

COVID-19 Operations Written Report for River Islands Technology Academy II

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
River Islands Technology Academy II	Brenda L. Scholl Principal	bscholl@riverislandsacademy.net 209-229-4700	June 16, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 13, 2020 River Islands Technology Academy #2 made the decision to shelter the school, following the recommendation of the San Joaquin County Superintendent of Schools and the San Joaquin County Public Health Department. As a result, we knew for at least a period of time, we would not have students or staff on site, and would need to develop a way to continue to provide instruction to our students, as well as a social connection to their regular daily schedule. We had the week of March 16-20, which was our calendared Spring Break to craft a plan to deliver daily instruction to our students K-8, and communicate that plan with staff, parents and students. As a one-one device school, we were able to have the mechanism to push out instruction using many of the programs we used regularly as part of our instruction. We determined that using Google classroom was the best option for us to use since we are a Google Apps school. Teachers establish a plan of delivering daily instruction in two 1-hour blocks, with the focus being on English Language Arts and mathematics, with small group instruction following as needed for students who need additional support at the end of the day. The morning sessions are recorded and posted each afternoon for students who may have not been able to login to the live instruction. Teachers established office hours for students who needed additional assistance with assignments and work, allowing them to have smaller group or one-one instruction as needed. These office hours were also a way for teachers to set up check-ins with their students monitoring both their academic progress, and social-emotional status. Either the teacher, or the student/parent could ask for, and arrange a meeting during these available times with their classroom teacher(s).

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

In addition to the regular daily instruction in ELA and math, teachers have established small group break out session to provide additional target support for students who are in need. This includes our English Learners, Foster Youth and Low-Income students. Teachers have the ability to use programs for translation, to push out additional content, as needed, to front load lessons and allow students to record responses to tasks in native languages that can then be translated back for the teacher to review. Instructional Aides are used during the live sessions to assist students who need additional direction, sometimes leaving the whole group to one-on-one, or small group, chat spaces to focus in on certain concepts, or lesson distractions as needed. Teachers have monitored the grades of students throughout our Distance Learning plan, and work with students and parents when students fall behind their typical performance to determine what factors are contributing to the

decline and putting a plan in place to support and modify instruction to lead to student success. Teachers have established office hours that enable them to meet students for additional support, including English Learners, Foster Youth and Low-Income students, as needed. This allowed the teachers to deliver more student specific instruction to directly impact students in areas that required additional support or content.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Our instructional staff has worked hard to establish on-line instruction for our students that mirrors on site instruction as much as possible. As a one-one device school, students are used to accessing their curriculum through their Chromebook or iPad at River Islands Technology Academy #2, so this was not a significant change for us. In addition to the regular daily instruction in ELA and math, teachers have established small group break out session to provide additional target support for students who are in need. Teachers have the ability to use programs to push out additional content, as needed, to front load lessons and allow students to record responses to tasks for the teacher to review. Students submit assignments online as a regular practice at our school, so again this was a seamless transition to work being submitted through distance. Instructional Aides are used during the live sessions to assist students who need additional direction, sometimes leaving the whole group to one-on-one, or small group, chat spaces to focus in on certain concepts, or lesson distractions as needed. Teachers have monitored the grades of students throughout our Distance Learning plan, and work with students and parents when students fall behind their typical performance to determine what factors are contributing to the decline and putting a plan in place to support and modify instruction to lead to student success. Our instructional staff met daily for the first 3 weeks, and then twice a week in grade spans for the following 7 weeks of distant learning. These meetings enabled us to discuss challenges that the teachers were facing, be it either from technology or student focus and then also brainstorm ways to address these issues or discuss programs/apps they have found to assist them in their instructional delivery.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Due to our School's closure, as a result of the Governors shelter in place order, we made a change to our food service program during this period of time. Previously our food service program was provided through an agreement with neighboring district, Manteca Unified (MUSD). They would have continued to provide drive through food service for our students but doing so would have required our families to drive to a school within MUSD boundaries to receive the meals, which is outside of the area where the majority of our students live. Because of this, we reached out to Banta Elementary School District (BESD), the district whose boundaries RiTechA #2 is within, to discuss the possibility of arranging meal service for our students during this time, in a more local location, making it easier for our families to access. BESD was more than willing to offer this service to our students during the COVID-19 shut down. As a result of this offer, our meals are now provided by the food service department of BESD. Current BESD kitchen workers, as well as additional staff, have been recruited to help with the high demand of food program during this time.

Methods of addressing social distancing practices, require that all employees are temperature screened prior to entering the kitchen, that they must put on gloves as well as put on face masks prior to working with food, or passing it out to students/families. Meal bags are assembled in the cafeteria, twice a week Monday/Thursday, where kitchen workers are working at tables that are over six feet apart. Workers are asked not to stand closer than social distancing recommendations allow and are asked not to congregate before or after their shift.

Each bag that is made by the kitchen staff, contains enough food for six meals. Food is distributed at the school across the street from our location, where parents stay in their cars. As parents drive up to the school, they pop the trunk of their car, and the meals are placed in their trunk. Each evening the kitchen/cafeteria is cleaned by the custodial staff, with special emphasis placed on the food prep areas.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Students of River Islands Technology Academy #2 have continued to be supervised by their classroom teachers for a portion of each school day remotely. Teachers meet with their class for 3 hours of instruction Monday-Friday where students are able to login on their device, get instruction and have their teacher monitor each student virtually during this time. In addition to the classroom teacher, Instructional Aides have also participated in remote instruction to assist with the supervision of students and provide additional virtual meeting places for students who may need a smaller setting for a few minutes, or additional academic support.

Teachers have established office hours to be available to students for additional help, or just for students to have a place to check in with their teacher, outside of the morning instructional time. Office hours are shared with students and families so they can sign-up or arrange additional meetings with their teacher(s).

Our Learning Center has also continued to hold class, or therapy sessions for students on IEPs so they can continue to meet the instructional needs of all students. This is often additional time that the students are online with their Teacher getting supervision to help with their learning and work.

River Islands Technology Academy #2 did not provide any on-site student supervision during the instructional day. In consultation with San Joaquin County Office of Education, we were able to compile and send out Child Care Resource information to families who may have needed assistance outside of the daily instruction during the COVID-19 shut down.