

Learning Continuity and Attendance Plan Template (2020–21)

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|---|
| Twin Rivers Charter School | Karen Villalobos, Principal/Superintendent | kvillalobos@twinriverscharterschool.org (530) 755-2872 |

General Information

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

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

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

The TRCS hybrid model was based on the following beliefs:



- Each student has access to quality learning opportunities in the classroom setting;
- TRCS abides by health and safety mandates while keeping every student in their natural learning environment;
- Students social/emotional needs are met by ensuring social distancing does not become social isolation;
- Families are provided peace of mind that during a student's Remote Learning rotation their child is being monitored, supported, and provided proper nourishment on campus at TRCS; and
- Students are prepared with online learning resources, skills, and tools needed if TRCS is required to temporarily close and online learning becomes the only viable option for education students are able to quickly and without disruption transition to Distance Learning.

To accomplish the hybrid model TRCS planned to offer two Instructional Learning Model options for our families to select from for the 2020/2021 school year: On Campus Hybrid or Full Time Distance Learning. 1) Traditional / On Campus Hybrid where students attend TRCS every day on campus. The Traditional/On Campus Hybrid model will ensure access to direct instruction by the student's classroom teacher. TRCS students will be placed on a track that will support learning in both the traditional classroom setting and remotely on campus. Each track will include direct and remote classroom instruction in a separate classroom on campus. Facilitated by an instructional aide and/or teacher who will support the Google Classroom instruction remotely through live stream Google video instruction and individualized skill building and academically challenging programs; 2) Distance Learning (Full

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

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

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

|  TRCS Instructional Learning Models 2020-2021  | | | | | | | | | | | |
|--|---|-------------------|----------------------|-----|-----|------|------|-----------------|---------|-----------------|---------|
| Traditional / On Campus Hybrid | Distance Learning | | | | | | | | | | |
| <p>TRCS students attend school on campus daily.</p> <p>Placement of Students:</p> <ul style="list-style-type: none"> Two (2) classrooms per grade level: Cohort (same students together) environment/Students stay with same cohort all day Each student will be placed in On Campus Hybrid track for one week of instruction each month (Schedule TBD to accommodate SD) <ul style="list-style-type: none"> SPED and EL students will remain in classroom setting/all tracks Middle School: Teachers will rotate to classrooms (same cohort) to reduce cross-student exposure <p>Safety Protocols:</p> <ul style="list-style-type: none"> Active Screening: Arrival & Mid-Day Classroom Setting: Maximum 22 students / 6 feet distance Social Distancing (SD) protocols will be followed during: breaks/recess/lunch/dismissal; <ul style="list-style-type: none"> Masks will be encouraged, when SD cannot be maintained Disinfecting frequently and extensive end-of-day cleaning practices <ul style="list-style-type: none"> Additional deep campus sanitization: Wednesday/Friday PM <p>Instruction Delivery:</p> <ul style="list-style-type: none"> Teacher delivered daily instruction On Campus Hybrid track delivery: Google Live video streamed into hybrid classroom with instructional aide/teacher supporting instruction <p>Additional Considerations:</p> <ul style="list-style-type: none"> Monday/Tuesday/Thursday: Regular School days: Tiger Care available Wednesday/Friday: Early Release (12:35) Schedule: Tiger Care available <p>Requirements:</p> <ul style="list-style-type: none"> Support COVID-19 health recommendations including; Encouraging children to social distance at school; Engaging in proper hygiene and health practices; Keeping children at home exhibiting any symptoms <p><i>Stronger Together: A Guidebook for the Safe Reopening of California Public Schools: CDE June 2020</i></p> | <p>Placement of Students:</p> <ul style="list-style-type: none"> Parent request: By July 20, 2020 <ul style="list-style-type: none"> Requires approval by TRCS administration Approval criteria will include confirmation of distance learning(DL) engagement/ attendance: spring 2020 Families may opt in to DL once per year <p>Instruction Delivery:</p> <ul style="list-style-type: none"> Teacher created weekly schedule in Google Classroom <ul style="list-style-type: none"> Student follows this schedule Schedule outlines 240 minutes of daily instructional opportunities Instructional materials provided in Google Classroom Access to a TRCS staff member 30 mins/week for questions/materials needed Self paced lesson delivery via videos (daily or as noted) <table border="0"> <tr> <td><u>Elementary</u></td> <td><u>Middle School</u></td> </tr> <tr> <td>ELA</td> <td>ELA</td> </tr> <tr> <td>Math</td> <td>Math</td> </tr> <tr> <td>Science (2X/wk)</td> <td>Science</td> </tr> <tr> <td>History (2X/wk)</td> <td>History</td> </tr> </table> <p>Requirements:</p> <ul style="list-style-type: none"> TRCS student will be required to demonstrate and document engagement in 240 minutes of instructional time each school day | <u>Elementary</u> | <u>Middle School</u> | ELA | ELA | Math | Math | Science (2X/wk) | Science | History (2X/wk) | History |
| <u>Elementary</u> | <u>Middle School</u> | | | | | | | | | | |
| ELA | ELA | | | | | | | | | | |
| Math | Math | | | | | | | | | | |
| Science (2X/wk) | Science | | | | | | | | | | |
| History (2X/wk) | History | | | | | | | | | | |

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

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

TRCS Tiger Tracks

September 2, 2020

LEARNING CONTINUITY PLAN (LCP)
(Formerly known as the LCP)
September 9th first read 7:00PM
September 23 final read (Approval) 7:00PM
Meeting links are always located on posted Board Agendas (TRCS Website). Draft LCP will be posted 9/4/2020.
The LCP adoption deadline is September 30, 2020. The timeline is intended to allow for communication of decisions that guide how instruction will occur during the 2020-21 school year at TRCS. This includes in-person instruction according to our local health guidelines, and distance learning expectations, while providing ongoing opportunities for stakeholder engagement and feedback. Please take a moment to review the LCP and call or email Dr. Villalobos with any comments or questions!

52% PERFECT ATTENDANCE - DAY 1
SEE BELOW FOR ALL THE DETAILS

SPIRIT DAY TOMORROW
Thursday - We are "Goofy" for DISNEY
Wear your favorite Disney shirt or mouse ears!

SOCIAL/EMOTIONAL SURVEYS - Middle School
Last week Mrs. Kline sent out a permission to participate in our yearly SEL survey. Please take a moment to complete these in order for us to support our Tigers during distance learning. Any questions? Email skline@twinriverscharterschool.org

TECHNOLOGY TIDBITS
PARENT SQUARE We are pleased that you can request to join Parent Square and submit Students Absences on our website www.twinriverscharterschool.org - Click on the Students & Parents tab at the top of the page to find these Google Forms. Fill them in & hit submit!
Why can't my child log into Google Meet after breaks?
During breaks and/or lunch your child/ren need to log out of their Google Meet (this is for their online safety). If they don't log out a teacher will log out all students.
A student should be able to log in after this happens. If they cannot please email their classroom Engagement Aide or teacher immediately. We don't want them to be "locked out".

LIBRARY - Need Books?
Sutter County Library is allowing all students to check out up to 30 books at a time.
Call (530) 622-7137 to set up an account over the phone. From there you can search their online catalog to request books (or request over the phone) & pick up curbside! Hours 9:00-5:00 750 Forbes Avenue Yuba City.
SHOUT OUT
It goes without saying that our IT guru, Paul Singh, is the BEST! From ensuring connectivity for staff and students, setting up our DL classroom IT devices, to ensuring every TRCS student has a device that works! Thank you Paul! We could not do it without you!!
Need Help/Have a question?
help@twinriverscharterschool.org



TRCS Board of Director Meetings are held the 2nd Wednesday of every month at 7:00 p.m. Due to COVID-19 TRCS Board of Director Meetings are hosted on Zoom. Zoom call in information can be accessed on the Agenda posted on the TRCS website the Friday prior to the meeting.


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twinriverscharterschool.org

Home Our School School Board Students and Parents Programs Staff

Twin Rivers Charter School
HOME OF THE TIGERS!
Inspiring and preparing students for academic excellence and cultivating responsible, engaged, and well-rounded citizens.





[TRCS Welcome Back Events - 2020](#)
[TRCS Updates / FAQ Edition 3](#)
[TRCS Update / FAQ Edition 2](#)
[Updates & Information-School Opening](#)
[COVID-19 Operations Written Report](#)
[Welcome Back Drive Thru Sign Up links](#)


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

A summary of the feedback provided by specific stakeholder groups.

| Response <th <th>Percentage</th> | Percentage |
|----------------------------------|------------|
| Disagree | 80.5% |
| Agree | 15.5% |
| Other responses | ~4% |

- Traditional/On Campus Hybrid
- Distance Learning ** (Please respond...)
- Both alternating
- Just go back to normal school
- Transfer to Pierce
- As of right now, we are deciding to do...
- Not sure at this time
- I understand that we are going to start...

In March, TRCS began a FAQ process using the questions posed. (FAQ Samples below: FAQs have been sent out 7 times to date.)



UPDATES & INFORMATION SCHOOL OPENING

TRCS FAQ 2020/2021
Edition #1


We wanted to continue this platform for our FAQ page as we have shared the proposed TRCS Learning Models document earlier this week. You will find it at the end of this document for your review. Should you have a new question to add to this page at any time, please email help@twinklverscharterschool.org.

Can you please clarify the Traditional/On Campus hybrid model.
TRCS created this model with ONE goal: To ensure that EVERY TRCS student is able to receive instruction, on campus, every day.

Here are two examples of how the *hybrid model* looks like on campus in two grade levels:
First Grade: In first grade there are 24 students in each classroom. The maximum class size to ensure social distancing protocols are maintained is 22 students (in order to maintain a social distancing protocol of 6 feet) in order to not require masks inside the classroom setting. In order for TRCS to meet social distancing protocol 2 students from each of the 1st grade classes will be placed in the hybrid model each week. The 4 (total) first graders will be placed in a remote classroom with 2nd and 3rd grade students in one of the three (3) remote classrooms (EK Center, Room 209, or 210). Students in the hybrid class will have their own Chromebook. During ELA, math, science and history Mrs. Norton and/or Mrs. Buchner will live stream their classroom instruction to students in this hybrid classroom. Students will be provided enrichment activities and support resources (e.g., Lexia, Khan Academy, Duolingo) to enhance the hybrid classroom experience. Hypothetically, if 4 students from 1st grade opt for Distance Learning TRCS would not need to offer the hybrid classroom option and all students would be in the traditional classroom every day (no Hybrid Track Model).

| Grade 1 Class | Grade 1 Class | Grade 2 Class | Grade 2 Class | Grade 3 Class | Grade 3 Class |
|---|---|---|---|---|---|
| 24 Children Enrolled | 24 Children Enrolled | 24 Children Enrolled | 24 Children Enrolled | 24 Children Enrolled | 24 Children Enrolled |
| 2 Go to On Campus Hybrid on weekly rotation | 2 Go to On Campus Hybrid on weekly rotation | 3 Go to On Campus Hybrid on weekly rotation | 4 Go to On Campus Hybrid on weekly rotation | 4 Go to On Campus Hybrid on weekly rotation | 4 Go to On Campus Hybrid on weekly rotation |

Grades 1-3 On Campus Hybrid
18 students on weekly rotation
Enables a Full Social Distancing in All Classrooms
Facilitated by a Teacher and/or Classroom Aide



UPDATES & INFORMATION SCHOOL OPENING

TRCS FAQ Edition #2

On Friday, 7/17/2020, Governor Newsome issued a mandate requiring all school districts/LEAs who are on the California County Watch List to begin the school year in a Distance Learning model.

This FAQ update includes *new* questions, as well as questions raised when we implement our blended instructional model (returning to campus). In order to support your review of this document we have grouped them into categories and added a Distance Learning for All category to the top.

As always, should you have a new question to add to the TRCS FAQ Edition #3 please email help@twinklverscharterschool.org.

Questions from previous FAQ editions that remain timely are in italicized font.
Questions/Answers that are no longer needed (date or event related) will be removed from new editions.

DISTANCE LEARNING FOR ALL (as of 7/17/2020)

Will TRCS apply for a waiver mentioned during Governor Newsome's presentation?
Once the waiver process is provided to schools in California TRCS will look at our ability to apply for a waiver. We have been told that the waiver will be available by the end of this week to review. Please know: We do anticipate the Waiver Process will take a few weeks once we submit, so we anticipate beginning our school year August 12th in Distance Learning for all students.

Will TRCS change the start date?
No, TRCS's first day of instruction is Wednesday, August 12th.

When can we pick up technology devices this year?
TRCS will send home devices 8/10 and 8/11. More details about the pick up time will be provided the week of 8/3/2020. TRCS will be sending home Chromebooks or iPads - 1K/1L for all students. ELA Anthologies, math materials, and/or white boards may also be sent home with your child depending on grade level need. Your child's teacher will correspond with you the week of 8/3/2020 on what to expect.

When will we find out who our child's teacher is?
You will hear by 8/1/2020 who your child's teacher is for 2020/2021. Letters will be sent home 8/1/2020.

What is the number of cases Sutter county needs to be at in order for Sutter County to come off the county watch list and we can send our children back to school?
7 cases. (Note: Yesterday, Sutter County had 27 new cases.)

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

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

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| PPE - TRCS provides students the items they need to safely attend classroom based instruction, including masks, gloves, hand washing stations, sanitizing stations, and face shields and plexi-glass barriers for face to face interaction / intervention. | \$70,000 | Y |
| Clean Environment - TRCS provides a safe, clean and socially distanced campus for students when in a classroom based setting. Custodians regularly clean surfaces to provide safe learning environments for students. Social Distancing is clearly marked and achievable for students. | \$25,000 | Y |
| Intervention - TRCS provides quality intervention to students including special education, speech, reading intervention, and positive behavior intervention support (PBIS). | \$100,000 | Y |
| Counseling Services - TRCS has a full-time counselor / psychologist on staff to address social emotional needs of students and staff. TRCS will contract for and provide additional counseling as needed. | \$100,000 | Y |

Distance Learning Program

Continuity of Instruction

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

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

| Grades | Subject | Curriculum | Publisher |
|-------------|------------------------|---------------------------------------|-------------------------|
| Grades TK-5 | English Language Arts | Wonders | McGraw-Hill |
| Grades TK-5 | Mathematics | Eureka Math | Great Minds |
| Grades 6-8 | English Language Arts | StudySync | McGraw-Hill |
| Grades 6-8 | Mathematics | College Preparatory Mathematics (CPM) | CPM Educational Program |
| Grades 6-8 | Science / STEM | STEMscopes (pilot) | Accelerate Learning |
| Grades 6-8 | History-Social Science | TCI History-Social Science | TCI |

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

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

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

TK/Kindergarten Schedule (Minimum: 180 minutes)

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

Middle School Schedule (Minimum 240 minutes)

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

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

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

Middle School Schedule

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

SPECIAL EDUCATION DELIVERY MODEL

Blended Program

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

Elementary Groups

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

Middle School Groups

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


Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.


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

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

2020



TRCS
WELCOME BACK
DRIVE THRU



Grades 6-8: Friday 8/7
Grades TK-2: Monday 8/10
Grades 3-5: Tuesday 8/11

Your child's teacher will provide your child's drive-thru time BY 8/5/2020.


GRAVEL LOT STAGING
Students/Families: You will start at the gravel lot to the north of TRCS!
Please arrive 5 minutes before your child's assigned time where you will be greeted by TRCS Staff Members: Look for their neon green vests and tie dye shirts!
At the Gravel Lot you will receive:

- A NAME TAG for each student: *Please wear these!*
- A CAR PLACARD (by the student's last name) to help identify each family.
Please put this on your rearview mirror. Your family is new to this year's teacher and we have new staff!

You will then be radioed over to the main TRCS parking lot for the 'Welcome Back Drive Thru' activity.

WELCOME BACK DRIVE THRU
When your car is radioed over you will loop into the main parking lot where each student will be announced over the PA system.

- TRCS students will get out of the car (with a mask and their name tag on) where they will meet their new teacher!
- TRCS students will receive:
 - Tech Devices
 - Class Materials
 - TRCS PBIS T-shirts / Tie Dye Activity
 - Drive Thru Photo Op - First Day of School 2020





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.

TRCS has adopted a TRCS Distance Learning School Schedule (above) to meet (and oftentimes exceed) the statewide instructional minute requirements:

- 180 minutes for TK/Kindergarten
- 230 minutes for grades 1-2
- 240 minutes for grades 4-8

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

Distance Learning Participation Logs (Elementary & Middle School):

TRCS staff complete the Distance Learning (DL) Participation Log for Elementary & Middle School (next page) each day.

DL Logs include:

- 1) Expected participation criteria by each teacher (and subject area)
- 2) Time based on the value of daily synchronous/asynchronous learning expectations.

Upon the completion of these identified measures, certificated teachers will take attendance for each student daily based on what criteria was met. If participation was met, the teachers will mark a “G” in their attendance log, if participation was not met, teachers will mark a “B” in the log.

The teachers also have the ability to mark “A” for any student who did not participate in synchronous/asynchronous that day, or an “E” if they had an excused absence that was communicated by a parent/guardian. Training for all staff has occurred during PD and in time videos.

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

Engagement and Attendance protocols and expectations have been communicated through:

- Google Classrooms
- Communicated at TRCS Back to School night (virtual video)
- Shared through Aeries school wide communication system
- TRCS (Weekly) Tiger Tracks
- TRCS Student & Parent Handbook (Distance Learning Addendum)

Middle School Participation Log

Middle School - DL Participation Criteria Log ☆ 📁

File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 11:25 AM by Becky Whitak

100% View only

| A | B | C | D | E | F | G | H |
|----|----------------------|---|-----------------------------------|--------------------------------------|----------------|---|---|
| 1 | LEA: | Twin Rivers Charter School | | | | | |
| 2 | School Site: | 2510 Live Oak Blvd | | | | | |
| 3 | Week of: | | | | | | |
| 4 | Teacher Name: | | | | | | |
| 5 | Grade Level/Classes: | | | | | | |
| 6 | | | | | | | |
| 7 | Days | Summary of Assignments/Assessments | Delivery Method | | Minutes | | |
| 8 | Monday | Period 1: | In Person | | | | |
| 9 | | Period 2: | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 10 | | Period 3: | Synchronous Learning | | | | |
| 11 | | Period 4: | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 12 | | Period 5 (Adv/WIN): | Asynchronous Learning | | | | |
| 13 | | Period 6 (PE): | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 14 | | 0 | | | | | |
| 15 | Tuesday | Period 1: | In Person | | | | |
| 16 | | Period 2: | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 17 | | Period 3: | Synchronous Learning | | | | |
| 18 | | Period 4: | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 19 | | Period 5 (Adv/WIN): | Asynchronous Learning | | | | |
| 20 | | Period 6 (PE): | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 21 | | 0 | | | | | |
| 22 | Wednesday | Period 1: | In Person | | | | |
| 23 | | Period 2: | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 24 | | Period 3: | Synchronous Learning | | | | |
| 25 | | Period 4: | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 26 | | Period 5 (Adv/WIN): | Asynchronous Learning | | | | |
| 27 | | Period 6 (PE): | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 28 | | 0 | | | | | |
| 29 | Thursday | Period 1: | In Person | | | | |
| 30 | | Period 2: | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 31 | | Period 3: | Synchronous Learning | | | | |

Elementary Participation Log

Elementary-DL Participation Criteria Log 📁 Saved to Drive

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| A | B | C | D | E | F | G | H |
|----|------------------|--|--------------------------------------|---|----------------|---|---|
| 1 | LEA/School Site: | Twin Rivers Charter School | | | | | |
| 2 | Week of: | 8/24-8/28 | | | | | |
| 3 | Teacher Name: | | | | | | |
| 4 | Grade Level: | | | | | | |
| 5 | | | | | | | |
| 6 | Days | Summary of Assignments/Assessments | Delivery Method | | Minutes | | |
| 7 | Monday | ELA: Unit 1 Week 2, Intro p.32, Vocab, Read "Whitewater Adventure" Problem & Solution P41., Your Turn P.14 | In Person | | | | |
| 8 | | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 9 | | Math: Module 1 Lesson 6, Comparing Decimals Exit Ticket | Synchronous Learning | | | | |
| 10 | | | <input type="checkbox"/> Full Day | <input checked="" type="checkbox"/> Partial Day | 210 | | |
| 11 | | Other: Vocabulary Toolkit, Writing Prompt (independent) | Asynchronous Learning | | | | |
| 12 | | | <input type="checkbox"/> Full Day | <input checked="" type="checkbox"/> Partial Day | 30 | | |
| 13 | | 240 | | | | | |
| 14 | Tuesday | ELA: | In Person | | | | |
| 15 | | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 16 | | Math: | Synchronous Learning | | | | |
| 17 | | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 18 | Other: | Asynchronous Learning | | | | | |
| 19 | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | | |
| 20 | | 0 | | | | | |
| 21 | Wednesday | ELA: | In Person | | | | |
| 22 | | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 23 | | Math: | Synchronous Learning | | | | |
| 24 | | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 25 | Other: | Asynchronous Learning | | | | | |
| 26 | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | | |
| 27 | | 0 | | | | | |
| 28 | Thursday | ELA: | In Person | | | | |
| 29 | | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | |
| 30 | | Math: | Synchronous Learning | | | | |
| 31 | | <input type="checkbox"/> Full Day | <input type="checkbox"/> Partial Day | | | | |

Participation & Attendance monitored in Aeries system daily

11:13

August 24

| Period | Description |
|--------|-------------|
| 1 | DL-Part |
| 2 | DL-Part |
| 3 | DL-Part |
| 4 | DL-Part |
| 5 | DL-Part |
| 6 | DL-Part |

Done

Distance Learning Professional Development

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

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

TRCS Staff Professional Development 2020.21

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

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

Staff Roles and Responsibilities

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

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

| Engagement Aide Roles & Expectations | | |
|--|--|---|
| Role | Expectations | Tracking Forms |
| Attendance Checks | <ul style="list-style-type: none"> ● If a student is marked “A” call the parent/guardian first thing in the morning to verify the absence <ul style="list-style-type: none"> ○ Phone call is preferred, but if parent prefers another method of contact then use that method ● If the reason given for the absence is excused, notify Meagan or teacher to change the absence to “E” ● Log the contact in the Engagement Log | Engagement Tracking Form |
| Engagement Checks | <ul style="list-style-type: none"> ● When a student has been marked as “B” for their second day in the same week, an intervention must be administered. <ul style="list-style-type: none"> ○ You may do this meet, through a phone call, in a back channel, with a parent/guardian or with the student ● Log the intervention in the Engagement Tracking Form <ul style="list-style-type: none"> ○ Interventions List | |
| Social Emotional Learning (SEL) Checks | <ul style="list-style-type: none"> ● Teachers will give the students an SEL check in form in their Google Classroom, open the responses and respond to any student who self identifies in the “red” zone in a 1-on-1 setting (back channel) ● Use the interventions to strategize how to get back to the “yellow” or “green” zone. <ul style="list-style-type: none"> ○ Interventions List ● If the student is unable to de escalate, make contact and refer them to Mrs. Kline/admin ● Log the contact made in the Engagement Tracking Form | SEL Check In Form |
| Aide Support | <ul style="list-style-type: none"> ● Monitor the Classroom Google Meet and chat room ● Support the teacher in engaging the students to stay on task ● Take students into a back channel to offer ‘back table’ support ● Help students/families with technical support ● Coordinate and arrange the pick up necessary supplies to support student learning from a distance ● Help problem solve and track discipline issues | Behavior Communication Form |

| Attendance Clerk Roles & Expectations | | |
|---------------------------------------|--|----------------|
| Role | Expectations | Tracking Forms |
| Office-Attendance Clerk | <ul style="list-style-type: none"> ● Print out Attendance forms to provide to Engagement Aides ● Attendance Clerk duties <ul style="list-style-type: none"> ○ weekly teacher reports | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ○ SARB & chronic absenteeism letters sent home weekly ● Check in packages/mail ● General correspondence/Help Desk | |
|--|---|--|

| Tiger Care Roles & Expectations | | |
|---------------------------------|---|----------------|
| Role | Expectations | Tracking Forms |
| Tiger Care | <ul style="list-style-type: none"> ● Be roving around the room to support students need of technology or supplies ● Monitor progress and completion of work ● Support students with academic questions ● review and carries out authorized emergency and safety protocols ● Create and administer activities in non-DL setting (including ordering and organizing supplies needed) | |

| Intervention Roles & Expectations | | |
|-----------------------------------|--|----------------|
| Role | Expectations | Tracking Forms |
| Intervention | <ul style="list-style-type: none"> ● Work with Mrs. Deol and classroom teachers in providing intervention services for student ● Administer assessments to support intervention services ● Tutoring ● Track student progress | |

| ELD Roles & Expectations | | |
|--------------------------|--|----------------|
| Role | Expectations | Tracking Forms |
| ELD | <ul style="list-style-type: none"> ● ELD Grade level groups (tutoring) ● Assessments (ELPAC) ● Coordination of ELAC (Parent Advisory Group) ● Translation (as needed) ● English Learner services/training as needed | |

| Office Roles & Expectations | | |
|-----------------------------|--|----------------|
| Role | Expectations | Tracking Forms |
| Office | <ul style="list-style-type: none"> ● School Calendar/Marquee ● Support Help Desk items ● General correspondence/Aeries ● Classroom Library Support | |

| Servery Roles & Expectations | | |
|------------------------------|--------------|----------------|
| Role | Expectations | Tracking Forms |

Servery

- Advertise meal program and menus through phone calls, emails, parent square app, PTO facebook page frequently to increase participation with parents / students
- Communicate students nutritional needs or barriers to admin when applicable
- Prepare and distribute meals at assigned daily meal pick up times
 - Multi-task with servery assignments during slow pick up times
- Order meals from Revolution Foods
- Track meals picked up / delivered per student per day
- File monthly reports through CNIPS
- Work with the business office to ensure correct classification of free / reduced meal students.
- Work with business office to improve meal program as needed

TRCS AIDE SCHEDULE SNAPSHOT

| | |
|---------------|--------------------------------|
| Leslie | |
| 8:00-11:30 | Hines Engagement Aide |
| 11:30-1:45 | Attendance Checks (Grades 6-8) |

TK - Aide Support 3 ½ hours / MS - 2 ¼ hours (3 grades)

| | |
|--------------|----------|
| Rocio | |
| 8:00-11:30 | Leti |
| 11:30-12:00 | Lunch |
| 12:00-4:30 | SEC, INT |

Kinder Support - 4 ½ hours

| | |
|---------------|-----------------------------------|
| Meagan | |
| 7:30-8:15 | Attendance Printing |
| 8:15-11:10 | Sanchez Engagement Aide |
| 11:10-11:40 | Lunch |
| 11:40-12:30 | Sanchez Engagement Aide |
| 12:30-1:15 | Tiger Care (Cover Room 204 Lunch) |
| 1:15-1:25 | Tiger Care (Cover Room 210 Break) |
| 1:25-4:00 | Office |

Kinder Support - 3 ¾ hours

| | |
|---------------|--|
| Sabina | |
| 8:00-11:10 | Norton Engagement Aide |
| 11:10-11:40 | Lunch |
| 11:40-12:00 | Norton Engagement Aide |
| 12:00-12:30 | Tiger Care Room 210 (Cover Kerrie Lunch) |
| 12:30-4:30 | ELD/Prep |

1st Support - 3 ½ hours (Note: Norton has Debbie Suttie .2 FTE)

| | |
|--------------|-------------------------|
| Treni | |
| 8:00-11:10 | Buchner Engagement Aide |
| 11:10-11:40 | Lunch |
| 11:40-1:00 | Buchner Engagement Aide |
| 1:00-4:15 | Intervention |

1st Grade - 4 ½ hours

| | |
|--------------|----------------------|
| Jamie | |
| 8:00-11:10 | Rose Engagement Aide |
| 11:10-11:40 | Lunch |
| 12:00-1:00 | Rose Engagement Aide |

2nd grade - 4 ¼ hours

| | |
|----------------|------------------------|
| Candice | |
| 8:00-11:10 | Murray Engagement Aide |
| 11:10-11:40 | Lunch |
| 11:40-1:00 | Murray Engagement Aide |
| 1:30-3:15 | Intervention |

2nd grade - 4 ¼ hours

| | |
|--------------|--|
| Cindy | |
| 7:00-8:00 | Office |
| 8:00-11:10 | Peacock Engagement Aide (Tanner Attendance Checks) |
| 11:10-11:40 | Lunch |
| 11:40-12:00 | Peacock Engagement Aide |
| 12:00-3:30 | Office |

3rd Grade - 3 ½ hours

| | |
|-----------------|---|
| Santiago | |
| 7:30-12:00 | Tiger Care (Room 204)/ Tanner Engagement Aide |
| 12:30-1:15 | Lunch |
| 12:45-4:15 | Tiger Care (Room 204) |

3rd Grade - 3 ½ hours

| | |
|---------------|-----------------------|
| Kerrie | |
| 8:00-12:00 | Tiger Care (Room 210) |
| 12:00-12:30 | Lunch |
| 12:30-4:30 | Tiger Care (Room 210) |

| | |
|-----------------|--|
| Schedule | |
| Lisa | |
| 7:00-8:00 | Servery (Pick Up 7:15-7:45) |
| 8:00-11:00 | Tiger Care (Room 210) |
| 11:00-12:55 | Servery (Pick Up 11:15-12:45) |
| 12:55-1:25 | Lunch |
| 1:30-2:30 | Attendance Checks (5th Grade) Servery Work |

5th Grade - 1 hour total

Roles of Engagement Aide

- 01 Attendance**: Call any student marked "A"
- 02 Engagement**: Use interventions to increase student participation
- 03 SEL**: View the form and meet with anyone who needs a check in
- 04 Aide Support**: Monitor Meet, chat and supervise "back table" time

Classified Staff Support Snapshot Schedules

Supports for Pupils with Unique Needs

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

English Learners

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

Students with IEPs

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

All students are provided with materials for Specialized Academic Services (SAI) which include core curriculum workbooks, white boards, dry erase markers/erasers, writing utensils, pencil grips, notebooks, sensory seating, and desks when needed. All students were provided with personal schedules tailored to their IEP to better navigate the virtual classroom world as well as a Google Classroom where links to all their services/supports are located.

For those diverse learners who require support for executive functioning deficits or behavior, they are being provided with materials such as visual cue cards, checklists, timers, sensory diets, and more to help support the student in their home learning environment. Parents have also been added to a message system called Parent Square that special education staff can communicate quickly and efficiently to ensure family needs are met in regards to students' education.

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

To help avoid potential learning gaps or regression, a virtual learning platform called Moby Max was utilized. This platform allows for IEP goals to be entered and ELA/Math lessons pushed out towards these goals, enabling students to continuously be working on their goals, increasing their chances of meeting their goals. This platform also allows for data collection for the IEP goals, which allows more accurate assessment of students progress on goals. This data is also used to drive instruction, just as one would use in an on campus classroom environment, as well as help determine what additional supports are needed.

TRCS has students who are not only students with exceptional needs but are English Language learners as well. A collaboration between the ELD

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

Pupils in SST Process

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

Pupils in Foster Care

TRCS does not currently have any students in foster care.

Pupils Experiencing Homelessness

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

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Technology - TRCS provides a device to every student and has ensured that all students have viable internet access. | \$50,000 | Y |
| Curriculum - TRCS sends home curriculum for all students included workbooks, anthologies, and digital curriculum access | \$40,000 | Y |
| Supplies - TRCS sends home supplies to ensure student success while distance learning | \$15,000 | Y |
| Remote Teaching Equipment - TRCS provides equipment and technology as needed to ensure teacher success while teaching students in a distance learning environment. | \$50,000 | Y |
| Professional Development - TRCS provides professional development opportunities to assist staff in growing into a new distance learning environment. | \$30,000 | Y |
| Engagement Aides - TRCS provides aides to interact with students and parents to track and encourage attendance and participation in class and to troubleshoot any barriers they may have. | \$50,000 | Y |

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language]

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

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

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

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

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

mitigation.

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

Students use web-based educational software supporting learning in ELA and Math.

- Lexia - Grades K-5 ELA

- Lexia Power Up - Grades 6-8 ELA intervention
- Zearn - Grades K-5 Math aligned with Eureka Math Curriculum
- Freckle - Grades K-8 Differentiated math and ELA, beginning September 2020

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

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

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

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

Universal Screeners and Diagnostic Assessments:

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

Formative Assessment Process:

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

Essential Standards and Learning Targets

To promote depth of instruction, teacher teams have been asked to focus on the 'essential of the essential':

Leverage -- What learning has impact across multiple disciplines?

Endurance -- What learning is used across multiple grade levels?

Essentiality -- What learning do students need to be successful in the next school year?

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

Synchronous and Asynchronous Instruction

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

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

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

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

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

Mental Health and Social and Emotional Well-Being

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

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

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

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

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

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

| Self Care Self Plan | | |
|---|------------|------------------|
| List 1-2 things you do in each area, and then choose 1-2 things that you would like to do to take care of yourself. | | |
| Area | Already Do | Would like to Do |
| Physical | | |
| Psychological | | |
| Emotional | | |
| Spiritual | | |
| Workplace | | |

Pupil and Family Engagement and Outreach

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

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

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

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

Tiered attendance/engagement interventions:

Tier 1: Prevention

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

Tier 2: Early Intervention



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

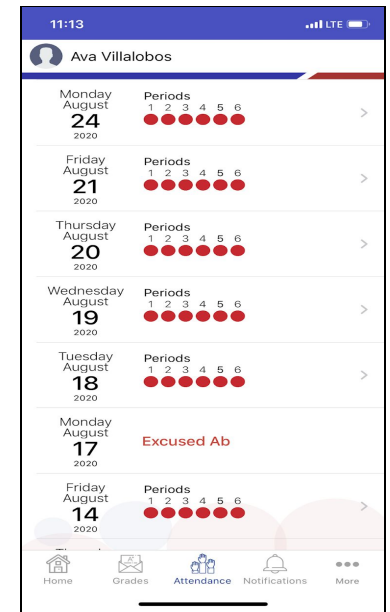
Perfect Attendance Makes Attending Perfect

| Wednesday, September 2 | September 2 - October 7 | Wednesday, October 7th |
|--|--|---|
| #bettertogether Showing up is important, some say it's half the battle; but at TRCS we know that if you attend <u>and</u> engage in your Google classroom each day you will be successful! <small>Students who attend & engage each day 'G' will be entered into daily raffles!</small> | G is for GREAT Attendance & Participation Although TRCS would like every student to attend their live, in person Google Classroom instruction (synchronous) each day, completing all assignments asynchronously (videos and classroom assignments) will count too! <small>#100%attendance</small> | Attend Live Google Classroom October 7 is the final day of our S2C³ Attendance Challenge! You must be in your live Google Classroom today in order to be earn your S2C³ t-shirt! <small>Class spirit competition day!</small> |
|  |  |  |

- ☐ Counseling Services
- ☐ Consistent 1 on 1 Tutoring
- ☐ Weekly Parent Conference/Check In
- ☐ Check In Check Out, Breaks are Better
- ☐ Small Group Attendance Awards
- ☐ Home Visits

Tier 3: Intensive Intervention

- ☐ Refer to Admin
 - ☐ Wrap Around Service
 - ☐ SART
 - ☐ Student Success Team
 - ☐ Referral to Social Worker, CPS, Law Enforcement, Pupil Support, Mental Health Services, Oral Health Supports
 - ☐ County CFTs (Child family Team) Meeting



The Engagement Aides meet weekly to learn and practice a new intervention to work with the students and families. The [training](#) covers the technology and background information to make these contacts and interventions happen.

School Nutrition

A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]TRCS has utilized TRCS server and clerical staff to reach out to all students eligible for free and reduced-price meals via phone calls. These calls were made in both English and Spanish. TRCS used our student eligibility list from 2019/20 and built on this application pool during student registration this August.

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

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

Twin Rivers Charter School will provide meals to students during distance learning.

Meal pick up times:
MONDAY 7:30 - 8:30 am
MON 12 - 1 pm | TUES 12 - 1 pm | WED 12 - 1 pm | THU 12 - 1 pm | FRI 12 - 1 pm

- ▶ We have partnered with Revolution Foods to provide quality, nutritious meals to any student seeking a meal.
- ▶ Please complete the attached application to see if you qualify for free or reduced priced meals.
 - ▶ If you do not qualify, meal prices are still affordable at \$3.75 per lunch and \$2.50 per breakfast.
 - ▶ Check, money order, or online payment through myschoolaccount.org will be accepted.
- ▶ Meals will be available for pick up in a drive through manner in front of the school. Students do not need to be present. Lunch & breakfast for the next day will be served together.
- ▶ Contact us with any questions or concerns.

Contact Information:
Lisa Murphy (foodservice) lmurphy@twtrcs.org 530-755-2872 ext 308
Becky Whitaker (business) bwhitaker@twtrcs.org 530-671-6278

August 2020 Correspondence





YCUSD MEAL PICK UP SITES AND TIMES
ALL KIDS 0-18 EAT FREE

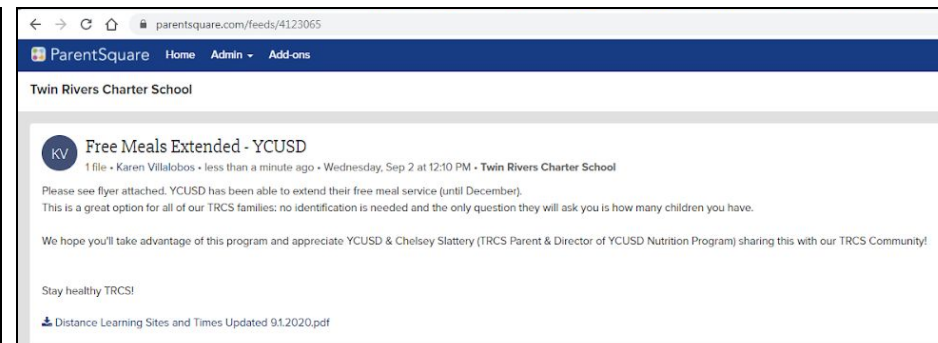
6:30AM-8:00AM
River Valley High School
Yuba City High School
Gray Avenue Middle School

12:00PM-12:30PM
Bernard Children's Center
Central Gaither

12:00PM-1:00PM
Barry School
River Valley High School
Yuba City High School
Gray Avenue Middle School

12:30PM-1:30PM
Andros Karperos
April Lane
Bridge Street
Park Avenue Elementary
Riverbend Elementary
Tierra Buena Elementary
Lincrest Elementary
King Avenue Elementary
Butte Vista
Lincoln Elementary

This institution is an equal opportunity employer.



parentsquare.com/feeds/4123065

ParentSquare Home Admin Add-ons

Twin Rivers Charter School

Free Meals Extended - YCUSD
1 file • Karen Villalobos • less than a minute ago • Wednesday, Sep 2 at 12:10 PM • Twin Rivers Charter School

Please see flyer attached. YCUSD has been able to extend their free meal service (until December). This is a great option for all of our TRCS families: no identification is needed and the only question they will ask you is how many children you have.

We hope you'll take advantage of this program and appreciate YCUSD & Chelsey Slattery (TRCS Parent & Director of YCUSD Nutrition Program) sharing this with our TRCS Community!

Stay healthy TRCS!

[Distance Learning Sites and Times Updated 9.1.2020.pdf](#)

Additional Actions to Implement the Learning Continuity Plan

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

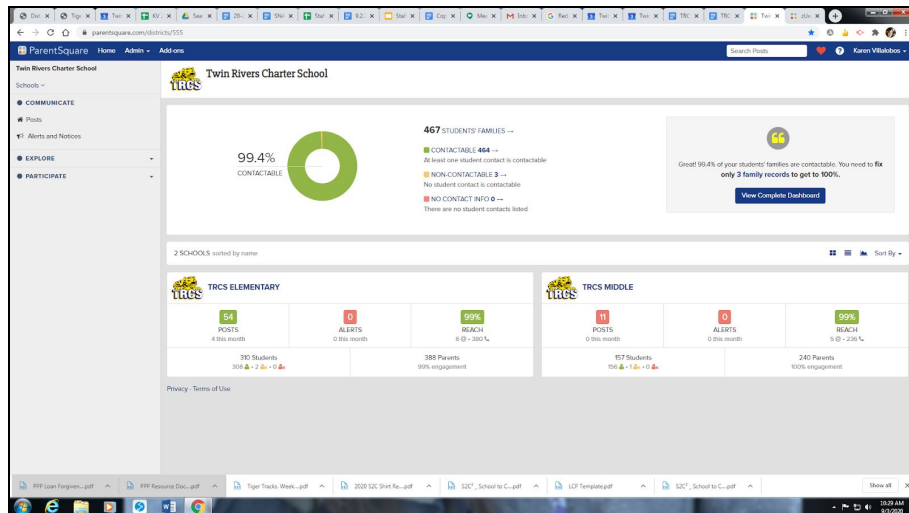
| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 7.60% | \$277,346 |

Required Descriptions

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

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

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



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

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

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

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