school closure March 17, 2020. Following the ultimate decision to close school for the duration of the 2019/2020 school year. Throughout June TRCS communicated with staff and stakeholder groups anticipating that TRCS would return to school in August under a hybrid model following local health orders in a model that would support a safe return to school.

A TRCS stakeholder group including: two (2) TRCS board members, five (5) TRCS parents, TRCS certificated & classified staff members, and the TRCS school administration team provided feedback on the *TRCS Instructional Model of Delivery*. June 8 the Hybrid Model (Graphic Below) was introduced at the TRCS board of directors meeting and adopted July 8th.

The TRCS hybrid model was based on the following beliefs:

- Each student has access to quality learning opportunities in the classroom setting;
- TRCS abides by health and safety mandates while keeping every student in their natural learning environment;
- Students social/emotional needs are met by ensuring social distancing does not become social isolation;
- Families are provided peace of mind that during a student's Remote Learning rotation their child is being monitored, supported, and provided proper nourishment on campus at TRCS; and

- Students are prepared with online learning resources, skills, and tools needed if TRCS is required to temporarily close and online learning becomes the only viable option for education students are able to quickly and without disruption transition to Distance Learning. To accomplish the hybrid model TRCS planned to offer two Instructional Learning Model options for our families to select from for the 2020/2021 school year: On Campus Hybrid or Full Time Distance Learning. 1) Traditional / On Campus Hybrid where students attend TRCS every day on campus. The Traditional/On Campus Hybrid model will ensure access to direct instruction by the student's classroom teacher. TRCS students will be placed on a track that will support learning in both the traditional classroom setting and remotely on campus. Each track will include direct and remote classroom instruction in a separate classroom on campus. Facilitated by an instructional aide and/or teacher who will support the Google Classroom instruction remotely through live stream Google video instruction and individualized skill building and academically challenging programs; 2) Distance Learning (Full

Time) Distance Learning will be provided by accessing self-paced videos and Google Classroom materials in ELA, math, science, and/or history. Families will have weekly communication access with a grade level staff member to support their child's distance learning program.

On July 17, Governor Newsome made an announcement that all counties on the state's watch list would not be able to open in a traditional manner for any LEAs that resided in a county on the Governor's watch list. TRCS quickly pivoted and moved to a Distance Learning for All model: August 7th materials and devices were passed out for all of our students over 3 days (Welcome Back Drive Thrus).

While Distance Learning for All was not our hope to begin the 2020/2021 school year TRCS has positioned itself well to successfully deliver curriculum until our community's numbers decrease and we are able to write to the Waiver process.

TRCS Instructional Learning Models 2020-2021

Traditional / On Campus Hybrid

TRCS students attend school on campus daily.

Placement of Students:
- Two (2) classrooms per grade level: Cohort (same students together) environment/Students stay with same cohort all day
- Each student will be placed in On Campus Hybrid track for one week of instruction each month (Schedule TBD to accommodate SD)
  - SPED and EL students will remain in classroom setting/all tracks
- Middle School: Teachers will rotate to classrooms (same cohort) to reduce cross-student exposure

Safety Protocols:
- Active Screening: Arrival & Mid-Day
- Classroom Setting: Maximum 22 students / 6 feet distance
- Social Distancing (SD) protocols will be followed during: breaks/recess/lunch/dismissal:
  - Masks will be encouraged, when SD cannot be maintained
- Disinfecting frequently and extensive end-of-day cleaning practices
  - Additional deep campus sanitization: Wednesday/Friday PM

Instruction Delivery:
- Teacher delivered daily instruction
- On Campus Hybrid track delivery: Google Live video streamed into hybrid classroom with instructional aide/teacher supporting instruction

Additional Considerations:
- Monday/Tuesday/Thursday: Regular School days: Tiger Care available
- Wednesday/Friday: Early Release (12:35) Schedule: Tiger Care available

Requirements:
- Support COVID-19 health recommendations including: Encouraging children to social distance at school; Engaging in proper hygiene and health practices; Keeping children at home exhibiting any symptoms
  Stronger Together: A Guidebook for the Safe Reopening of California Public Schools: CDE June 2020

Distance Learning

Placement of Students:
- Parent request: By July 20, 2020
  - Requires approval by TRCS administration
  - Approval criteria will include confirmation of distance learning(DL) engagement/ attendance: spring 2020
  - Families may opt in to DL once per year

Instruction Delivery:
- Teacher created weekly schedule in Google Classroom
  - Student follows this schedule
  - Schedule outlines 240 minutes of daily instructional opportunities
- Instructional materials provided in Google Classroom
- Access to a TRCS staff member 30 mins/week for questions/materials needed
- Self paced lesson delivery via videos (daily or as noted)

Elementary	Middle School
ELA	ELA
Math	Math
Science (2X/wk)	Science
History (2X/wk)	History

Requirements:
- TRCS student will be required to demonstrate and document engagement in 240 minutes of instructional time each school day

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

On March 16th, TRCS closed school for what became the remainder of the school year. With the myriad of questions and concerns that loomed, we invited families to submit questions via the help desk (help@twinriverscharterschool.org) to support accurate information being relayed to all stakeholder groups. TRCS utilized the email address to collect questions and concerns so they could be addressed and used as feedback. TRCS also continued to use the website (www.twinriverscharterschool.org) to share timely information and to ensure all stakeholders were able to access materials shared. TRCS continued to also communicate and seek input through: TRCS App, TRCS PTO page and the ShoreTel all call system. In June, a survey was sent to all stakeholder groups (303 families). Starting in August, TRCS utilized the Aeries App and Weekly Tiger Tracks for correspondence and updates.

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

Each month TRCS published agendas on our website (www.twinriverscharterschool.org). All meetings are scheduled on the 2nd Wednesday of each month with the addition of two meetings in September 2020 for the LCP.

A summary of the feedback provided by specific stakeholder groups.
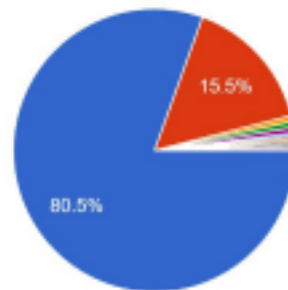
In March, TRCS began a FAQ process using the questions posed. (FAQ Samples below: FAQs have been sent out 7 times to date.)

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

TRCS utilized the Summer Survey, FAQ process, Help Desk questions, individual correspondence, and anecdotal feedback to seek input from our stakeholders. TRCS Community was eager (for the most part) to return to school via a hybrid model as evidenced by the survey results (above).

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.

Description Total Funds Contributing

PPE - TRCS provides students the items they need to safely attend classroom based instruction, including masks, gloves, hand washing stations, sanitizing stations, and face shields and plexi-glass barriers for face to face interaction / intervention.

Clean Environment - TRCS provides a safe, clean and socially distanced campus for students when in a classroom based setting. Custodians regularly clean surfaces to provide safe learning environments for students. Social Distancing is clearly marked and achievable for students.

Intervention - TRCS provides quality intervention to students including special education, speech, reading intervention, and positive behavior intervention support (PBIS).

Counseling Services - TRCS has a full-time counselor / psychologist on staff to address social emotional needs of students and staff. TRCS will contract for and provide additional counseling as needed.

$70,000 Y $25,000 Y

$100,000 Y $100,000 Y

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.

Twin Rivers Charter School is providing continuity of instruction for the 2020-2021 school year. Our school is utilizing the same ELA and Math curricula as previous school years for all students grades TK-8. In addition, we are piloting TCI Science and have adopted TCI History-Social Science Curriculum for all students in grades 6-8.

Grades Subject Curriculum Publisher

Grades TK-5 English Language Arts Wonders McGraw-Hill

Grades TK-5 Mathematics Eureka Math Great Minds

Grades 6-8 English Language Arts StudySync McGraw-Hill

Grades 6-8 Mathematics College Preparatory Mathematics (CPM) CPM Educational Program

Grades 6-8 Science / STEM STEMscopes (pilot) Accelerate Learning

Grades 6-8 History-Social Science TCI History-Social Science TCI

TRCS has started the school year in a distance learning setting. Our school calendar reflects a 180-day school year. The distance learning schedule meets the instructional minutes specified by the state. Schedules, calendars, and all resources are located on the TRCS website, www.twinriverscharterschool.org .

August 7, 10, and 11 TRCS held drive-through events for all students to pick up 1:1 chromebook devices for students in grades 2-8 and iPads for students in grades TK-1. Students also picked up books and other curricular resources. All classes grades TK-8 utilize Google Classroom as our Learning Management System (LMS). All certificated staff have completed Google Educator training and integrate Google G Suite for Education applications into our instructional delivery model. Synchronous live instruction is provided daily by teachers using Google Meet. In addition, students access curricular resources and submit work via Google Classroom asynchronously. Both synchronous and asynchronous models support checking for student understanding, assignments, exit tickets, and assessments.

To monitor the LMS, school administrators 'walk the digital halls' regularly to visit Google Classrooms and class meetings on a regular basis. TRCS has developed a digital classroom walk-through form to provide teachers with feedback.

Middle School Schedule (Minimum 240 minutes)

Time	Activity
8:30 - 9:25	Period 1*
9:30 - 10:15	Period 2*
10:15 - 10:25	Break
10:25 - 11:10	Period 3*
11:15 - 12:00	Period 4*
12:00 - 12:30	Advocacy
12:30 - 1:00	Lunch
1:00 - 1:30 (Asynchronous)	PE
1:30 - 3:00	Enrichment & Intervention

TK/Kindergarten Schedule (Minimum: 180 minutes)

Time	Activity
8:30	Flag Salute
8:30 - 9:40	ELA or Math Instruction
9:40 - 10:00	Break
10:00 - 11:00	ELA or Math Instruction
11:00 - 11:40	Lunch
Afternoon	Independent Work: Lexia/Zearn/Intervention

Middle School Schedule

	Hensgen	O'Toole	Kee	J. Smith	Miller	G. Smith
1st Period 8:30-9:25	6A Math	7A Math	8A ELA	7B ELA	8B Science	6B Social Science
2nd Period 9:30-10:15	6A Science	7B Math	6B ELA	8B Social Science	8A Science	7A Social Science
Break 10:15 - 10:25						
3rd Period 10:25-11:10	6B Math	8A Math	6A ELA	8B ELA	7A Science	7B Social Science
4th Period 11:15-12:00	6B Science	8B Math	7A ELA	8A Social Science	7B Science	6A Social Science
Advocacy/WIN 12:00-12:30	6B	8B	7A	8A	7B	6A
Lunch 12:30 - 1:00						
PE 1:00-1:30	Asynchronous (Wilson)					

1st - 5th Grades Schedule (Minimum 230 (1st-2nd)/240 minutes(3rd-5th)

Time	Activity
8:30	Flag Salute
8:30 - 9:40	ELA or Math Instruction
9:40 - 10:00	Break
10:00 - 11:00	ELA or Math Instruction
11:00 - 11:40	Lunch
11:40 - 1:00	Instructional Time: Writing/Math/Science/Social Studies
1:40 - 3:00	Intervention & Enrichment & Asynchronous PE Lessons

SPECIAL EDUCATION DELIVERY MODEL

Blended Program

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 11:00 Elementary School Blended 1:00 - 3:00 Middle School Blended	Elementary School Blended	Middle School Blended Elementary School Blended	Elementary School Blended Middle School Blended	Elementary School Blended	

Elementary Groups

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:30 - 11:00	4th Writing	4th Writing	4th Writing	4th Writing	4th Writing
12:00 - 12:30	5th Math	5th Math	5th Math	5th Math	5th Math

Middle School Groups

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:00-12:30	MS 6th Math	MS 6th Math	MS 7th Math	MS 7th/8th Math	MS 8th Math
12:30-1:00	MS 6th Writing	MS 7th Writing	MS 7th Writing	MS 8th Writing	MS 8th Writing

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.

TRCS uses Illuminate Education Data and Assessment software to enable teachers, administrators, and intervention specialists to monitor and analyze student achievement throughout the year.

- All TRCS students were provided a device (ipad TK/K/1st and Chromebooks 2nd - 8th grades) during three days of *Welcome Back Drive Thru*; ● Materials (e.g., anthologies, textbooks, manipulatives, and literature/reading materials) were provided during *Welcome Back Drive Thru* and as needed;
- Hot spots have been provided for all TRCS families requesting one. Because of DL in spring 2020 we were able to capitalize on the agreements (e.g., assisting with payment for broadband) we established during our first round of DL; and
- **All** TRCS students have technology devices and access/connectivity to the internet as of 8/28/2020.

Pupil Participation and Progress

TRCS has adopted a TRCS Distance Learning School Schedule (above) to meet (and oftentimes exceed) the statewide instructional minute requirements:
- 180 minutes for TK/Kindergarten
- 230 minutes for grades 1-2
- 240 minutes for grades 4-8

This schedule accommodates daily synchronous learning, and the option for asynchronous learning if a student cannot attend the in person lesson delivery. TRCS teachers are identifying synchronous and asynchronous activities, assignments, and assessments to track daily student participation.

Distance Learning Participation Logs (Elementary & Middle School):
TRCS staff complete the Distance Learning (DL) Participation Log for Elementary & Middle School (next page) each day.
DL Logs include:
1) Expected participation criteria by each teacher (and subject area)
2) Time based on the value of daily synchronous/asynchronous learning expectations.
Upon the completion of these identified measures, certificated teachers will take attendance for each student daily based on what criteria was met. If participation was met, the teachers will mark a "G" in their attendance log, if participation was not met, teachers will mark a "B" in the log. The teachers also have the ability to mark "A" for any student who did not participate in synchronous/asynchronous that day, or an "E" if they had an excused absence that was communicated by a parent/guardian. Training for all staff has occurred during PD and in time videos.

Each afternoon TRCS has scheduled time for intervention and enrichment activities. Participation is based on teacher identified need and Intervention teacher's input.

Engagement and Attendance protocols and expectations have been communicated through:
- Google Classrooms
- Communicated at TRCS Back to School night (virtual video)
- Shared through Aeries school wide communication system
- TRCS (Weekly) Tiger Tracks
- TRCS Student & Parent Handbook (Distance Learning Addendum)

Middle School Participation Log
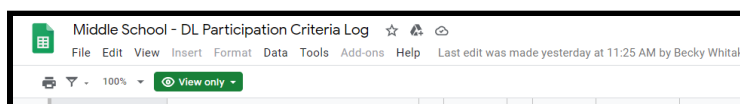
Elementary Participation Log
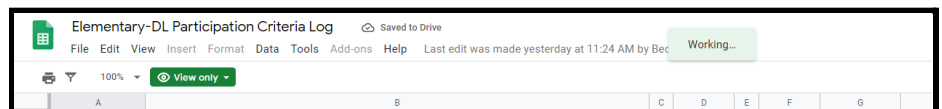
Participation & Attendance monitored in Aeries system daily
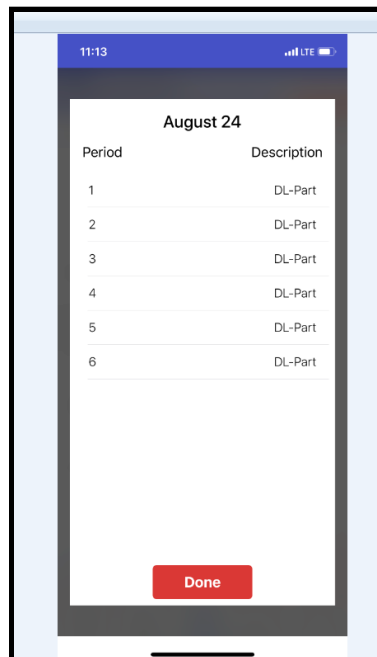
Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

TRCS Staff (both certificated and classified staff) have completed Google 1 Educator modules; TRCS is working toward having been certified as Level 1 Google Educators.

TRCS Staff Professional Development 2020.21

Professional Development Schedule 2:00 - 3:00/Wednesday

DATE	Audience	Topic	Presenter
June 26/ July 17 (Comp or Pay)	MTSS	WIN Time, ELA/Math Programs, Back to School PD, PLC Next Steps	Admin
July 22	All Staff	Post Distance Learning Announcement- Agenda	Admin
July 29	All Staff	Agenda Welcome back plans, Aeries training, SpEd FAQ, Staff Tiger Care Plan	Admin
August 5 (Wed)	Credentialed Staff	Revised Agenda Staff feedback survey results, PD website (trcstigers.info), Wonders Accounts	Admin
August 12	All Staff	Agenda Covid On-Campus protocols, PBIS DL Expectations, Attendance	Admin
August 14	All Staff	Agenda Attendance FAQ	Admin
August 19	All Staff	Agenda PBIS Handbook, google Meet safety protocols, STAR testing, GC guardian accounts, MS Student portal, Parent Square permissions	Admin
August 26	All Staff	Agenda Sit on the Couch with Ellen Award, committees, gc codes, spelling bee, EL list, fall MAP schedule, blue forms, participation criteria log	Admin, GS, HM
September 2	Credentialed Staff	Agenda PBIS Update, EL Scores, MAP resources, substitute policies, staff brain check and wellness plan.	Admin
September 9	Credentialed Staff		
September 16	Credentialed Staff	SpEd Training	KH
October 7	All Staff	Sit on the Couch with Ellen Award PBIS Update	KV

Staff Roles and Responsibilities

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

TRCS did not release any staff members due to COVID-19. All classified staff members have been placed in new roles to support Distance Learning and the roles and expectations are as follows:

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Engagement Aide Roles & Expectations		
Role	**Expectations**	**Tracking Forms**
Attendance Checks	- If a student is marked "A" call the parent/guardian first thing in the morning to verify the absence - Phone call is preferred, but if parent prefers another method of contact then use that method - If the reason given for the absence is excused, notify Meagan or teacher to change the absence to "E" - Log the contact in the Engagement Log	Engagement Tracking Form
Engagement Checks	- When a student has been marked as "B" for their second day in the same week, an intervention must be administered. - You may do this meet, through a phone call, in a back channel, with a parent/guardian or with the student - Log the intervention in the Engagement Tracking Form - Interventions List	
Social Emotional Learning (SEL) Checks	- Teachers will give the students an SEL check in form in their Google Classroom, open the responses and respond to any student who self identifies in the "red" zone in a 1-on-1 setting (back channel) - Use the interventions to strategize how to get back to the "yellow" or "green" zone. - Interventions List - If the student is unable to de escalate, make contact and refer them to Mrs. Kline/admin - Log the contact made in the Engagement Tracking Form	SEL Check In Form
Aide Support	- Monitor the Classroom Google Meet and chat room - Support the teacher in engaging the students to stay on task - Take students into a back channel to offer 'back table' support - Help students/families with technical support - Coordinate and arrange the pick up necessary supplies to support student learning from a distance - Help problem solve and track discipline issues	Behavior Communication Form

Attendance Clerk Roles & Expectations		
Role	**Expectations**	**Tracking Forms**
Office- Attendance Clerk	- Print out Attendance forms to provide to Engagement Aides - Attendance Clerk duties - weekly teacher reports - SARB & chronic absenteeism letters sent home weekly	

	● Check in packages/mail ● General correspondence/Help Desk

Tiger Care Roles & Expectations		
Role	**Expectations**	**Tracking Forms**
Tiger Care	● Be roving around the room to support students need of technology or supplies ● Monitor progress and completion of work ● Support students with academic questions ● review and carries out authorized emergency and safety protocols ● Create and administer activities in non-DL setting (including ordering and organizing supplies needed)	

Intervention Roles & Expectations		
Role	**Expectations**	**Tracking Forms**
Intervention	● Work with Mrs. Deol and classroom teachers in providing intervention services for student ● Administer assessments to support intervention services ● Tutoring ● Track student progress	

ELD Roles & Expectations		
Role	**Expectations**	**Tracking Forms**
ELD	● ELD Grade level groups (tutoring) ● Assessments (ELPAC) ● Coordination of ELAC (Parent Advisory Group) ● Translation (as needed) ● English Learner services/training as needed	

Office Roles & Expectations		
Role	**Expectations**	**Tracking Forms**
Office	● School Calendar/Marquee ● Support Help Desk items ● General correspondence/Aeries ● Classroom Library Support	

Servery Roles & Expectations		
Role	**Expectations**	**Tracking Forms**
Servery	● Advertise meal program and menus through phone calls, emails, parent square app, PTO facebook page frequently to increase participation with parents / students ● Communicate students nutritional needs or barriers to admin when applicable	

- Prepare and distribute meals at assigned daily meal pick up times
  - Multi-task with servery assignments during slow pick up times
- Order meals from Revolution Foods
- Track meals picked up / delivered per student per day
- File monthly reports through CNIPS
- Work with the business office to ensure correct classification of free / reduced meal students.
- Work with business office to improve meal program as needed

Classified Staff Support Snapshot Schedules

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

English Learners
All English Learners at TRCS participate in Designated and Integrated English language development (ELD) during the 2020-2021 school year. A schoolwide list of English Learners (ELs) has been shared with teachers, and teachers have received our Summative ELPAC Scores from spring 2020, which include students' written and oral language proficiency. The TRCS ELD Coordinator will provide daily Designated ELD instruction to ELs using Google Classroom. Designated ELD uses the English 3D curriculum. Integrated language instruction is supported through the Kate Kinsella curriculum in grades 3-8. Our coordinator has developed an ELD group in our communication platform, ParentSquare, to stay in close communication with our EL families school-wide. TRCS will administer the Initial ELPAC to all eligible students within the first 30 calendar days of the school year.

Students with IEPs
To support the unique needs of students with exceptional needs, every student with an Individual Education Plan(IEP) is being provided with live, interactive teaching/services that match the service minutes outlined in each student's IEP. If a student is absent, they are called that day to ensure they have what they need to access the live teaching and are being supported through this crisis. Innovative programming is still taking place with unique curricula that also provides social/emotional support, social skill acquisition and practice, life skills, and current event discussions curtailed to age/grade to help students better understand their current world and to apply their learning to real life applications.

All students are provided with materials for Specialized Academic Services (SAI) which include core curriculum workbooks, white boards, dry erase markers/erasers, writing utensils, pencil grips, notebooks, sensory seating, and desks when needed. All students were provided with personal schedules tailored to their IEP to better navigate the virtual classroom world as well as a Google Classroom where links to all their services/supports are located. For those diverse learners who require support for executive functioning deficits or behavior, they are being provided with materials such as visual cue cards, checklists, timers, sensory diets, and more to help support the student in their home learning environment. Parents have also been added to a message system called Parent Square that special education staff can communicate quickly and efficiently to ensure family needs are met in regards to students' education.

All supplementary aids such as accommodations/modifications are adhered to in both the special education classrooms and the general education classrooms to ensure exceptional learners are fully supported in their learning environment. All services such as Speech and Language, Occupational Therapy, Adaptive PE, Visual Impairment services, and counseling are being provided through teletherapy. Social Skill groups are taking place in Google Meets to ensure social opportunities to practice skills are continuous and fluid.

To help avoid potential learning gaps or regression, a virtual learning platform called Moby Max was utilized. This platform allows for IEP goals to be entered and ELA/Math lessons pushed out towards these goals, enabling students to continuously be working on their goals, increasing their chances of meeting their goals. This platform also allows for data collection for the IEP goals, which allows more accurate assessment of students progress on goals. This data is also used to drive instruction, just as one would use in an on campus classroom environment, as well as help determine what additional supports are needed.
TRCS has students who are not only students with exceptional needs but are English Language learners as well. A collaboration between the ELD

Coordinator and Special Education staff took place by inviting EL parents to a virtual meeting to discuss schedules of services, supports needed at home, supplies needed, and a way to connect throughout the year. This collaboration will continue through the year to ensure this population of students do not get left behind.

Pupils in SST Process

Students who are struggling with academics are being supported by the Student Support Team(SST). Referrals are still being made and parents are being involved in the process of problem solving with the educational team the supports, interventions, and strategies needed to help their child be successful. These meetings take place virtually. Data is collected and shared to pinpoint areas of need and plans are being put into place that provide support in the virtual classroom, outside the virtual classroom, and home supports the parent can provide, as they are part of their child's team.

Pupils in Foster Care

TRCS does not currently have any students in foster care.

Pupils Experiencing Homelessness

TRCS is working with SCSOS to support one family that is currently classified as homeless. SCSOS programs are providing services to support this family.

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

Description Total Funds Contributing Technology - TRCS provides a device to every student and has ensured that all students have viable internet access. $50,000 Y

Curriculum - TRCS sends home curriculum for all students included workbooks, anthologies, and digital curriculum access $40,000 Y Supplies - TRCS

sends home supplies to ensure student success while distance learning $15,000 Y

Remote Teaching Equipment - TRCS provides equipment and technology as needed to ensure teacher success while teaching students in a distance learning environment.

Engagement Aides - TRCS provides aides to interact with students and parents to track and encourage attendance and participation in class and to troubleshoot any barriers they may have.

Professional Development - TRCS provides professional development opportunities to assist staff in growing into a new distance learning environment.

$50,000 Y $30,000 Y $50,000 Y

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]

TRCS has an ongoing assessment system in place to measure student proficiency and growth. TRCS uses the information from assessments to allocate resources, to guide staff PD, develop schedules, to inform weekly collaboration by teacher teachers, to respond to individual student learning needs, and to better understand the success of our student subgroups.

TRCS has published its annual Assessment Calendar for the school year. TRCS will use NWEA MAP Reading and Mathematics and STAR Early Literacy, Reading, and Math as our primary universal screeners during the 2020-2021 school year. Also, TRCS uses curriculum embedded assessments and teacher-developed common formative assessments.

Universal Screeners		
Fall	MAP Reading and Math STAR Early Literacy STAR Reading STAR Math	Grades 2-8 Grades K-1 Grades 2-5 Grades K-6
Winter and Spring	MAP Reading and Math STAR Early Literacy STAR Reading STAR Math	Grades K-8 Grades K-1 Grades 2-5 Grades K-6

As part of our Professional Learning Community (PLC) process, teacher teams use collaboration protocols during weekly team meetings to review student assessment results. Teachers use results to fine tune Tier 1 first instruction, to respond to student needs during WIN (Whatever I Need) time, to identify small groups for support in back channel meetings (Back Table Time) and to receive support from our Intervention Specialist. Further, our Intervention Specialist leads an intervention support team of paraeducators who work with students one-on-one in live synchronous online meetings.

TRCS has published Essential Standards and Learning Targets for each grade and subject, TK-8. These standards are published internally on our staff-only resources website, TRCSTIGERS.org. The essential standards are considered living documents to be updated, and revised during the school year. Teacher teams are encouraged to focus on the 'essential of the essential' this year to assist with learning loss mitigation.

In our distance learning schedule, time is provided to provide small group / individual support daily. Middle school grades have an Advocacy/WIN period built in to the schedule where students participate in Social-Emotional Learning (SEL) and receive targeted academic support. Elementary grades utilize back-channels for back-table time breakout groups with a paraeducator and have flexible time in the afternoons to provide targeted academic support.

Students use web-based educational software supporting learning in ELA and Math.
- Lexia - Grades K-5 ELA
- Lexia Power Up - Grades 6-8 ELA intervention
- Zearn - Grades K-5 Math aligned with Eureka Math Curriculum
- Freckle - Grades K-8 Differentiated math and ELA, beginning September 2020

Freckle is an example of an application integrated with our new Single Sign On platform, Clever. Clever syncs with our Aeries student information system and our Google domain to provide students one-click access to educational resources. Our Clever integration is beginning Fall 2020.

TRCS is working towards creating a one-page student profile using the eduCLIMBER data visualization platform. Our goal by the end of 2020-2021 school year is to include student attendance, behavior, social emotional, and academic information so that the student profile will reflect our whole-child view of student success. Student achievement data in eduCLIMBER may be filtered to show the progress of our English Learners and Reclassified Fluent English Proficient (RFEP) students.

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.

TRCS has the following ongoing assessment processes in place to address learning loss and accelerate learning progress for all TRCS students.

Universal Screeners and Diagnostic Assessments:
TRCS will administer MAP Reading and Math assessments remotely for students in grades 2-8. We will compare Fall 2020 results with Fall 2019 and Winter 2019 results schoolwide, by grade level, by subgroup and by student. Grades TK-1 will utilize STAR early literacy and math assessments to determine student proficiency. Our intervention team led by our Intervention Specialist will follow up with diagnostic assessments and targeted support for students. TRCS has published its annual assessment calendar. Universal Screeners will be administered Fall, Winter, and Spring. Parent teacher conferences are scheduled for the week of September 21-25, 2020.

Formative Assessment Process:
Teacher teams have identified essential standards and learning targets for each ELA and Math (grades TK-8). In addition, middle school teams have identified essential learning in Science and History-Social Science. Teacher teams meet each Wednesday afternoon for 60 minutes of dedicated collaboration time as part of our PLC process. Teachers utilize exit tickets, teacher-developed common formative assessments, and curriculum-embedded assessments to inform teaching and learning.

Essential Standards and Learning Targets
To promote depth of instruction, teacher teams have been asked to focus on the 'essential of the essential':
Leverage -- What learning has impact across multiple disciplines?
Endurance -- What learning is used across multiple grade levels?
Essentiality -- What learning do students need to be successful in the next school year?

Our practice is to unpack essential standards into learning targets as "I can" statements so that assessment feedback will be specific and actionable.

Synchronous and Asynchronous Instruction

Daily synchronous instruction strengthens the teacher-student relationship and encourages student engagement. Live instruction provides opportunities for real time checking for understanding through questioning, verbal, and non-verbal responses from students. Asynchronous assignments, forms, exit tickets, and quizzes in Google Classroom provide teachers with formative feedback, as well. Paraeducators in grades TK-3 participate in synchronous distance learning class meetings to help monitor students, answer questions, and provide support. Administrators "walk the digital halls" by visiting teachers' synchronous classroom meetings and their asynchronous Google Classroom resources.

Small Group / Breakout Rooms / One-on-One Support

During synchronous instruction, paraeducators meet with small groups of students in a back channel or breakout room. Further, the afternoon teaching schedule provides flexible time for intervention and enrichment. These strategies are enhanced and expanded for our EL, SES, homeless and foster students (as determined) through the afternoon intervention and extension times (noted above in schedule).

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.

TRCS has developed a list of Key Progress Indicators (KPI). These include state assessments and universal screener results over the last three school years. Each fall after the MAP assessments are completed, TRCS completes a multi-year study of student proficiency, as shown in our MAP Percent Above Norm RIT Fall to Fall Multi-Year document. We will compare Winter and Fall MAP and STAR assessment results to determine the effectiveness of our educational supports in place. After winter assessments are complete, student data will be updated in our eduCLIMBER data visualization software to ensure it is available to appropriate staff for review.

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

Description Total Funds Contributing ELD Support - TRCS provides a dedicated ELD coordinator to support and assist english learner students and families. $40,000 Y Curriculum - TRCS provides additional Intervention, Social Emotional and English Language curriculum to students. $15,000 Y Nutrition - TRCS provides meals to all students and spends time to communicate with families who have unique needs. $10,000 Y

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.

TRCS has several metrics that are used to monitor and support mental health/social and emotional well being of pupils. On the most frequent level, observational metrics are used as we offer daily synchronous learning in every class. Teaches and staff are able to connect with students.

TRCS also has statistical data collection to drive pupil support. The first is a bi-daily Social Emotional Check in for all grades. Students submit their Google form check in, based on Zones of Regulation for Elementary and School-Connect for Middle School. If a student self identifies as needing a check in, a teacher, counselor or staff member follows up with that student to offer support. There is also a tracking system used so that support over time can be evaluated for possible escalation referrals. The second statistical metric is a Student Risk Screening Scale (SRSS) that every teacher fills out to identify who is in need of additional mental health/social and emotional well being support from the counselor. The SRSS assessment is filled out three times a year, (September, November and March). Students in grades 6-8 also fill out a screener three times a year that allows them to self identify needs. These screener results go directly to the Social Emotional Team, that consists of an administrator, counselor, elementary teacher, middle school teacher, intervention teacher and Special Education Coordinator. Together this team places students in support groups run by the counselor virtually for anywhere to 6-12 weeks. These sessions are weekly, and the counselor tracks student progress by a session rubric to track the validity and effectiveness of the intervention group. (*note: all engagement aides in classrooms are Mental Health First Aid Trained as of October 7th).

The Tier I interventions for pupils are weekly social and emotional lessons selected to specifically address distance learning stressors, frequent check ins from teacher or classroom aide, Nurtured Heart practices being delivered by Nurtured Heart trained staff members (classified and certificated), Capturing Kids Hearts strategies such as morning meetings and social contracts, and PBIS Tier I support such as teaching online expectations, digital literacy and a reward system. Tier II interventions for pupils include small group counseling and PBIS interventions such as Check In-Check Out, Lunch Bunch, and peer group. Tier III interventions include wellness plans, and individual counseling sessions.

Metrics used at TRCS to monitor and support mental health and social and emotional well-being of staff members are our weekly check ins through google form, and observational data as we are all working from campus.

Tier 1 interventions for staff include professional development on secondary traumatic stress and self care training, provide wellness resources, use Capturing Kids Hearts strategies with adults and have weekly meetings for check in. For Tier II interventions, admin/counselor will check in with any staff member needing additional support from the self check in. Tier III interventions include support in connecting with outside resources including medical care like teladoc behavioral health provided by our insurance employer or virtual yoga sessions offered to the school as an activity.

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 is not engaging in instruction and is at risk of learning loss.]

TRCS has made a concerted effort to ensure attendance is paramount during Distance Learning. TRCS created Engagement & Attendance Aide positions to not only support attendance in the classroom, but to promote positive participation for all students. For distance learning and a hybrid model, the LEA will enter attendance into the SIS Aeries under the following codes: "A"- absent (no synchronous/asynchronous), "E"- excused absence verified by parent/guardian, "G"- Present (synchronous attended and adequate participation), "B"- (synchronous attended but not adequate participation). In the case of returning to school full time, attendance would be taken by the codes "A," "E," and "P"- for present.

To ensure equity of attendance, pertaining to completion and what qualifies as adequate participation, the Supervisor of Attendance will perform random audit checks and norming professional development of what 'adequate' participation looks like.

Any student who is absent is called by an engagement aide the following day and the contact is logged in the Tracking Engagement Form. Any student who earns their second "B" in a week span is contacted from an engagement aide. If the behavior continues, then the engagement aide puts one of the tiered interventions in place. They achieve this by creating relationships with families and meeting with students in separate google meets to establish and give feedback on their goals. They help families solve all issues they may be facing including internet issues, technology understanding, behavior concerns, social and emotional constraints, and illness.

Tiered attendance/engagement interventions:

Tier 1: Prevention

❏ Positive Praise (communicate student's value add to the school)
❏ Foster conversation with appropriate staff member about concern (counselor, tech, admin)
❏ Tutoring/Study Hall (Office Hours)
❏ Daily Check in for Praise
❏ School Wide Attendance Award Incentive
❏ Check in from Counselor
❏ Check in from Teacher
❏ Provide Needed Resources (headphones, blinders, desk, food, printed visual schedule)

Tier 2: Early Intervention

S2C³: School to College, Career & Community Ready
Join us for September's S2C³ Attendance Challenge:
Attend every day, and earn a College OR Career Tech School t-shirt

Perfect Attendance Makes Attending Perfect

Wednesday, September 2

#bettertogether

Showing up is important, some say it's half the battle; but at TRCS we know that if you attend and engage in your Google classroom each day you will be successful!

Students who attend & engage each day 'G' will be entered into daily raffles!

September 2 - October 7

G is for GREAT Attendance & Participation

Although TRCS would like every student to attend their live, in person Google Classroom instruction (synchronous) each day, completing all assignments asynchronously (videos and classroom assignments) will count too!
#100%attendance

Wednesday, October 7th

Attend Live Google Classroom

October 7 is the final day of our S2C³ Attendance Challenge!

You must be in your live Google Classroom today in order to earn your S2C³ t-shirt!

Class spirit competition day!

❏ Counseling Services

❏ Consistent 1 on 1 Tutoring

❏ Weekly Parent Conference/Check In

❏ Check In Check Out, Breaks are Better

❏ Small Group Attendance Awards

❏ Home Visits

Tier 3: Intensive Intervention

❏ Refer to Admin

    ❏ Wrap Around Service

    ❏ SART

    ❏ Student Success Team

    ❏ Referral to Social Worker, CPS, Law Enforcement, Pupil Support, Mental Health Services, Oral Health Supports

    ❏ County CFTs (Child family Team) Meeting
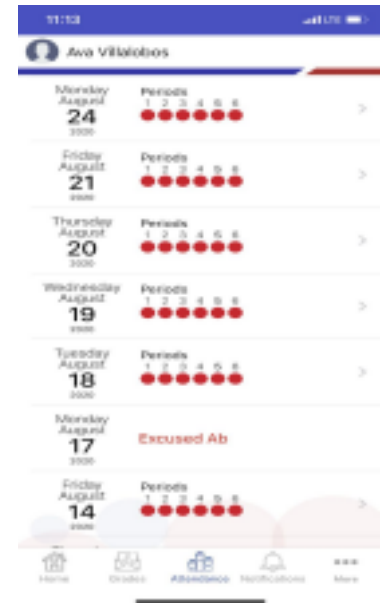
The Engagement Aides meet weekly to learn and practice a new intervention to work with the students and families. The training covers the technology and background information to make these contacts and interventions happen.

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.]TRCS has utilized TRCS servery and clerical staff to reach out to all students eligible for free and reduced-price meals via phone calls. These calls were made in both English and Spanish. TRCS used our student eligibility list from 2019/20 and built on this application pool during student registration this August.

Last Spring Distance Learning: TRCS admin team and office staff remained on campus in order to provide breakfast and lunch services and provide instructional materials for students who had not picked up their materials (4/17 – 4/19/2020). TRCS selected to discontinue serving meals as TRCS is not a "neighborhood school". YCUSD, MJUSD, and LOUSD all offered their student meal services for all students (3/18/2020). TRCS called every family (English & Spanish) who participated in FRMP (Free/Reduced Meal Program) and shared the closest school location and times nutritional programs were offered). TRCS also communicated this information through our TRCS App messaging platform and TRCS PTO Page. TRCS called families (4/23/2020) to confirm families were accessing meals and services needed and provided updates of meal service locations and hours (utilizing YCUSD, MJUSD and LOUSD) Provide a description of the

This summer TRCS began working with Revolution Foods in order to provide meals for our students & families throughout the week (see Flyer below). Meals provided are developed and balanced to nutritional standards by licensed nutritionists. Meals are served in unitized sealed packaging to ensure cleanliness and portability. TRCS shares LOUSD, MJUSD and YCUSD meal service correspondence (location and pick up time options) with our TRCS families in light of student nutrition being available for all families regardless of location (as of 8/31/2020).

August 2020 Correspondence
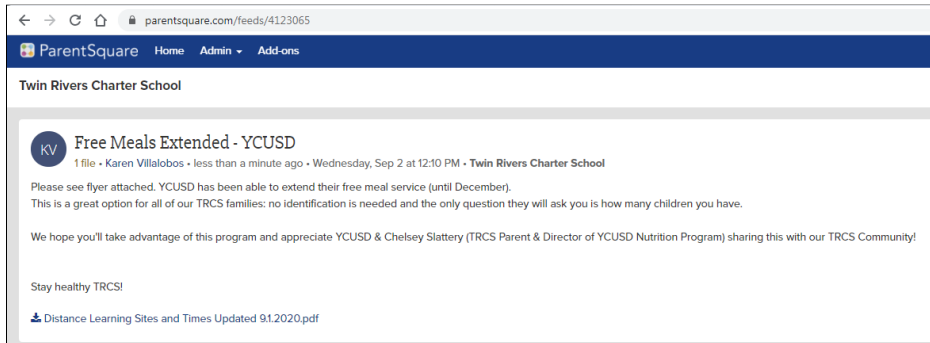
Additional Actions to Implement the Learning Continuity Plan

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

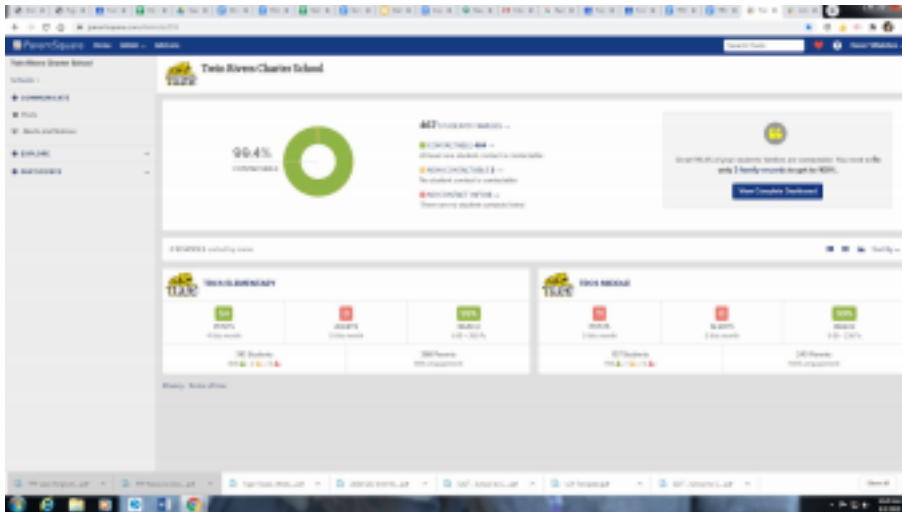| Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.60%	$277,346

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.

TRCS utilizes Parent Square to communicate with families. TRCS utilizes the translation feature in Parent Square to ensure all families are communicated with in their home language.

TRCS also continued our EL aide position, ELD curriculum and EL training embedded in professional development training (through SCSOS/Kate Kinsella) this year. With her support and connections to the community our EL families have engaged in ELAC meetings, attended Drive Thru events (flyer above) and participated in their child's education at TRCS.

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

TRCS has provided extra support and resources to ensure that the population of students we serve that are most at risk: foster youth, English learners, and low-income students have additional resources. To that end, TRCS supported personal phone calls (translated as needed) to EL families to access resources, participate in ELAC, and understand ELPAC testing expectations. We provided reimbursement for increased home internet and in two cases provided hot spots for our families.

In addition to providing technology devices to all students; TRCS sent home desks, chairs, wobble stools, as well as school supplies and materials to support students who may not be able to access them.

TRCS also provided home visits to drop off materials and school lunch meals.