

# 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
Journey Charter School	Christopher R. Tickell, Superintendent of Instr	<a href="mailto:c.tickell@realjourney.org">c.tickell@realjourney.org</a> (909) 499-4626

## General Information

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

When schools in Riverside County were closed to in person instruction on March 13, 2020, the Journey School issued work packets for a two-week period during a transition, before implementing a full virtual learning program. Overall teachers were impacted by this sudden shift as many did not know how to set up a robust virtual classroom environment, and they did not have access to the resources (manipulatives, books, and curriculum materials) as they were working from home and had limited access to their classroom. The two weeks that students completed study packets, with support from teachers, was devoted to an intensive professional development period for staff to successfully transition to virtual learning. The transition to a full virtual learning program was uneven, and lacked the robust instructional environment that had been created for in-person instruction. Overall, while the engagement of students was high, we were not able to accurately assess student growth during the virtual learning period. During this time, teachers also worked with both parents and students to understand and support virtual learning, and help the students cope with the challenges of limited social access to their peers. The sudden switch to distance learning and safety concerns led to the cancelation of several prominent school events such as kindergarten promotion, sixth grade promotion, awards assemblies, and the end of the year field trips that have become a part of our school culture. As teachers experienced working with students in this new format, many of our families were deeply impacted by the closure of the school as they were unable to work because they could not find daycare for their children or were faced with paying for others to provide daycare. Some parents reported losing their jobs because of childcare issues, and have been unable to go out and search for a new job. Of those that held jobs, many were not able to work from home. Many of our families self-report working in the service industry (retail, construction, and repair) or work in essential positions (healthcare, postal, essential service or delivery). This not only impacted their ability to provide adequate supervision of students at home, but many parents were also unable to assist their children with the distance learning program. Students were impacted by being at home and many reported feeling isolated and alone. Many parents reported that they did not feel students made adequate academic growth during this time, with some feeling their students actually regressed. Teachers reported that they were unable to adequately measure individual student academic growth and the work submitted to them was limited and not timely. Teachers also reported a need for assessment tools to measure growth and a means to provide better interventions during “off hours” when parents were often more available to assist their children and their learning.

# Stakeholder Engagement

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

To collect needed information from our stakeholders, we gathered evidence in both formal and informal ways. We conducted three full surveys of our parents to fully understand their needs, the learning needs of their students, any barriers there were to learning, and parental preferences regarding program options. To ensure a more complete return rate, surveys were conducted via individual calls to parents by school staff. This ensured a return rate of no less than 85% on any of the three surveys, which were conducted in April '20, June '20 and late July '20. The data collected became invaluable to planning efforts. The early June surveys revealed that 64% of families contacted preferred an instructional program option that included in-person learning, with full safety protocols in place (masks, social distance, shielding, sanitation, cleaning, etc.), while 36% preferred a full virtual learning approach. During the surveys, parents were also asked to provide any additional comments regarding their feelings about distance learning and how their students did during this time period to inform improvements to any virtual learning approach. We were also able to hold four “virtual town-hall meetings” with all elements of our school community engaged. These virtual meetings were used to share information on our developing plans, as well as receive feedback from our community stakeholders and parents. This data, supported by follow-up focus groups with select stakeholders, was utilized to support published research and information from state health and educational experts, to formulate a framework to support student learning with a flexible instructional model.

In addition to engaging our parents and community stakeholders, we also worked very closely with our certificated and classified staff. In early March, we conducted a teacher survey regarding the work environment - focused on providing virtual instruction and student support from home. We also used daily check-in meetings with teachers, facilitated by the charter network and site administrators, to gather anecdotal data regarding instructional delivery, student participation rates, student learning rates, parent issues, student learning issues, technology issues, and family emotional and social concerns. These meetings continued daily through the end of May, with additional meetings held in June and July. During these meetings we engaged teachers deeper into planning and provided information regarding the latest information we had gathered from relevant research and state/local educational and health experts. Based upon this intensive interactive period, working collaboratively with the school leadership team, the REAL Journey Academy leadership team formulated a plan to reopen school following a blended instructional approach. The plan was designed to seamlessly shift to the changing needs of our school community, as well as changing state and local guidance. We were able to develop this detailed plan based on our intensive period of stakeholder engagement.

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

We have utilized a virtual meeting platform for Board Meetings, which are widely advertised and open to public participation. Individuals that wish to attend and lack an internet connection could call a conference bridge and still listen and speak during the meetings.

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

The following is a summary of the feedback from parents, teachers and students. The feedback from students was information provided to administration from both parents and students. We did not call or survey the students.

**Positive:**

Parents: 64% of parents preferred “in-person” instruction; parents appreciated the school issuing them laptop computers; parents appreciated the level of engagement by school teachers and staff; parents appreciated the training provided to them by teachers; parents felt students were “strongly supported” by their teacher and school staff; parents appreciated the level of IT support; parents appreciated school-sponsored food pantry distributions; 84% of parents reported having adequate high-speed internet access at home; and, parents felt “very informed” by the school and charter network.

Teachers: reported feeling supported by school administration and the network; teachers reported a positive experience with professional development to support virtual learning; the majority of teachers reported a desire to work from school during virtual learning; small group instruction could be maintained as a focus; teachers could meet with students throughout the day to support their needs; and, appreciated the level of investment made to support virtual learning.

Students: appreciated the ability to watch videos of instruction if they were not able to attend live classroom sessions; many reported liking that there was no negative impact on grades; liked having continued access to counseling services; many students stated they felt more connected to their teacher due to more individualization; liked the flexibility of the school learning schedule;

**Concerns:**

Parents: Felt frustrated and unable to assist students with their learning; parents widely reported the computer was not the best way for their students to learn; reported students missed being at school and felt disconnected from learning;. many parents expressed frustration at trying to work and arrange for supervision of their children; numerous parents reported losing their job over child-care issues; parents reported confusion regarding the information on COVID they received through the media; parents reported numerous financial stressors related to the COVID situation; parents of identified IEP’s students reported concerns about virtual learning meeting the unique needs of their child; and, parents reported it was very difficult to manage multiple students at home in a virtual learning environment.

Teachers: stated they missed the students; widely concerned about a lack of accountability and the quality and quantity of work submitted by the students; keeping students fully engaged in learning was variable and difficult to manage remotely; special education teachers reported many students struggled with technology and that they needed additional help in accessing classrooms and missed watching and learning from their peers; it was difficult to measure student learning; and, it was very difficult to promote a rigorous learning environment.

Students: strongly stated that they missed their friends and their teachers - routinely asked teachers when they could go back to school; felt the level of learning was diminished during virtual learning; felt that their social-emotional needs were not being met - significant issues connected

to isolation; younger students were very frustrated and unable to access learning at times through virtual delivery; overall students did not feel “challenged” academically.

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

Based upon the survey of the parents and the students, we opted to offer two options to the families. Parents were offered the option of what we called the 4+1 Model, with in-person instruction four days a week (T-F), with one-on-one support virtually one day a week (M). The second option was a full Virtual Learning Program, following the same 4+1 model. This full virtual instruction model featured the ability to join live classroom instruction, or watch videos of the lessons at a time convenient to them. Students, regardless of the model selected, would be assigned to a homeroom allowing students to seamlessly move between in-person and virtual learning environments, allowing flexibility of parental choice as conditions changed for families and they reacted to changing circumstances. This flexibility was important to parents, and met a teacher's desire to build culture. It also allowed our teachers to increase the rigor of instruction and student learning expectations, as well as increasing the student's desire for more direct social interaction. Following both the desire of staff and parents, stringent safety protocols and guidelines produced by the Center for Disease Control and Prevention, along with general guidelines from the California Department of Education, the school instituted the development of standards designed to protect both students and staff. Classrooms were set-up to maximize social distancing with desks set 6' apart. Class sizes were capped to facilitate. In addition, shielding was added to each desk and in any individual learning areas. Students would be maintained in classroom cohorts, with no interaction allowed with different student groups. Staggered start and end times for students, having students eat breakfast and lunch in their classroom, and strict individual student movement protocols were established. All students would be required to wear face coverings, and staff would wear face coverings and eye shielding.

As described, to facilitate in-person instruction, we measured all classrooms for size and limited desks to allow for social distancing. To maximize learning space, we removed all excess furniture and desks/tables. Barriers were ordered and placed to provide a safe place for students to sit and maintain social distance. In many of our classrooms students were previously sitting at tables, so we ordered new furniture to accommodate our new seating arrangements. For two classrooms that did not have adequate square footage, we moved those classrooms to the multipurpose room.

Special Education teachers were directed to work with students only in their classroom cohorts, and provide support virtually as much as possible to limit cross-exposure. Where possible, support was provided virtually or in an isolated area of the general classroom. IEP teams would be brought together to align the IEP to best meet the needs of students under our COVID-19 guidelines, and gain parental support for the ultimate individualized educational plan. Because of masks, speech was limited to virtual therapy to enable both the student and specialist to appropriately interact. This enabled the Speech and Language Pathologist to hear the student and watch the mouth of the student for production errors.

We changed vendors for food service to fit with a classroom food delivery structure, and to support meal pick-up for students whose parents elected the virtual learning option. To accommodate no social gathering set a policy where students would eat in their classroom supervised by their homeroom teacher. Lunch was the only time students would not be required to wear masks, but would have individual shielding in place at their desk to protect those around them. Again, student desks were placed 6' apart to maintain social distancing. Mini-refrigerators and microwave ovens were purchased for classrooms intended only for teacher use, to reinforce no social gathering by teachers in a common space to maintain or heat their own lunch. For staff and student safety, we increased the number of restroom cleanings by custodial staff and kept a log of the cleanings (Teacher request). We also increased the frequency and depth of classroom cleaning during the school day, with extensive cleaning at night.

The master schedule was altered to accommodate a staggered start and end time by grade level clusters. To accommodate the wish of parents with multiple siblings in school, the start and end times were aligned for those families. Student drop off and pick up procedures, as well as student drop-off/pick-up points were redesigned to limit congestion in the parking lot. Upon entry, each student would have their temperature taken, with automated touchless thermostats purchased to accommodate ease of use, and reinforce social distancing. Aligned, as each staff member started work their temperature would be taken and a basic questionnaire completed regarding COVID-19 symptoms. Before students could begin in-person instruction, parents/guardians would have to sign an agreement detailing their full understanding of and willingness to comply with all safety protocols.

We developed protocols for all staff meetings to be virtual and eliminated all group gatherings of staff. The two-week Summer Teacher Institute was completely delivered virtually, with teachers independently participating from their classrooms. The same is held for all teacher meetings and professional development during the school year. Parent meetings have also been moved to a virtual format, including both group and individual meetings. Policies have been instituted to support teachers isolating in their classrooms with their student cohorts, reinforcing very limited in-person interactions between adults on campus. Office personnel were identified to collect teacher copy requests and make copies as necessary to avoid congestion of staff members around the copier. The school purchased microwave ovens and refrigerators for teachers to use and store their lunch. Office personnel were identified to collect teacher copy requests and make copies as necessary to avoid congestion of staff members around the copier.

A mandatory face-covering policy was initiated, with face coverings required at all times, except the aforementioned lunch period where shielding is utilized. No adult or student can be allowed on campus without the proper face-covering, including guests to the school. Guests were also limited to only enter the office area, and to be maintained in an isolated area behind shielding.

Access to technology was widely reported to be an issue by parents, teachers and students. Prior to the change to distance learning in March '20, the school had a one-to-one computer to student ratio, but the computers were maintained in each classroom and were not checked-out to students. When the shift was made to distance learning, school computers were checked-out to students who self-reported having inadequate computer access at home. Teachers, particularly for the primary grades, reported students had difficulty utilizing traditional laptops, which is what was in our inventory. Based on this feedback, we made the decision to purchase all new laptop computers, and check them out to each

individual student for their use. In addition, we made a decision to upgrade the new student laptops to devices that could convert into touch screen devices (tablets).

To ensure student safety in a COVID-19 environment, we also hired a new security company that has expertise in COVID-19 Safety Protocols. The Company is providing highly trained individuals, with a particular emphasis in COVID-19 Safety Protocols. Our contract also includes a Safety Manager, divided through the different schools managed by REAL Journey Academies.

Knowing staff wanted to become even more proficient in the use of the Google Education suite based on their feedback, our professional development plan included supporting all teachers to become fully certified in the Google Education suite to enhance their knowledge in using this platform.

## 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.]

When cleared to return to school (waiver or state rescinds mandatory ban of in person instruction for the County, the school will offer families a flexible choice of in-person or virtual learning following the previously described 4+1 Model . We fully understand that students will have a varied level of learning during the extended virtual learning period. We will initiate individual assessments as students return to in-person instruction to determine learning gaps, and then develop individual plans to support based on our Multi-Tiered System of Support (MTS) protocols. While individual learning gaps must be addressed, we also know that time will be a variable to offer extended learning opportunities for students in small groups. All instructional staff are contracted for 45-60 minutes of extended school time after the traditional school day ends, and this time will be utilized strategically to address learning gaps of individual students through small-group support. In addition, the school has a MOU with two local universities to provide tutoring services, which will take place after school and extend into Saturday mornings. The “Saturday” school will include select certificated staff to support students.

Description	Total Funds	Contributing
Purchase of PPE Equipment (Thermostat Readers, Plexiglass, Signage, Cleaning Products, Individual Desk Dividers, & COVID-19 Safety Signage)	\$50,000.00	Yes
Hertz Single Desks	\$17,000.00	Yes
Janitorial / Cleaning Services	\$11,600.00	Yes



Security / Covid Monitoring	\$48,000.00	Yes

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

As previously described, under our plan all students are assigned to homeroom assignments with teachers - regardless of being in-person or participating in virtual instruction. All students, both in-person and virtual, are following the exact same curriculum and instructional program. We purchased new technology to connect students in class at home to the classroom, allowing them to participate in the same teaching and learning activities as students in class. This allows a seamless transition of students from in-person instruction to virtual, or from virtual back to in-person because they are seamlessly integrated into the same learning environment with the same teacher. If, for example, a parent elects for their child to participate through in-person instruction, then changes their mind three weeks later due to outside circumstances, they can seamlessly transition to virtual 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.]

We purchased new laptop computer devices for each student, which are checked-out for their use irregardless of their parent’s choice for in-person or virtual learning. We intentionally purchased devices that could be used as either laptops with a keyboard for upper grades as well as convert into a touch screen for the primary grades. We also surveyed all parents regarding home high-speed internet access, with 93% self-reporting having full access at home. The remaining families were provided with “hotspots” provided by the school ensuring all families had access to high-speed 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.]

For virtual learners following the 4+1 model, Monday’s are devoted to individual student support and social-emotional learning. Students participate in 60-minutes of live social-emotional learning lessons virtually. In addition, teachers have individual check-in meetings with students who are engaged in individual assignments throughout the day. On Tuesday through Friday, students in grades TK-1st participate in a minimum of 220 minutes of live instruction, while students in grades 2nd-6th participate in a minimum of 260 minutes of live virtual instruction. This live virtual instruction does not include time necessary for students to complete aligned assignments.

Our school utilizes the Google Educational Suite, including Google Meet for virtual instruction. Teachers will take attendance at the start of each session, and add students as tardy to join late. For additional data we have added a component to Google Meet, we are able to record

all of the names of students who log-in to live instruction sessions. For teacher assigned work, our teachers estimate the independent time needed to complete each assignment. With our grade level collaboration, most assignments are common at each grade level, giving our estimate of time to complete more reliability. We also purchased IXL as a personalized learning system to support student learning. Our curriculum has fully aligned curriculum Instructional Units, which have aligned learning tasks through the IXL system which in addition to monitoring the level of student accomplishment and activity completion, will also report the time students are actively engaged in the system. In addition to IXL being utilized universally across our school to support ELA, Math, Science and Social Studies, different grade levels have other individual learning systems that have a similar use and reporting.

## **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.]

From July 20 through July 31, 2020 all staff participated in a full two-week professional development Summer Teacher Institute. All staff participated in sessions designed to reinforce a powerful learning platform, with particular emphasis on blended learning and how to facilitate a full virtual learning program. Each teacher, after 16 hours of professional development, became certified in the Google Education Suite. Other key topics included: 4+1 Instructional Model, MTSS, SIS Training, Blended Learning, Small Group Instruction, F&P Literacy Programing (virtual), Curriculum Integration, Curriculum Unit adaptations to 4+1, Cognitive Behavior Intervention Supports, SFA, 6+1 Trait Writing, Math Manipulatives (virtual), Using IXL, Health & Safety Protocols, Building Classroom Culture (virtual), Technology Use, Virtual Instruction - Rules of Engagement, Building Relationships with Parents & Keeping them Engaged (virtual), & Managing a Mixed/Blended Classroom.

## **Staff Roles and Responsibilities**

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

All staff members were subject to new policies related to staff and student safety (COVID-19), as well as shifting job descriptions to support a blended learning environment. Teachers, as described in detail throughout this document, have had to adapt to a blended instructional environment to support virtual only, as well as a blend of in-person and virtual instruction.

At our charter network level, a new position as a Safety Director has been created, supported by a “safety committee” of leads from various departments to support our school. As a school, we also have created a “safety committee” to support the unique nature of changes due to COVID-19.

We created new classified positions to support teachers and students. These positions, known as Education Support Personnel (ESP) are responsible for supporting student arrivals/departure, supporting meal distribution, supporting office activities, providing breaks for classroom teachers, assisting with the distribution of school materials to parents, and providing tutoring to students.

## **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.]



We have identified and placed all English Learners into groups so that they can be provided ELD supports as part of their daily education experience whether in person or virtual.

We are providing students who have an active IEP with additional one-on-one and small group support facilitated by the Resource Specialist as part of our instructional support model. With accommodations discussed during IEP meetings held virtual, providing this additional level of support for students in a virtual learning environment is essential. Speech Services and OT services will be provided online.

The school continues to offer full guidance counselor support through our school counselor, who is providing a range of services including individual counseling, group counseling and classroom guidance lessons, virtually. The school counselor is supported through a unique MOU with Redlands University, with one school counseling practice student and a half-time clinical counselor intern assigned to support the social-emotional needs of students.

We have worked to ensure all foster students are enrolled, technology provided (including hotspots), and counseling services as necessary. Teachers are being trained to recognize biases they may have towards their students and how to shift from a mindset of building positive and caring relationships with students both in person and virtually.

Students with unique needs will be provided with tutoring services, both in small-groups and one on one. Teachers will have established office hours for student support, we will provide home visits and knowing some parents have transportation issues, will deliver school supplies, food items, and pick up school work as necessary. All teacher lessons will be recorded and students will have access to watch the lesson as many times as necessary for support learning. This re-teach opportunity will be an ongoing practice even after all students return to in person instruction.

We have a parent outreach worker that also will support families with food, clothing, and health care resources.

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

Description	Total Funds	Contributing
IXL - Individual Learning System (ELA / Math / Science / Social Studies)	\$14,225.00	Yes
Teacher - 16 Hours of PD on Google Certification	\$16,500.00	Yes
Teacher - 24 Hours of PD on Distance Learning	\$24,750.00	Yes
High Function Webcams for Each Classroom	\$25,300.00	Yes
HP Laptops with Tablet Capability (1on1 check-out to all students)	\$57,553.00	Yes
Hotspots - Providing Internet Access for Families Lacking High Speed Internet at Home	\$15,000.00	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.]

We will use multiple means to measure student achievement. The standardized assessments currently used are only given to students who receive in-person instruction, but we are currently investigating means to give assessments virtually. This will be put in place once relative reliability and validity can be assured.

As a Benchmark Assessment, we will use NWEA MAP assessments for grades 2nd-6th. These assessments in Reading and Math are given to students at the beginning, middle and end of the academic year, providing significant formative data that drive our instructional program and individual student learning plans. We monitor progress on individual learning plans through use of the Smarter Balanced Interim Assessments, which are given every 3-weeks and used exclusively for formative purposes by classroom teachers following a standard DDI protocol.

For our Exceptional Needs students, we have entered into an agreement with an external vendor who specializes in administering the Woodcock Johnson IV online. This will provide us with data concerning growth of students with special needs. We will then implement strategies and interventions for those students, based on the data obtained, following the standard IEP process.

Following guidelines from the state and county, we at this writing we are supporting a 100% virtual learning environment. As students return to in-person instruction they will participate in a NWEA assessment, which will establish a baseline of learning deficiencies and strengths for each individual student. From those results, an individual plan for each student will be developed to address their learning needs. Any area determined to not be at grade level, will be assessed for additional academic supports connected to extended school hours (after school & Saturday)

## **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.]

Our general educational program, built upon a model of small-group direct instruction and cooperative learning through a blended learning approach, is designed to address differentiated learning needs of individual students. Our general learning environment already has students at a variety of levels with defined learning strengths and needs, so our existing program is already designed to accelerate student learning. Our horizontal assignment of the curriculum provides us to teach for transfer, and maximize student learning through cross-curricular integration.

As part of our extended support structure, students with identified learning deficits will have an individual learning plan developed to support accelerating their learning as students return to full in-person instruction. There will be a variety of interventions available to support each individual plan, including: in-school and extended school tutoring from staffed Education Support Personnel and university provided tutors (pre-service educators); extended school (after-school & Saturday) support from university provided tutors; in-school intervention programming; extended school (after-school & Saturday) support from classroom teachers; and additional intervention support through self-paced Individual Learning Systems.

We are also considering potential modifications to our school calendar, should conditions warrant, to maximize in-person instructional time. If, for example, conditions indicate the months of November and December would not offer optimal learning conditions due to COVID-19, but starting in January conditions appear to be more favorable, we would suspend school for that period of time and adjust the calendar

accordingly to offer more instructional days in the Spring. In effect, eliminating one week of the traditional 2-week Spring Break and extending the school year later into June. This would be done to maximize the potential for additional in-person instruction.

As identified through our surveys, both our English Learner parents and Special Education parents spoke of the difficulty in supporting their students from home. This was due to both technology issues (English Learner and Exceptional needs parents not understanding technology) and supporting students in completing assignments. English Learner and Exceptional needs parents reported frustration in trying to support their students completing the assignments as they either did not understand the work or could not break down/explain the assignment for their student to complete independently. We have worked to resolve these key issues by providing more one-on-one extended support from teacher specialists while students are receiving virtual instruction. We have also provided virtual learning sessions for parents/guardians outlining how they can better support their children learning from home. Still, we know that learning deficiencies will exist as students return. Students on an active IEP will have any deficiency addressed through changes to the IEP, as prescribed through statute.

**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.]

The NWEA assessment data, traditionally given at the beginning, middle and end of the year is utilized. In addition to vital formative information to teachers, data are utilized to measure the effectiveness of our instructional program. If students return to in-person instruction prior to the middle-of-the-year assessment, they will be given the NWEA to establish a learning baseline. This baseline will be compared to previous results from the SY'20 BOY assessment, our last full-cycle assessment, where matching information exists. We will utilize this information, compared to the established growth curve from previous years, to measure the effectiveness of our virtual learning program, as well.

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

Description	Total Funds	Contributing
Extended School Day (Educational Support Personnel)	\$24,500.00	Yes
Extended School Day (Certificated Personnel)	\$30,000.00	Yes
Saturday School (Certificated Personnel & Classified Personnel)	\$30,000.00	Yes

**Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

REAL Journey Academies has expanded mental health services to ensure our students, staff and families can access mental health support during these unprecedented times. In response to COVID-19, the counseling department adapted virtually to continue to help support our students, families and staff. Counselors will develop strategies to deliver comprehensive school counseling programs digitally. Counselors will provide students all forms of remote counseling support (google meets Face-to-face, phone, email/chat) to best support student needs. Counselors will use age appropriate guidance lessons to assist students understand digital literacy with use of websites, videos, literature,

presentations and other relevant information. Counselors will also use age appropriate guidance lessons and small group lessons to target relational aggression, self esteem, social skills, social isolation, coping strategies and bully prevention. Counselors will continue to provide presentations via all forms of digital media to help students social emotional development. Counselors will also provide tier 1 support to all students by delivering school wide lessons on character education, college and career readiness, stress management, social skills, coping skills and/or mental health awareness. The counseling department will be utilizing the [choose love curriculum](#) that helps to increase social emotional learning both in the classroom and at home. Counselors will also be able to offer small support groups for students and 1:1 check ins by request. Each counselor created [websites](#) for students and families to access the school counselors during school hours and also to have access to community resources 24 hours a day, 7 days a week. RJA currently has 6 Pupil Personnel Services credentialed school counselors and through a grant secured prior to COVID-19, RJA was able to hire 6 part time clinical counselor trainees to support our students the entire school year for more intensive in school therapeutic support. All RJA counselors will continue to offer support remotely to our families and students by offering individual sessions, small group support and also by providing classroom guidance lessons to ensure all students have access to wellness and support. Each campus will utilize needs assessments frequently to determine the needs of the students and families and adjust their programs to meet the current need. This will also support in providing the families with the appropriate resources based on their specific need.

All teachers will also implement social emotional learning through daily check in times built in to the schedule to help increase classroom community and increase positive school climate. Each counselor received training in [CBITS](#) (Cognitive behavioral intervention for trauma in schools) and every teacher and administrator will receive training in [SSET](#) (Support for students exposed to trauma) to help ensure each educator is equipped with the tools to best support our students ongoing exposure to trauma. Students will also have the guidance of a college and career counselor to ensure they understand pathways and to ensure development of college and career readiness. The counseling department continues to receive ongoing professional development as well as follows the [ASCA Ethical Standards for school counselors](#). All counselors will be trained in google education to gain foundational support to enhance the counseling programs to remote learning. All counselors will also utilize support from the [CASC resource website for distance learning](#) for ongoing professional development and to remain updated on remote learning resources for students and best practices. Counselors will provide students all forms of remote counseling support (google meets Face-to-face, phone, email/chat) to best support student needs. Counselors will use age appropriate guidance lessons to assist students understand digital literacy with use of websites, videos, literature, presentations and other relevant information. Counselors will also use age appropriate guidance lessons and small group lessons to target relational aggression, self esteem, social skills, social isolation, coping strategies and bully prevention. Counselors will continue to provide presentations via all forms of digital media to help students social emotional development.

RJA has also increased the use of outside partnerships to help meet the growing need for therapeutic services. Currently REAL Journey Academies will continue to use the support from University of Redlands as a School Counseling Internship placement site as well as a Clinical Mental Health Counseling Trainee Practicum site. RJA will continue to use the [Community Crisis Response Team](#) through the Department of Behavioral Health for suicidal preventive services including staff professional development as well as intervention support for students and families.

In response to the increased need for ongoing counseling, we have secured the partnerships with following agencies to provide more resources to families and staff. Victor Community Support Services, South Coast Community Support Services, ABLE Mediation Counseling Services,

Truth Healing and Evolution Counseling referral number, Raising Kings Mentorship program and Focus on today, Inc. Focus on Today also provides access to a hotline number for parents/guardians to call Monday-Friday 7am-7pm. With the increased services we are able to provide more student support groups as well as parent support groups to continue to provide support and community.

## 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.]

We have developed a multi-tiered approach to connect with all students. We deliberately had the teachers report to the classroom so that the students that participated in the virtual learning program would see the teacher in an actual classroom. This was intentional to demonstrate that the virtual learning experience is graded and students will be held accountable for attending, viewing videos, completing computer assignments, and completing teacher assigned work.

When a student does not log in or submit work for three days. The teacher will attempt to contact the student. Should the teacher fail to reach the student or parent, the student will be referred to administration for support. The office and/or admin will attempt to contact the parent/guardian to determine how to serve the student and what if any issues are keeping the student from signing in. If this fails, or the site administration fails to come in, we will then attempt to conduct a home visit using an outside service that has been trained to safely engage our community utilizing covid safety procedures and a series of statements to engage the parent/guardian in regard to mandatory school attendance and the need for the student to be meaningfully engaged in school.

The school will monitor attendance and our final action is to invite the parent/guardian to a virtual SARB meeting to create a plan for the parent/guardian to follow.

## 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.]

REAL Journey Academies (RJA) is committed to providing nutritionally adequate meals to all students. Every RJA school currently participates in the Community Eligibility Provision (CEP), allowing to reduce paperwork and administrative burdens; to simplify operating procedures for meal eligibility and counting; and to provide no-cost meals to every student in our district.

RJA provides students access to meals through the federal school meal programs, the National School Lunch Program and the School Breakfast Program. While students participate in distance learning, students have the option to pick up meals from each RJA school weekly. RJA contracts with a food service vendor that provides all of our schools with an assortment of prepackaged nutritious meals.

RJA has established plans at each school site to conduct a drive-up service where parents can access the pre-packaged meals. This process allows us to follow safety guidelines/protocols while using the flexibility necessary to keep kids fed. These “grab-and-go” meals allow for minimal

contact between staff and families. Staff mobilize to distribute the packaged food twice a week. During the process, parents are encouraged to stay in their cars while staff hand them food through an open window or place the items in the back seat or trunk of the car. Weekly reminders are sent to families through the use of different communication platforms to continue to encourage participation.

Meal service will continue to follow safety and social distancing guidelines as schools begin in-person instruction. Changes within meal service will be implemented to protect students and staff, while ensuring that all students have continued access to meals and that the distribution of meals avoids large groups of students eating in common areas. REAL Journey Academies will be providing direct delivery to the classroom for students of all ages at all schools. This service model will provide structure and safe social distancing by continuing to keep students in cohorts. School administration, teachers, nutrition staff and custodians will work together to serve school breakfast and lunch in a way that supports access and safety.

For direct-delivery to the classroom, the meals will be packed in coolers and insulated bags by the nutritional staff and transported to each classroom. Teachers will aid in recording which students participate and students will eat in the classrooms at their desks. Supplies will be issued to each classroom to assist with the cleanliness that needs to occur after each meal. All items (trashcans, designated bucket for discarded liquid, coolers and left over food) will be placed outside of the classroom door after each meal, to be collected by food service and custodial staff.

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

Section	Description	Total Funds	Contributing
	Extended Social-Emotional Learning Supports (Raising Kings & Focus on Today)	\$10,000.00	Yes
	Pupil Engagement & Outreach - External Vender	\$10,000.00	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
[Insert percentage here]%	[Insert dollar amount here]



## Required Descriptions

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

The site recognized that many of our students lacked the technology to complete virtual learning activities. Even if the family had a computer in the home, it would not suffice as many students would need to use the computer at the same time. A review of our families indicated that 144 students shared the same address among our enrolled students. We recognized the need to have adequate technology for each student, so made the decision to purchase new laptops for each of our school's students.

For English Learners, we installed advanced high-function webcams in the classroom to provide the student a broader view of the classroom and whiteboards. Each classroom was also provided with multiple document cameras, for the use of students and staff. We wanted to create an atmosphere of virtual students actually being in the classroom, although virtually, and that the teacher had full access to all curriculum support materials and other aspects of a classroom learning environment. Additionally, teachers needed the ability to record lessons so that the students could go back and refer to the lesson for additional support. Research indicates that the more the students can refer back and watch areas that they need support, the better they can build both vocabulary and speaking skills. We created an EL support staff position to provide PD for teachers for both virtual and in person instruction. Teachers will be provided professional development in designated instruction and how to ensure that designated instruction is provided in the following areas: Listening, Speaking, Reading and Writing.

For foster youth, teachers have received and will continue to receive professional development in examining their own biases in regards to foster youth and homeless students. We are shifting from a mindset that these students are difficult and a primary obstacle to both the success of the classroom and the effectiveness of the classroom teacher. Instead, we are moving to one that recognizes that these students have identifiable strengths and developmental assets that the teacher can build on to create beneficial outcomes. Teachers are being trained to realign their own perceptions regarding foster youth and develop relationships where the students feel a sense of belonging whether it is virtual or in-person instruction.

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

As stated in a previous section, we have hired additional classified Educational Support personnel to support the teachers and provide tutoring to students. We hired an ELD support teacher as an additional duty to provide training and advice to teachers in the area of English Learners. To support our foster youth and homelessness, we have developed a team to do home visits to connect with students who are not attending or if they are attending not completing their assignments. This team is to build a connection between the school and the student. We also have trained counselors in the area of trauma and will provide support for students with social and self-esteem issues.

