

# 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
Mojave River Academy School- Marble City	Keri Hemsley Executive Director	<a href="mailto:Khemsley@mojaveriver.net">Khemsley@mojaveriver.net</a>

## General Information

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

Mojave River Academy (MRA) is an independent study school that serves students in grades Transitional Kindergarten through 12<sup>th</sup> grade. MRA is dedicated to providing a rigorous personalized education for students that are no longer attending a traditional program.

Students that attend MRA need personalized education due to a variety of reasons; credit recovery, smaller and individualized setting, and modified school day.

The educational program was not significantly impacted due to the Covid-19 pandemic. Students continued to participate in the independent study program. The program established by Mojave Rivera Academy Schools, helps students access content in a way that minimizes student/teacher interaction. Students utilized a variety of online resources as well as established communication protocols that allow for social distancing.

## Stakeholder Engagement

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

Stakeholders at MRA Schools include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program.

Weekly video conferences between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services.

All meetings were conducted virtually allowing for all parents to participate and give feedback. These meeting occurred at times when students were not required to be in virtual classrooms to ensure that they were available.

Feedback received from the community and staff in connection with the Public Hearing where MRA School's Learning Continuity and Attendance Plan is presented will also help to inform the direction of the school programs.

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

All stakeholders were given the opportunity to participate in all public meetings and public hearings virtually. All schools continue to provide instruction via distance learning, therefore all stakeholder meetings were held virtually through Zoom.

The school district has provided technology resources for all families that do you not have Internet or a device. Stakeholders were informed of these public meetings by phone calls, social media and invitations from teachers and administrators.

Parents are also encouraged to provide feedback by directly contacting schools or commenting on social media platforms.

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

Parents also communicated their concerns regarding social distancing and safety precautions. This plan and resources ensure that students can return to school in small cohorts and proper sanitation and cleaning will allow for a safe environment.

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

Parents also communicated their concerns regarding social distancing and safety precautions. This plan and resources ensure that students can return to school in small cohorts and proper sanitation and cleaning will allow for a safe environment.

## 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.]

Mojave River Academy is committed to providing a quality educational experience for all students and families that meets guidelines and expectations of the California Department of Education. In the COVID-19 environment we have developed a comprehensive plan that allows for students to participate in monthly in person educational appointments when appropriate.

This plan has been developed comprehensively for all learning settings; traditional, blended and independent study. Timeframes for phases and implementation are dependent on Department of Public Health guidance along with state and local orders and what they will allow.

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

Description	Total Funds	Contributing
Personal Protective Equipment	624.15	Y
Masks		
Cleaning/Sanitation. Supplies		

**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.]

Students will meet in person with their teacher, one-on-one, once during each assigned learning period. They will also participate in weekly virtual meetings utilizing Google Classroom. Students will be assigned additional virtual support as needed or requested which can include tutoring, additional meetings with their teacher, mathematics support, and counselor support. This program will utilize online, textbook, and workbook learning platforms. Students will be offered printed materials as needed and be issued Chromebooks. Teachers will also be meeting virtually a minimum of once a week with students. Flexibility will be exercised when needed for face to face appointments for students in high risk groups. Face coverings and social distancing guidelines must be followed by staff and students.

## 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.]

Devices will be assigned to each individual student to be used in class, at home for distance learning, or at home for independent study. Mobile Wi-Fi hotspots will be provided to families in need. Parents and students will be required to sign the Oro Grande School District Acceptable Use Policy prior to receiving a device.

## 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.]

Students will meet in person with their teacher, one-on-one, once during each assigned learning period. They will also participate in weekly virtual meetings utilizing Google Classroom. Students will be assigned additional virtual support as needed or requested which can include tutoring, additional meetings with their teacher, mathematics support, and counselor support. This program will utilize online, textbook, and workbook learning platforms. Students will be offered printed materials as needed and be issued Chromebooks. Teachers will also be meeting virtually a minimum of once a week with students. Flexibility will be exercised when needed for face to face appointments for students in high risk groups. Face coverings and social distancing guidelines must be followed by staff and students.

## Distance Learning Professional Development

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

All teachers will participate in meetings with professional development consultants. These meetings will focus on scope and sequence of content standards, identifying the lessons aligned to the standards, review lessons looking for gaps, and identifying supplemental materials needed to fill gaps. Teachers will plan how to teach the lesson in an online format through the use of Zoom and Google classroom with the focus on learner engagement and depth of learner understanding.

In addition to monthly professional development meetings, Instructional Coordinators will be coaching teachers. The coaching provided will include content support, online engagement strategies, reteach cycles in an online classroom, student mastery and assessments, and individual teacher needs. This will be real time, interactive coaching that will support teacher growth and efficacy.

## **Staff Roles and Responsibilities**

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

There has not been a significant change to the roles of staff at MRA Schools. The independent study program will allow teachers and staff to provide a similar program and educational model that existed prior to school closures (due to Covid 19). Staff will be responsible to maintain a clean environment for staff and students that will help mitigate the exposure of the virus in the school setting.

Staff (including teacher, administrators and tutors) will provide students instruction in a virtually setting while the school closure policies are in place. Students will continue their independent studies from home, but will have online math classes and can have the opportunity to use the classroom setting for individual tutoring or access to technology.

## **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.]

### **Unduplicated Students**

Ensuring quality education for our highest need students is a top priority for Mojave River Academy School. The following modifications and supports will be put in place to ensure these students receive additional supports in all content areas.

### **English Learners**

All EL students will have online curriculum modifications to meet their language acquisition needs. Teachers will receive training in the ELD frameworks along with professional development in instructional strategies to support students based on their students' language levels.

The school will provide support for families with translation and support in primary languages. DELAC meetings will continue to be held to support and provide information for all parents of English Language Learners whether virtual or in-person depending upon phase. Instructional Support Teachers and Academic Coordinators will support teachers with instructional practices and curriculum modifications. Supporting the ideology of the new California Road Map for English Learners will ensure that teachers and staff continue to support EL students and understand the asset-based approach of EL education. Teachers will record and monitor language acquisition progress through a digital portfolio. All supports will continue to ensure that students are working towards reclassification.

### **Foster Youth**

Social/Emotional support will be provided by school counselors and district student services staff. Mojave will work to provide individual support for the needs of foster youth. These services will include academic support, resources for financial support, basic needs and post high school planning. Wellness information will be provided to families through school sites and district staff. All foster youth will have access to one to one technology provided (device and mobile wi-fi hotspot). RP employees will continue to work with foster families and social services to meet the individual needs of foster youth. Nutritional resources will continue to be provided by the school district.

### **Low Income Students/Homeless**

Mojave River Academy School educates approximately 74% low socioeconomic students and the needs of this population continue to be a priority for the school district. The district will continue to provide one to one technology to all low-income students as needed (device and mobile wi-fi hotspot). Students will also receive classroom supplies (paper, pencils, crayons) that will help them complete any necessary assignments. Social/Emotional support provided by school counselors and district student services staff and wellness information provided to families through social sites and district staff. Students have access to transportation that ensures daily attendance for in person learning. Project Coordinators work to connect community resources to students and families. These resources include health services and community financial resources. Nutritional resources will continue to be provided by the school district.

### **Special Education**

Mojave River Academy Schools will provide Independent Study for the following Special Education and related services: 1) Specialized Academics Instruction: 2) Speech and Language Therapy: 3) Educationally Related Mental Health: 4) Assistive Technology: 5) Occupational and Physical Therapy: 6) Hard of Hearing: 7) and Visual Impairment. Services will be conducted by virtual class meetings (synchronous and asynchronous), virtual individualize instruction and check-in via computer or communication technology (video/audio), and/or the use of print materials and assignment with teacher feedback. The Individuals with Disabilities Education Act (IDEA) outlines the kinds of services and supports children with disabilities may be eligible to receive. Throughout the phases of implementation, services will be determined by the Individualized Education Program (IEP) team.



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

Description	Total Funds	Contributing
Technology Devices Hot Spots	\$10,323.85	Y

[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.]

The Mojave River Academy Schools are implementing a variety of strategies to make up for learning losses that occurred during the school closures of the 2019–2020 School year. All teachers have participated in rigorous professional development to understand standards and content of grade levels that matriculate into their specific content.

Teachers have worked to create new curriculum maps and pacing guides. These new documents are spiraled with content that was taught in their previous school year. At the beginning of the 2020–2021 School year all students took English language arts and math assessments to gauge any learning loss that occurred in the last school year. Vertical planning and intervention have been put in place for all students not meeting grade level.

**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.]

Mojave River Academy Schools has put in place a variety of learning and instructional strategies to minimize the learning loss that occurred during distance learning. Students during synchronous (math classes and tutoring) and asynchronous times have opportunities to work with teachers one on one or in small groups to receive intervention in areas of English language arts, math, and English language development. The EL department has worked with teachers and administrators to modify distance learning assignments to ensure they are at the appropriate language development level.

## 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 school district will use a variety of local and state assessments to evaluate the progress of all students during distance learning. All students will take a quarterly lexile assessment to determine if they are reading at grade level. Teachers will also evaluate Learning loss by using assessments that evaluate grade level standards along with assessing standards that might have been missed during the spring of 2020.

Interim block assessments from the State will be administered throughout the school year to gauge if students are on track to perform at proficiency in the summative state assessments.

An English language development portfolio is kept for every English language learner in Oro Grande. This portfolio evaluates the progress of EL students during the school year. If students are not making adequate progress, their goals and assignments are evaluated to determine if interventions are needed and assignments need to be modified further.

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

Description	Total Funds	Contributing
Online Assessments	\$13,439	Y
Online Curriculum- Online Learning Platform		

## 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 Social-Emotional Health of students and staff will continue to be a priority for Mojave River Academy Schools. All students will have access to School Counselors for academic advisement, specific small-group counseling, and individual counseling that will be conducted via online platforms. The District’s adopted social-emotional curriculum, Lions Quest, will be a component instruction in every phase and in every learning option. Students, families, and staff needing additional services beyond the scope of school-based offerings have access to a free, online mental health concierge service to get the services needed. Additionally, families can access the Student Assistance Program (SAP) through the San Bernardino County Department of Behavioral Health for essential mental health services.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

- The teacher will collaborate with colleagues to see if another staff member has made contact with the family to determine the best means of communication and/or to strategies a common approach in assisting the family unit.
- The teacher will submit a referral to support staff such as Family Engagement Specialists and Counselors to determine appropriate services and interventions.
- In the event that this does not bring a change in participation, school site administration will be included and consider various supports, including the Director of Student Assistance, Welfare and Attendance for support in home visits and addressing individual family needs.
- If absences are due to COVID-19, then the cohort teacher/administrator will notify the Coordinator of Health Services for proper reporting, monitoring, and tracking of COVID-19 related illnesses.

# 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.]

Breakfast and lunch will be in the classroom or at an assigned outdoor area with cohorts during Phases I-III, with an easing of restrictions during Phase IV. Meal distribution procedures will vary depending upon the phase and the learning option as described below. All students will need to show their Mojave River Academy Schools identification card. Students who wish to bring their own lunch may do so.

MOJAVE RIVER ACADEMY SCHOOLS staff will:

- Wear appropriate PPE when serving students
- Wash and sanitize their hands prior to and after handling food
- Maintain social distancing during meal preparation and distribution, as feasible
- Create markers to allow social distancing between students
- Use disposable tableware and utensils
- Serve only prepackaged individualized meals
- Clean and sanitize all food service equipment and food service areas before and after use

MOJAVE RIVER ACADEMY SCHOOLS students will:

- Wash and sanitize hands prior to and after eating meals
- Maintain social distancing while consuming meals
- All tableware and utensils will be disposable and thrown away after each
- Sharing of food will not be permitted
- Sit at desks/tables to provide physical distance as feasible

# 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
32.84%	\$392,106

## 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.]

Weekly professional development including – reading intervention, assessments, English Language. Instruction and online learning instructional development have been implemented at all learning centers.

Programs (Care Solice) and staffing (CWA counselors) have been added to support students with mental health issues during the pandemic

Additional teachers have been added to insure low class sizes

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

Programs include intervention programs (instructional materials specifically targeted for the EL population (reading intervention materials), staffing and professional development for increased services for EL students and low-income populations.