

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

As an independent study school, River Valley Charter was in a unique position to immediately transition students to distance learning. RVCS students come to school two days per week and complete assigned independent study days three days a week. With the uncertainty surrounding COVID-19 that existed in mid-March, we awaited guidance from state and local authorities as to how to proceed. The two immediate obstacles we faced were determining how services would be provided to special needs students and getting devices and connectivity to students and families in need.

Since the Lakeside Union School District (LUSD) provides special education services to River Valley students, we wanted to ensure we worked closely with LUSD so we followed their timeline of reopening once they solidified how services would be provided to special needs students. On April 20, 2020 (after a two-week spring break), we resumed services to all students.

During the time period between March 16<sup>th</sup> – April 3<sup>rd</sup>, our teachers assigned independent study work to students with the understanding that the work was not mandatory, but strongly encouraged, during these weeks. It was during these weeks that we rapidly worked to provide devices and connectivity resources and services to students in need. The principal sent out multiple surveys to families identifying those in need and established times for Chromebook pick-up. We had 100% of RVCS students with access to the necessary technology and connectivity to proceed with distance learning. Beginning on April 20<sup>th</sup>, the administration and teachers reiterated to students and families that all assigned work moving forward would count towards students’ grades since all support services were in place and technology needs were met by this date. As of April 20<sup>th</sup>, we implemented our distance learning schedule. We developed a schedule that aligned with their normal scheduled two-day on-campus schedule (9<sup>th</sup>/10<sup>th</sup> graders “attend” school on Tuesdays and Thursday, and 7<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders “attend” school on Wednesdays and Friday). Using video-conferencing, our teachers connected with students on their scheduled days. To account for screen time and provide training time for teachers to learn new platforms, we reduced the meeting times for our classes. RVCS classes are 72-minutes in length, but we reduced the time to 30-minutes per scheduled class so the students could connect with their teachers, receive direct instruction, and have time to have questions addressed without being subjected to screen time for the duration of the day. Our 5-period day distance learning schedule of classes was from 9 AM – 12 PM. Students had the opportunity to meet with teachers during their posted office hours via video-conferencing during tutoring hours from 1 PM – 4 PM.

Students, families, and teachers expressed frustration with having to learn new programs that were thrust upon us during the pandemic. We had a teachers who had connectivity issues at their homes, so when students were to attend class during their scheduled period, they could not do so. This created anxiety among students because they were fearful they were the cause of the connectivity issues. Students and parents also expressed frustration regarding the homework-turn-in-format teachers used to accept homework. These frustrations stemmed from students having difficulty scanning their work and/or attaching documents to upload.

On the positive side, our survey results and comments from stakeholders point to an appreciation of the teachers and the time they put in to ensure continuity of learning. Results indicate both parents and students feel students received the necessary knowledge and skills needed to advance to the next grade level.

Under normal conditions, the fact that 3/5 of the student's week is spent completing independent study and 2/5 is spent on campus, faculty, staff, students, and parents recognized the importance of the student-teacher connection. Our survey results indicate that some parents and students feel there was an appropriate amount of time for students to connect with their teachers, but others felt more time should have been dedicated to the video-conferencing meetings. Parents and students expressed an appreciation that students didn't just complete packet work, but were given rigorous content they were expected to demonstrate a mastery of through various means of assessment.

## Stakeholder Engagement

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

RVCS administration distributed surveys, held group meetings, and one-on-one meetings with stakeholders to seek feedback. When asked to provide feedback as to what parents and students identified as the challenges and strengths of our distance learning plan in the spring, there were 294 responses in a school population of 306 students.

Staff members responded to surveys and participated in video-conferencing meetings to discuss challenges and strengths faced on the teaching-end of distance learning.

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

Public meeting notices were posted on the RVCS website and on the school's calendar 72-hours in advance of regular board meetings and 24-hours in advance for special board meetings. Zoom Meeting ID and Password information was on each agenda for stakeholders who wanted to join our meetings. The principal monitored guests waiting to join the meetings and admitted them upon request.

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

Students – want to return to campus because they felt lonely and isolated during distance learning. Many students expressed that they would like to see increased interaction via video-conferencing between students and teachers. Students expressed frustration with some of the technology and platforms they were using.

Parents –felt that distance learning posed challenges as a family because some families had multiple students working from home, thus causing issues with Internet connectivity. Parents expressed appreciation for the teachers’ understanding and flexibility when such events occurred. Parents felt some frustration when their student emailed a teacher and did not get a response right away. Some parents stated it took too long for teachers to input students’ grades, but conversely, other parents stated their appreciation that the teachers’ provided written feedback to students on these assignments that they took the time to grade. Parents also expressed a strong desire to establish a mechanism by which students can engage with one another and interact with each other to help alleviate students’ feelings of isolation. Parents also identified that too many digital platforms were used for distance learning which created difficulty for students in determining which teacher did what and on what platform (i.e., Google Classroom, Jupiter Grades, Zoom, UC Scout, AlbertiO, and MathXL).

Staff—felt that distance learning started off rough because we were thrown into it, but they overwhelmingly identified that they were provided the resources and support they needed to effectively engage students via distance learning. Teachers also stated that they appreciated the communication from students and families who were having difficulty turning work in and completing assignments because it established lines of communication between the teacher and home which was essential to ensure students did not fall behind academically.

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

As a result of the information we gathered from stakeholders over the course of the spring and summer, we have modified our approach to distance learning for the 2020-2021 school year. Rather than 30 minute class periods, we have increased the time to 50-minutes per period. Students will have a 10-minute break between periods and a 40-minute lunch. Their scheduled class day will be from 8:30 AM – 1:50 PM with the opportunity to attend video-conferencing tutoring sessions with their teachers from 2:00 PM – 3:00 PM. This extended time for classes will provide greater opportunities for teachers to delve into the content and discuss it with students so students can make meaning of it as they work to master it.

Stakeholders expressed their desire to have students form study groups so students have the opportunity to socialize with one another via video-conferencing. Additionally, parent and student feedback indicates students want more interaction with their classes and teachers. The increase in the length of each class period will help with this as will our teachers’ understanding of the social and emotional challenges students are facing at this time. Teachers are working to create assignments that will provide both student-to-student and teacher-to-student interactions.

Stakeholder feedback was also influenced our decision to streamline the digital platforms we will use moving forward. One of the issues addressed by stakeholders was the many digital platforms used was too difficult for students to keep straight. Moving forward, RVCS will limit the digital platforms used to eliminate barriers that exist for students to access their education.

# 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.]

RVCS will continue to follow the guidance from the California Department of Health, San Diego County Health Department, and the Centers for Disease Control. When these agencies advise it is safe to do so, RVCS will transition students back to the classroom.

As an independent study school offering two-days of on-campus instruction, it became apparent to us through our closure that our students need that two-day a week experience. Knowing that conditions will necessitate the need for social distancing measures to be implemented upon students' return to the classroom, RVCS recognizes that we will have difficulty maintaining social distancing recommendations if all of our students return to school on their scheduled two days per week. As such, when permissible, we will return students to school one day per week, with only  $\frac{1}{4}$  of the student population present on campus throughout the week. For example, 9<sup>th</sup> graders attend classes on campus on Tuesdays and Thursdays, but social distancing requirements will prevent us from bringing all 9<sup>th</sup> grade students back at once. Half of the ninth grade class will attend on Tuesdays, and the remaining half will attend classes on campus on Thursdays. The 9<sup>th</sup> graders who are at home on Tuesdays will "attend" class via video-conferencing, and the 9<sup>th</sup> graders at home on Thursdays will do the same. When at home, these students will "attend" video-conferencing classes at the same time they would attend class on campus. This will provide continuity for students to learn and interact with the teacher and the class cohort. This will give students the opportunity to establish those connections on campus while permitting the school to ensure measures are taken to keep students and staff safe and healthy.

A number of factors will be taken into consideration in order to resume in-class instruction. Classroom configurations will be adjusted to ensure social distancing. RVCS has purchased personal protective equipment for use by staff and students, including rubber gloves, face masks, face shields, and plexiglass dividers. Hand sanitizer will be available to all students and staff in classrooms, the office, the media center, and the staff lounge. Temperature checks will be conducted at three designated entrances to campus when students and staff arrive on campus. Visitors to campus will be limited by implementing appointment-based visits only.

RVCS will continue to provide academic and mental health support to students. During distance learning and when in-class instruction resumes, our school counselor will meet with students and parents to offer resources, strategies, and interventions to support students' social-emotional well-being. Students and parents can choose to meet with the counselor via video-conferencing or in-person. This will provide greater accessibility for families to access the needed services.

Communication between school and home is essential to our educational program. RVCS will continue to communicate and outreach to the school community thereby helping provide guidance on school-related issues and connections to community services and resources.

RVCS staff will continue to engage in meaningful professional development opportunities to enhance their teaching practice. Teachers have attended workshops and received training in Google Classroom, Jupiter Grades Integration, UC Scout, Mathematics Diagnostic Testing Project, SaplingPlus and LaunchPad support for English, and AlbertiO.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to ensure the health and safety of students and staff and provide enhanced sanitation to classrooms, staff lounge, office, and media center.	\$2,000	No
Fund a part-time position to hire an English teacher so the current teacher can increase Teacher On Special Assignment duties to assist with student needs related to COVID-19, focusing especially on the needs of low-income students.	\$50,000	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.]

RVCS teachers worked throughout the spring and summer to transition their usual two-days of in-class instruction to distance learning. Synchronous teaching will continue to occur on these two days per week during distance learning, and asynchronous learning will continue the remaining three days per week.

To ensure students receive the additional help and support they will need since class periods will be shortened to 50-minutes per period on their two scheduled class days, RVCS is providing tutoring services to students. GradeSlam, a tutoring service staffed with credentialed teachers who tutor in their discipline, will be available to students 24 hours a day, 7 days per week. Knowing that distance learning comes with challenges, RVCS will provide academic support to students beyond the scheduled school day since students cannot always seek and receive the help they need during school hours. This service will ensure students are able to get the help they need when they are able to seek it. There is no time limit on these tutoring sessions, which allows a student to work at his or her own pace. Tutors correspond with the student’s teacher by providing feedback about the tutoring session and pinpointing areas of struggle or success which helps to inform the teacher’s teaching as relates to that student. Furthermore, the resident math tutor will also be available to students for 15 hours a week. This is a drop-in service which provides students with the opportunity to receive immediate help without having to schedule an appointment. Finally, teachers offer tutoring to students during designated tutoring times Tuesdays - Fridays. Beyond these scheduled times that are available for drop-in tutoring, teachers will schedule appointments with individual students who prefer to work one-on-one with the teachers.

RVCS teachers and administration have vetted instructional materials to work in tandem with our independent study program and with distance learning. The e-textbooks and resources being used by teachers provide access to not just the e-textbooks, but assessment options as well. Access to these formative and summative assessments will allow teachers to track student progress and ensure learning is taking place. Data from the online programs used gives teachers immediate feedback on student progress. This is critical, real-time

information our teachers will need to evaluate students' discipline-specific strengths and weaknesses and to determine where lapses in the continuity of learning may exist.

RVCS is aware our educational program will be strengthened if teachers and staff members are provided the resources, training, and support they need to be effective in reaching students. Our IT department spent the summer upgrading teachers' workstations by installing webcams, document cameras, microphones, headsets, and dual monitors for teachers. This equipment will assist teachers by simulating live classroom instruction to the greatest extent possible. Individual departments have utilized training opportunities and sought curriculum that could immediately be used for both in-person and distance learning. The curriculum to be used by some of our disciplines includes: VitalSource: Foundations of Language and Literature and VitalSource: Literature & Composition, UC Scout Biology CorePlus, Math XL, Edmentum Courseware: Health and Fitness Library, and Edhesive Introduction to Computer Science. Teachers are also opting to convert their own teaching materials and resources to be compatible with distance learning. They are using our learning management system, Jupiter Grades, to do so. Jupiter Grades provides teachers the opportunity to upload and store files and materials for students to access using their login. RVCS will provide training to students and parents on how to access materials and navigate the Jupiter Grades platform so students can take an active role in knowing what their students are 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.]

In March 2020 when the school closure occurred, RVCS immediately worked to ensure our students had access to the necessary technology they would need to access their education. We sent surveys to families to assess connectivity issues and to determine which students were in need of a device to use at home. Due to the nature of our independent study program, the students and families in need were a minority of students. Thus far, RVCS is slated to check out Chromebooks to 15% of the student population by the first day of school.

During July 2020, our IT department configured all school Chromebooks to be used off campus. Previously, our IT manager limited the configuration of Chromebooks we needed for student off-campus use since we had fewer than 15 students needing Chromebooks per year. This summer, however, the IT department determined that the most prudent course of action is to convert all Chromebooks to be used off campus so students can immediately receive a device rather than wait for one to be configured.

In a survey sent to parents, .01% of respondents stated they had WiFi issues. RVCS provided resources to families in need to assist in getting Internet service. RVCS administration will continue to convey to stakeholders that resources and assistance are available to those families in need of help in getting students connected to the Internet.

## **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.]

As an independent study school, student attendance is based upon work completion. According to our master agreement, students cannot miss more than 4 assignments in all classes combined in a 15-school day period. Each class assigns work to be turned in on each "in-class" day. During distance learning, this means students will turn in their work on the day of their scheduled video-conferencing classes. Teachers will also monitor student attendance and participation using online course participation information (i.e., discussion boards,

assessments, group work). Teachers assign value based upon mastery of the content. This is reiterated to students throughout the school year, and will continue to be reiterated during distance learning.

Teachers use various means to communicate with students and families, the chief means being Jupiter Grades. Teachers also call and text parents and students, schedule video-conferencing meetings, and if permissible, meet in-person with students and parents. Teachers post grades weekly, and parents and students are notified when grades are posted.

## **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.]

RVCS provides support and resources for professional development for staff members. Our IT department has ensured all workstations are equipped with the necessary hardware and software to ensure staff can effectively engage in distance learning. Over the summer, web cams and dual monitors have been installed at all teachers' workstations. All staff members have been given headsets with microphones. Teachers receive training in the use of Jupiter Grades, Google apps, and Zoom.

For discipline-specific courses, teachers receive training via webinars. Mathematics Diagnostic Testing Project webinars have been used by our math department to enhance their skills and knowledge of math curriculum, and webinars and trainings have been used by our English department for SaplingPlus and LaunchPad.

Teachers use resources and websites available on the San Diego County Office of Education website and the California Department of Education's Distance Learning webpage. Departments have created lists of websites specific to their disciplines, and websites containing educational resources and trainings specific to distance learning have been shared among staff members.

Classified staff members have utilized trainings available through the JPA Learning Library, the San Diego County Office of Education, and the California Department of Education specific to sanitation and safety protocols in association with COVID-19.

## **Staff Roles and Responsibilities**

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

RVCS teachers have transitioned to distance learning by utilizing Jupiter Grades, our learning management system, to assist with delivery of instruction and incorporating video-conferencing. Teachers already used Jupiter Grades, but distance learning prompted teachers to begin using aspects of the platform that were not used for in-class instruction. (i.e., Jupiter Grades has a forum, or discussion board, function, and many teachers began using this once we transitioned to distance learning. Jupiter Grades also contains a function allowing teachers to grade students' electronic submissions. Once graded, students' scores are automatically recorded in their gradebook.)

Classified staff members will assume the responsibility for taking students' temperatures once in-class instruction resumes. Classified staff members will also take the temperature of staff members working on campus during distance learning and when in-class instruction resumes.

Classified staff members will also be responsible for checking-out Chromebooks to students in need and providing information on connectivity to families in need.

The RVCS counselor has used video-conferencing to connect with students for social-emotional support and to provide assistance to seniors with college applications. In-person meetings with students and parents will continue once feasible, but the counselor will provide the option of video-conferencing to students and families to ensure their needs are met.

### 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.]

RVCS works in conjunction with the Lakeside Union School District to provide services to students in need. Students receiving services per their IEPs will meet with their assigned service providers via video-conferencing. When permissible, students will meet in-person for services.

RVCS’s EL students are fluent English proficient; close monitoring by teachers allows for support when necessary. The utilization of online assessments provides feedback so teachers can determine student progress and provide targeted support based on assessment results.

Students in foster care and students experiencing homelessness will receive support and services available to RVCS through the County of San Diego and the San Diego Office of Education. RVCS works with charitable organizations and government agencies to assist families with groceries, hygiene products, clothing, and school supplies.

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

Description	Total Funds	Contributing
Purchase of additional technology to provide teachers and staff with the necessary equipment to engage in distance learning.	\$5214.57	Yes
Cost of curriculum for Science and English courses to expand distance learning instruction.	\$10,032.18	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.]

RVCS uses both MathXL and the Mathematics Diagnostic Testing Project (MDTP) to assess student progress in math. Our teachers assessed students at the end of the 2019-2020 school year, and they will use this data to inform instruction for the 2020-2021 school year. This will be especially helpful when assessing students from other schools who are new to River Valley this school year as this assessment information will allow us to group all students accordingly based upon need and the level of remediation needed. RVCS has a designated



math tutor on staff who works with students one-on-one and in small groups four hours a day, Tuesdays-Fridays. RVCS also retains the services of a 24 hour a day/ 7 day a week tutoring service for students so students can receive help and support when it is convenient for them to do so.

RVCS students who experienced learning losses during the school year were enrolled in a summer school program through a school RVCS partners with to provide this service. The counselor receives data regarding student progress, which will help to determine appropriate course placement when school resumes.

## **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.]

To help students who experienced learning losses during the pandemic, RVCS will address these needs based upon initial assessment results upon the students' return to school. Using online assessment tools, teachers will assess students and then use the data to determine gaps in learning. Students experiencing significant losses in math and English will receive one-on-one and small group remediation by the math and English departments as well as the resident math tutor. Targeted interventions and supports will be assessed weekly to ensure growth is being made. Teachers will communicate with parents to provide information for additional support and resources students can use at home to help with the learning deficits. The programs used by teachers to determine learning deficits will be based upon the level of intervention needed. Teachers and administration will work in grade-level departments to cross-reference areas of learning most in need for identified students. Intervention plans will be put in place to identify specific areas of need and the method by which those needs will be remediated.

Low-income families will be provided with instruction on accessing the platforms to be used by students to remediate learning losses. Outreach to families will be done via video-conferencing, in-person meeting, email, and phone. Since each students' needs are different, the specific areas of need will be addressed in these outreach communications. From there, administration and staff will direct our efforts to providing the needed resources to assist in helping to increase learning losses. These resources will include academic, social-emotional, and nutrition-related supports.

Students with special needs who experience learning losses will receive help and support from special education and general education teachers. Support to be provided to assist in closing learning gaps will be addressed at a meeting of the IEP team and written into a student's IEP plan.

## **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.]

Data from online assessments, feedback from teachers, and input from parents and students will be used to measure pupil learning loss. Since learning loss will be determined based on individual needs, impacted students will have individualized learning plans put in place to identified methods used to assess learning loss, intervention strategies to be used, and the teachers and support staff needed to provide

intervention strategies. Teachers and support teams will have professional development time to discuss, analyze, and assess student progress, and in conjunction with the student and parent, make appropriate changes to the plan based upon need. The professional development time to review student work is critical to determining if the learning loss is being addressed. This individualized approach will provide students with the support needed to bridge learning gaps.

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

Description	Total Funds	Contributing
The purchase of new technology and devices to help students and staff with distance learning. These devices particularly help low-income, EL students, foster youth, and homeless students who often cannot afford to purchase such devices.	\$45,000	Yes
Professional development for teachers and staff to assist with learning and implementing new digital learning platforms.	\$8,000	No

**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 RVCS counselor and principal will continue to provide resources, information and training to students and staff for mental health and social and emotional well-being.

Programs to promote student well-being include *12 Tips for Practicing Self-Care*, *Creating Rituals that Feed Your Soul*, and *Organizing Time to Bring More Joy*. The counselor will work directly with students using these programs to help identify and support student well-being.

Resources, professional development, and training to support the impact of COVID-19 on students and staff will also be addressed by the counselor and principal. Using resources provided by the San Diego County Office of Education,

**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.]

RVCS's teachers and staff are prepared to ensure students continue to receive rigorous academic instruction. Providing students with devices and hotspot and connectivity information will be given to students in need. Teachers will monitor student work completion using Jupiter Grades. Communications will be sent to families via email, phone, and letters home. The vast majority of students experiencing difficulty with engagement can be reached using these strategies. As an independent study school, RVCS is responsible for ensuring students meet the expectations of the charter's educational program, and work completion (which determines student attendance) is a requirement of the program. However, for students who remain unengaged, the following tiered steps will be taken to spark reengagement:

#### Tier I

Teachers will interact with students on scheduled class days. Student work is to be turned in on these days. If student work is missing, teachers will:

1. Contact student to determine why work is missing
2. Mark student work as missing in Jupiter Grades with identified last date to turn in for credit
3. Parents will receive notification of missing work

If a student misses more than 4 assignments in a 15 school day period, the student will be referred to Tier II, the Student Study Team.

#### Tier II

The school counselor and principal will commence a Student Study Team meeting by soliciting feedback from teachers as to areas of concern that are causing the student's lack of engagement. Information will be solicited from the student and parent (via video-conferencing, in-person meeting, email, and/or phone) to seek input regarding lack of engagement.

1. Contact with families will be done in the student's home language
2. A meeting of parties will be held to discuss obstacles to student success
3. An intervention plan will be put in place to support student's engagement and work completion
4. A timeline will be established to provide students with expected deadlines for engagement

If Tier II interventions do not work, Tier III will be implemented.

#### Tier III

The principal, counselor, and campus supervisor will make a home visit. Based on findings from the home visit, Tier II will be revisited or the student will be referred to their school of residency if it is determined that independent study is not the appropriate educational placement for the student.

Each tier listed above will be inclusive of the special education department for students with disabilities and any changes to the student's educational plan will be done at an IEP meeting.

## 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.]

For students attending in-person instruction, meals will be provided to students qualifying for the free or reduced lunch program. Outreach will be done to ensure RVCS captures all students qualifying for this program.

RVCS will work in conjunction with community-based agencies to provide direct food assistance to families in need.

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

Section	Description	Total Funds	Contributing
N/A	RVCS's TOSA will assume responsibilities to assist administration with student and staff needs relating to distance learning. This necessitates the hiring of a part-time English teacher to fulfill the TOSA's teaching load.	\$	[Y/N]
Mental Health and Social Emotional Well-being	The purchase of <i>12 Tips for Practicing Self-Care, Creating Rituals that Feed Your Soul</i> , and <i>Organizing Time to Bring More Joy</i> programs to help students experiencing stress and anxiety associated with such things as school, health care, parent(s) job loss, and food insecurity. This program is intended to benefit all students, but is principally intended to assist low-income students.	\$	Yes

## 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
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Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.18%	\$87,956

## 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.]

Even with the infrastructure in place for independent study, RVCS faced obstacles when we transitioned to distance learning. Students were still completing the assigned independent study work three days each week, but we had to get students situated to work from home at the start of the closure. When we transitioned to distance learning, it became apparent that our students now had to compete with parents and siblings who were also home for screen time. This created a strain for many families, which prompted a swift response from our IT Department. RVCS has always made school Chromebooks available for off-campus use for any student in need. When the closure occurred, we communicated with families through email and phone calls to get a count of the number of students in need of a school device so they could work from home. Within a 3-day time period, our students were connected and ready to engage in their classes.

At the beginning of each school year, RVCS works with families in need to assist them with connectivity issues since our educational program depends on access to the Internet. The connectivity issue was not a major problem we encountered when distance learning began because our students and families already had Internet connectivity due to the nature of our program. However, what we did encounter was families having problems with bandwidth capabilities because entire families were now all working online, thus straining their Internet service. In communicating with families, we identified hotspot locations in the community that were available to them. This was of particular benefit to our low-income families as they were impacted the most with connectivity-related problems. In addition to providing assistance regarding connectivity, RVCS worked with families to provide paper copies of materials when requested. This especially benefited our low-income families who cannot afford the cost of printer ink. While most students used the online platforms to complete their work, some students preferred to work with paper and pencil. By providing students paper copies of assigned work RVCS was able to continue ensure continuity of student learning. This is a practice RVCS will continue through distance learning.

RVCS spent the summer working to revamp existing technology hardware and software and purchasing additional Chromebooks to ensure we are prepared for distance learning and providing students with the essentials to be successful.