

Learning Continuity and Attendance Redding STEM Academy (2020–21) - Draft

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redding STEM Academy	John Husome, Director	jhusome@rstem.org 530-275-5480

General Information

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

Redding STEM Academy has been impacted by the COVID-19 pandemic in the following ways:

Staff impact: R-STEM had to stop all in person classes and switch to distance learning in spring 2020 and continued with distance learning until August 12th of this year. Staff were asked to learn a new way to teach through distance learning, with very little lead time. Enormous pressure was placed on staff to learn this new mode of teaching. Fortunately, we are a technology school and we were able to retool and provide excellent service to our students.

Student impact: While R-STEM stepped up to the plate and offered excellent distance learning opportunities, many families had difficulty with online / distance learning. Parents had to juggle child care, work, and having to teach their own child. It was enormously stressful to students and parents.

Community impact: Like all communities and schools in California, COVID-19 has had a significant negative impact on our community. Unemployment in our community has increased significantly, and many businesses have had to close, bringing even higher levels of stress to families in our community. It will be a long time before the Redding Community recovers from the impact of COVID-19 on employment.

As a result, our Learning Continuity Plan was created to respond to these needs.

Redding STEM Academy provided instruction the day after closing. Within a week of closure, R-STEM was providing access to: mental health counseling, a full continuum of Special Education Services to our Special Education students, and extra supports to our limited number of Foster Youth, English Learners, and low-income students. This was done while providing true distance learning opportunities to 100% of our students.

The day before closing all students were assigned a Chromebook to take home, as well as a written Independent Study for one week. A Google parent survey was created to determine what parents needed in order to implement the distance learning opportunities provided by the school. Families without Internet were loaned Verizon Hotspots, which were hand delivered to their homes. Every Special Education student's family was contacted, and an IEP Amendment was offered to provide Distance Learning. A full continuum of services was offered online: speech, OT, nursing, and RSP services - including 1:1 instruction for students who had this on their IEPs. There was no lag in services for students on IEPs.

Weekly staff meetings were held via Zoom to support teachers in engaging 100% of their students. Student access to the curriculum was tracked, and individual students who were not participating weekly were contacted and provided assistance. After three weeks of distance learning, parents were surveyed again to determine how we could better meet student needs. This data was used to adjust our distance learning program.

We are proud to say that we were able to get 100% of our students to participate in on-line learning, with no lag in educational opportunities.

In the fall of 2020 Redding STEM opened a hybrid model for two weeks of four day in-person instruction and one day of distance learning, followed by four weeks of distance learning. The goal of opening for two weeks was to prepare students for daily live-interaction lessons and to set up the best distance learning model possible. We also provided students with updated Chromebooks and hotspots. An additional benefit was that the children had a chance to meet their new teachers and develop relationships with other students in their rooms before distance learning. We offered parents the additional option to do an independent study program in lieu of on-site classes. Approximately 14% of our families are choosing to do independent study.

During the four week distance learning phase, we plan to closely monitor what is happening locally, including the county transmission rates and what is happening with other local schools. Are they having success with full-time instruction or A/B schedules? How much community spread are we experiencing? What is happening nationally as other schools open? Based on this evaluation period, we will determine next steps. Our ultimate goal is to return to our original 4 day a week in-seat program, with Fridays reserved for Independent Study students. We may choose to go to an A/B program, distance learning only, or some other variation, depending on the success of other local schools.

If during this evaluation period there is a positive case of a staff member or student (or a presumptive positive case which is awaiting test results), we will transition immediately to distance learning for all students.

Stakeholder Engagement

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

The Redding STEM Academy promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

1. Redding STEM Academy has held and will continue to hold public meetings via teleconferencing. All agendas and directions for logging on are available on the homepage of our website. This has and will continue in the future to include the Public Hearing as well as all governing board meetings. All stakeholder meetings will be advertised in our newsletters, and also broadcast via our school communication software called Messenger.
2. The justification for these meetings being accessible telephonically/otherwise electronically to all members of public seeking to observe and address out local legislative body, are consistent with Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.
3. Staff meetings were also held via Zoom during the summer to all interested staff, including classified, certificated, and management.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis:

1. Almost universally, staff, students, parents, and community members want us to return to in-person instruction to the greatest extent possible.
2. In meetings, staff voiced their desire to come back to face to face instruction, but wanted small groups of children to work with, with six feet of social distancing, and to use California Department of Public Health's Opening Guidelines to the fullest extent possible. Some voiced concern over their own personal health, including some with possible underlying health conditions.
3. We have taken input via email, board meetings, in-person socially distanced meetings, and phone calls from all stakeholders. We have heard from parents, students, special education staff, general education staff, the R-STEM board, and the community. The plans we have developed analyzed all stakeholders needs.
3. Some parents felt like the four weeks of distance learning evaluation period was not needed. They would have preferred five days a week of in person instruction from day one. Many felt, and continue to feel, that mask use when we are on campus is wrong and offends their personal freedoms. Some parents expressed they believe the virus itself is somewhat of a hoax, and not real. Some special education families have expressed significant social emotional issues which have arisen due to distance learning. Many families have expressed the financial difficulties distance learning places on their families due to the need for them to go to work. Additionally, some families feel strongly that the school needs to follow the state and local guidelines to keep their children safe. Others believe that the guidelines do not provide enough protection and have opted to keep their children home on independent study.
4. After having two weeks of in-person instruction, students shared they were happy to be back on campus. They stated they missed their friends, and social interaction. Many expressed their desire to come back to in-person instruction after the four week evaluation period.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

1. The plan to come back to face-to-face instruction for two weeks was a compromise between the desires of the staff to have a safe working environment, and the need to give families and students a chance to meet their teachers and classmates, to develop relationships, and to prepare for distance learning.
2. R-STEM hired the equivalent of the addition of two full-time teachers and three part-time classified staff to create six feet of social distance between desks in every classroom, and to provide adequate coverage for lunches, recess, and teacher breaks. More PPE was purchased to protect staff including hand sanitizer, plexiglass for necessary staff, more Chromebooks for distance learning, wireless hotspots for families without internet. Air purification filters were purchased for classrooms. Socially distanced playground equipment was purchased and installed during the summer. Class sizes were reduced and all schedules modified to allow for class cohorting.
3. The four week distance learning evaluation period was a compromise to allow staff to analyze trends in Shasta County to better determine the threats posed to students and staff by coming back to in-person instruction. This was also a compromise to let families who needed to work know that our goal is to come back to face-to-face instruction if COVID-19 stabilizes after students in Shasta County come back to school.

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.]

Redding STEM Academy spent the entire summer planning for in-person instruction beginning August 12th, 2020. A COVID-19 Startup Team (CST) was created in late May to plan for face-to-face instruction. The COVID-19 Startup Team, was comprised of a majority of teachers, the school director, the vice-principal, a classified employee, and R-STEM's school psychologist.

The team reviewed daily changes to public health guidelines, CDE guidelines, and the Center for Disease Control guidelines for opening schools safely. The CST worked tirelessly to fulfill all the guidelines in order to open safely. A plan was created to reduce class sizes by increasing teaching staff as well as classified staff. In total, two full time equivalent teachers were hired and nearly two full time equivalent classified staff were hired. These new hires, combined with the fact that some parents chose distance learning, allowed for six feet of social distance between students in every classroom. New schedules were created to allow for multiple recesses so students could be cohorted, lunches could be cohorted, and playground activities could be socially distanced. Playgrounds were modified to create socially distanced games. Students were trained to follow the guidelines. Sidewalks were painted to demonstrate social distancing, and one-way traffic patterns were created. A staggered morning drop off schedule was create to allow for symptom monitoring and temperature checks with every student and adult who entered the campus. A new pickup schedule was created to keep

cohorts from intermingling. PPE was purchased, including plexiglass, masks, hand sanitizer, thermometers, etc. to keep all students and teachers safe. Disinfecting schedules were created to clean high touch surfaces throughout the day. All staff were trained on new safety protocols. Chromebooks, new hardware for recording lessons, and hotspots were purchased to allow students to participate in distance learning.

Redding STEM Academy opened to four day a week in-person instruction, with Fridays being reserved for parents who opted for independent study only, beginning August 12th. The opening plan called for six days of distance learning preparation followed by four weeks of distance learning, with the goal of returning to in-person instruction (as long as Shasta County stays off the Governor's watch list and community spread has been controlled by other schools in Shasta County). The ultimate goal of R-STEM is to open to four day a week in-person instruction after Labor Day while supporting our students whose families have chosen independent study.

R-STEM is dedicated to reaching students who struggle with their academics, including those who have experienced significant learning loss due to school closures in the 2019–2020 school year. The school is committed to reaching those who may be at a greater risk of experiencing learning loss due to future school closures. To this end, the school assessed every student in reading and math during the first six days of in-person instruction/independent study and worked to prepare a plan to address any learning loss due to distance learning. The school will implement regular progress monitoring throughout the year in order to assess the progress students are making. Regularly schedule diagnostic assessments will be given to ensure that growth is being made. Teachers will meet with the intervention coordinator to discuss strategies to support student learning as well as to target specific learning needs.

Plan for Instruction	
Kindergarten	<p>Students in kindergarten will come four days a week (Monday through Thursday).</p> <ul style="list-style-type: none"> • Students will be split into two groups: an a.m. (8:10-11:40) and a p.m. group (11:40-2:50). • Fridays will be home-based learning that will be set up by the teacher. • Estimated Cohort Size 12
Grades 1-8	<p>Students in 1-8 will come to school four days a week (Monday through Thursday).</p> <ul style="list-style-type: none"> • The academic day will last from 8:20-2:50. • Fridays will be home based learning. Teachers will create assignments for students to complete on Fridays, and students will turn in the completed work the following week or through their online programs. • An additional teacher was hired, and existing staff have been reassigned to keep classes and cohorts small. • Estimated average cohort / class size of 16-20 students
Independent Study Option	<p>Any family that doesn't want to risk coming to school (because of COVID-19) can sign up for our Independent Study program.</p> <ul style="list-style-type: none"> • Fridays will be set aside for families to connect with their grade-level homeschool teacher so they can turn in work/paperwork and receive the support they need to teach their child(ren). • Families will be delivering instruction to their student throughout the week.

	<ul style="list-style-type: none"> • Independent study students will log into a lesson with their site-based class daily. • All Independent Study parents and children must wear a mask to all on campus meetings. • In lieu of a mask, work can be dropped off in the office and a conference will be scheduled on Zoom or Google Classroom.
Beginning of the day	
Staggered Start Times and Locations	<p>Families will drop off their students at a designated time (between 7:30 and 8:20). Staff will have an established drop off location to spread out the drop off area and to prevent the mingling of students.</p>
Facial Coverings	<p>Everyone who enters the campus must wear a mask. This includes visitors, students, and staff.</p>
Temperature Checks	<p>All students, staff and visitors will be given a temperature screening upon arrival.</p> <ul style="list-style-type: none"> • Staff doing temperature scans will have on proper PPE – masks and shields. • Anyone with a temperature of 100.4 or higher will be sent home. • Students who show symptoms of coughing or fever during the day will be isolated and sent home. • Students who do not pass the screening will be sent home immediately and will not enter the campus.
Entering campus after screening	<ul style="list-style-type: none"> • Teachers will be in their classrooms to receive students. • If a student arrives before his/her teacher, a paraprofessional will direct them to where to stand in order to be socially distanced while they wait.

	<ul style="list-style-type: none"> • Students are not to go to the playground.
Masks/ Facial Coverings	Masks/ Facial Coverings
Adult Face Coverings	<ul style="list-style-type: none"> • All adults must wear a cloth face covering or shield with a drape at all times while on campus, except while eating or drinking. • Teachers may use a face shield in combination with 6 feet of social distancing when necessary to teach skills which require facial recognition. • Teach will reinforce the use of face coverings or (in limited instances) face shields. • Information will be provided to all staff and families in the school community on proper use, removal, and washing of cloth face coverings. • Students and staff will be frequently reminded not to touch the face covering and to wash their hands frequently. • Staff will utilize the guidelines at: <p>https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf</p>
Student Face Coverings	<p>All students K-8 must wear a face covering upon entering and leaving school.</p> <ul style="list-style-type: none"> • K-2nd grade self-contained classrooms will be encouraged, but are not required, to wear a cloth face covering within their stable classroom cohort. If unable to cohort or physically distance in the classroom, face coverings are required. • Grades 3-8 will wear a face mask daily. • Those who have an issue with wearing masks for extended periods may take a mask break outdoors.

	<ul style="list-style-type: none"> • Students with a medical exemption provided by a doctor and students with special needs which have been documented in a 504 or IEP meeting, will not be required to wear masks.
<p>Social Distancing</p>	
<p>Classroom Social Distancing</p>	<p>Class sizes will be minimized as much as practicable and space between seating and desks will be maximized, ideally 6 feet and a minimum of 3 feet.</p> <ul style="list-style-type: none"> • R-STEM’s goal is 6 feet of distancing. On August 12th 6 feet of social distancing between desks will be attained. If staffing changes happen, i.e. we lose a teacher, etc., a minimum of 3 feet will be maintained. • Outdoor space for activities will be utilized where practicable. • There will be minimal/ strategic use of shared materials. • Singing will not be done in the classroom. • Shared materials will be sanitized.
<p>Outside the Classroom</p>	<ul style="list-style-type: none"> • Teachers will train students regarding the expectations for creating distance while walking in line and while outside. • Sidewalks will be marked so students can see how to maintain their distance. • Foot traffic patterns will be established to allow for greatest distance possible between teachers, students, and classes. • Staggered start/ drop off times. • New/ varied pickup locations to reduced mixing of students.

<p>Outside Learning Environments</p>	<ul style="list-style-type: none"> • Bathroom use will be monitored to prevent mingling of students. Only one student will be allowed in a bathroom area at a time. • PE/ Recess/ Other activities will be modified; each cohort will have a different area assigned to them each day so the classes do not mix. • Lunches will be eaten in the classroom (exception: kindergarten will eat in the cafeteria so the classroom can be cleaned between groups) • Students will have limited access to the office.
<p>Adult Volunteers</p>	<p>We value our volunteers. Unfortunately, in this season, we are going to have to limit adult visitation on campus to emergencies only.</p>
<p>Cleaning and Hand Hygiene</p>	
<p>Hand Hygiene</p>	<ul style="list-style-type: none"> • Staff will train all students on how to properly use hand-sanitizer and how to properly wash their hands. • All students and staff will wash hands or use hand sanitizer upon entering campus. • The minimum expectation for hand sanitizing/ washing is every 2 hours including transitions to and from playground, bathroom, the office, etc.
<p>Campus Cleaning</p>	<p>We will begin intensified cleaning and disinfecting by staff using EPA approved List “N” products for COVID-19, with preference given to the less toxic, safer products per the Responsible Purchasing Network. The areas we will focus on are:</p> <ul style="list-style-type: none"> • Sanitizing classroom between AM / PM Shifts (Kindergarten Only) • Sanitizing daily within the classrooms • Sanitizing bathrooms between uses as much as practicable • Sanitizing of outdoor play areas between uses • Sanitizing high touch areas multiple times per day: door handles, etc.

After School Care / Project Share	
Project SHARE	<ul style="list-style-type: none"> • Project SHARE will develop their own guidelines which will conform to all Public Health requirements
Plan for When a Staff Member, Child or Visitor Becomes sick	
School Contacts and Procedures	<ul style="list-style-type: none"> • The staff member, student, or volunteer will be isolated and masked upon evidence of illness. • Positive cases of COVID-19 will require immediate consultation with Shasta County Public Health. • John Husome (school principal jhusome@rstem.org), or Sara Fernandez (vice-principal sfernandez@rstem.org), will take the lead on these contacts. • The school will close off the classroom or office where the infected individual was based. Staff will wait at least 24 hours before cleaning and disinfecting. • Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection. • Circumstances will determine next steps: Classroom Closure; School Closure. • The timeline will be determined by Public Health. • Outreach communication will be sent out to students, parents, teachers, staff and the community, while keep information as confidential as possible.
Maintaining Healthy Operations	
	<ul style="list-style-type: none"> • Staff will monitor illnesses and symptoms among your students and staff to help isolate them promptly as needed.

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| | <ul style="list-style-type: none">• A designated staff liaison or liaisons to be responsible for responding to COVID-19 concerns. John Hosome (school principal jhosome@rstem.org), or Sara Fernandez (vice-principal sfernandez@rstem.org) are the dedicated contacts.• Staff will set up communication systems that allow staff and families to self- report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. |
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During the first two weeks of in-person instruction Redding STEM Academy administered one or more of the following assessments (depending the grade level): I-Ready Diagnostics, The San Diego Quick, the Basic Phonics Skills Tests (BPST) and Curriculum Based Measures (CBM) for math skills. This data was and will continue to be compared to baseline data from spring of 2019.

This data is helping us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19.

We are developing a plan to prioritize in-person instruction to groups of students who have had the most learning loss. To date, we are emphasizing in-person instruction with students on IEPs to the greatest extent practicable during distance learning.

We are keeping track of students who are experiencing Social-Emotional Learning (SEL) issues as they relate to distance learning. Our school psychologist is creating a form and database to track students SEL progress, and is leading one to one counseling sessions as needed.

Description	Total Funds	Contributing
Addition of 1 additional full-time teacher for class size reduction (social distancing and intervention) through 12/30	24855	Y
Increase hours for two part-time teachers from 16 hours to 28 hours for class size reduction (social distancing and intervention) through 12/30	18,340	Y
COVID-19 Startup Team Staff stipends	4500	Y
Increased classified time for staff to monitor bathrooms, sanitize, and supervise through 12/30	\$27,259	Y
Hand sanitizer purchase Costco	400	N
PPE – masks, shields, no touch thermometers - Amazon	300	N
Peaceful Playgrounds No Touch Activities	3500	N
Games for No Touch Activities – Hula Hoops	148	N
Plexiglass	3360	N
Increased Legal Costs	2180	N
PPE – masks, face shields, etc.	\$3,785	N

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.]

Redding STEM Academy will provide continuity of instruction and learning in the following ways:

1. We will determine that the distance learning curriculum is of substantially similar quality by offering:
 - A. Live streaming of content (all subjects) – for approximately 120 minutes (sometimes more) per day Monday through Thursday per student
 - B. Online office hours for students needing extra support Monday-Friday
 - C. Explicit instructions for other work needing to be completed independently
 - D. Independent Study Students will have face-to-face meetings on Fridays
 - E. Access to teachers through email, phone calls and online platforms such as Bloomz or Google Classroom during normal school hours
 - F. Excellent Online software which has embedded instruction as well as assessments
 - G. Face-to-face service option for students on IEPs

The following curriculum and instructional resources that have been (will be) developed and utilized to ensure instructional continuity for pupils when transition between in-person instruction and distance learning is necessary:

- A. I-Ready Reading and Math online software and assessments (elementary and middle school)
- B. Lexia Reading online (primary grades)
- C. ST Math online (primary grades)
- D. Zingy Learning online (elementary and middle school)
- E. My Math and Wonders Reading curriculum (primary grades)
- F. College Preparatory Math online content and homework helper (middle school)
- G. Study Sync online content and assistance in LA (middle school)
- H. Mystery Science (middle and primary grades)
- I. Studies Weekly (primary and elementary social studies)
- J. Savvas Realize (middle school social studies)

We have worked with staff to determine expedient instructional transitions when changing from in-person instruction to distance learning, or visa-versa.

We spent the first two weeks of school within an in-person teaching model to prepare for distance learning. During this time students were provided direct instruction on how to be successful in a distance learning environment. The school has already transitioned to a distance

learning model for four weeks. Between the first two weeks of in-person instruction, followed by four weeks of distance learning, our students, parents, and teachers are trained how to be successful in both environments.

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.]

Redding STEM Academy will ensure access to devices and connectivity for all pupils and teachers to support distance learning in the following ways:

1. First, we ascertained the needs of our learning community by understanding the access to devices and connectivity for our families and our teachers. We did this by survey and through conversations with family and teachers. Additionally, we sent out notification to contact the school if any technology services were needed.
2. We provided technical support to ensure access to devices and connectivity by training all students on the use of hardware and software during in-person classes for the first two weeks of school. All students were provided functioning Chromebooks, logons to software, and schedules about when and where to use the software. Teachers in the primary grades worked individually with families to provide 1:1 instruction on how to access all educational resources. Teachers in elementary and middle school instructed students and made themselves available to parents who needed 1:1 help in supporting their students.
3. We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, including surveys, phone calls, and Messenger messages. We responded by providing mobile hotspots to 12 families who could not access the Internet at home. In the fall of 2020, we did the same thing and are now providing hotspots to 8 families who could not get access to the Internet. We are providing Internet access to one family who lives too remotely to get any Internet connectivity on the school site.
4. We created a board policy regarding device use for distance learning in April of 2020. Families were provided copies, and it can be accessed from our website under the mandatory links page on the homepage (rstem.org), or directly at: <https://rstem.edlloadmin.com/apps/pages/d/1790978/1963953>

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.]

Redding STEM Academy will track and monitor student progress through both live contacts via Google Classroom, Google Meet, and asynchronous instructional minutes and assignments.

For the 2020–21 school year, the minimum school day for a local educational agency is as follows: 180 instructional minutes in kindergarten. (b) 230 instructional minutes in grades 1 to 3, inclusive. (c) 240 instructional minutes in grades 4 to 12, inclusive.

Redding STEM Academy will meet these requirements by:

- A. When school is in session and students are in seats, minutes will be calculated based on the daily Monday through Thursday schedule. Fridays will be included and tracked using both synchronous and asynchronous time tracking.
- B. When students are on a distance learning model, each student's minutes will be tracked using a combination of Google Meetings minutes and the number of minutes per day of asynchronous instruction on the distance learning assignment sheet. Daily attendance will be certified by a credentialed teacher based on the number of minutes of synchronous and asynchronous instruction on that day.
- C. Attendance will be tracked and logged in Aeries daily.

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.]

In order to support our staff in the implementation of a high-quality distance learning program, the Redding STEM Academy staff believes teacher collaboration is the key to success.

Starting in April of last year, Redding STEM Academy utilized staff collaboration to meet all student distance learning needs. We have found that outside resources are helpful, but are too limited when it comes to specific issues related to our campus and situation.

Time is set aside weekly for teacher collaboration. Via this model, our teachers have successfully navigated the myriad of issues brought on by distance learning, including:

- A. Google Classroom: Our Google certified teacher, Mr. Potter, provided excellent instruction to all teaching staff. Mr. Potter has continued this training throughout fall in 2020 to all new teachers as well as trouble shooting technology issues for existing staff as they arise.
- B. Curriculum: a combination of online software and traditional work via adopted curriculum is being used in every classroom. Teachers in grades K-2, 3-4, 5-6, and 7-8 collaborated and selected the best curriculum for their needs. They continue to collaborate weekly and adjust as needed.
- C. Hardware: Teachers have selected cameras, computer setups, microphones, etc. which are working best to implement synchronous and asynchronous instruction. Teachers are streaming live content daily. Collaboration has helped them troubleshoot any issues.
- D. Mr. Potter is our technology mentor. He is providing guidance and troubleshooting with all hardware and software.

Although Redding STEM Academy provides a great deal of its professional development in-house, we strongly encourage teachers to pursue professional learning outside of our school. As a school we promote and frequently utilize other professional development opportunities, including from the Shasta County Office of Education, Charter School Development Center, El Dorado SELPA, and others.

Staff Roles and Responsibilities

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

As a result of COVID-19, the R-STEM has had to adapt staff roles and responsibilities in the following ways:

To meet the academic needs of students, we have adapted our curriculum to include more online learning software opportunities. We have also adapted the traditional textbooks and resources to better serve students working independently or with the support of parents who are home. All teachers are connecting to students through a platform such as google meet in order to instruct them and to make social and emotional connections with them throughout the week while we are distance learning.

To meet the social-emotional needs of students, our school psychologist is creating Social Emotional Learning surveys. We expect to get all students to fill out these surveys, monitor the results, and will provide necessary interventions when needed either in person or virtually.

Our paraprofessionals have taken on the duties of monitoring the bathrooms and sanitizing the high traffic areas in the classrooms throughout each day (when students are on campus).

The certificated specialty teachers adapted their roles to include more core curriculum in their middle school day.

We have several teachers who are teaching blended, ability-grouped classes so that the school can have a smaller number of students in each classroom in order to promote social distancing within the classroom

At this time, most of our employees are providing very similar services to the services they provided during in person learning. We have not modified roles and responsibilities to a great extent. The main exception to this is that teachers are providing lessons virtually while streaming from their classrooms, and are also the teacher of record for the families who chose Independent Study.

Redding STEM Academy will continue to monitor its need to adapt employee roles, and change accordingly.

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.]

All students in grades K-8 have been assessed during our two weeks of in-person instruction. Based on this data, we will provide additional supports for each student group as described below.

1. The English Learners who have shown declines on our academic diagnostics will be provided intervention with their teacher via Zoom, or Google Classroom. In some cases, teachers may invite the students to the campus to provide in-person intervention. When appropriate, students will be provided with additional outside resources. All teachers at Redding STEM Academy have a second language authorizations to provide necessary ELD supports.
2. Students with IEPs and 504s will continue to be provided all the services documented on their paperwork. Parents of these students will be provided with a choice to serve their students in person, or online. In-person instruction will be the preferred method. Goals will be monitored and adjusted. If students are not showing growth toward their goals, and IEP or 504 will be scheduled to develop a more effective plan.
3. Pupils in foster care who have shown declines on our academic diagnostics will be provided intervention with their teacher via Zoom, or Google Classroom. When necessary the consultation will happen with the McKinney-Vento liaison at the school site. In some cases teachers may invite the students to the campus to provide in-person intervention.

4. Pupils who are experiencing homelessness who have shown declines on our academic diagnostics will be provided intervention with their teacher via Zoom, or Google Classroom. In some cases, teachers may invite the students to the campus to provide in-person intervention.

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

Description	Total Funds	Contributing
Purchase extra Chromebooks to provide 1:1 instruction at home instruction – Amazon	12,400	Y
Purchase Verizon hotspots for families who do not have access at home through December - Amazon	6034	Y
Monitors / Hardware for distance learning inside the classroom – Amazon	3456	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 development, and mathematics.]

The Redding STEM Academy will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status via I-Ready Diagnostics in math and reading, The San Diego Quick, the Basic Phonics Skills Tests (BPST) and Curriculum Based Measures (CBM) in math. Data from these assessments will be compared to baseline data from the spring of 2019. Assessments will be administered throughout the year as follows:

The I-Ready Diagnostic is administered twice a year and progress monitoring assessments are assigned every four to six weeks. The data from these assessments help teachers with lesson planning and leading their students in goal setting exercises.

The other assessments (BPST, CBMs and San Diego Quick) are administered four times a year: once in the beginning, once mid-fall, again mid-winter and finally late spring. The results of each of these assessments are used to help teachers measure growth and to help them differentiate instruction for their students.

All students are administered the tests that are designed for their grade and developmental 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.]

The Redding STEM Academy will address the learning loss for students and will accelerate learning progress for students in the following ways:

1. English Learners — All English learners will receive integrated and designated English Language Development lessons. Individual student needs will be supported additionally through student learning plans as needed. The student’s EL certified teacher will provide targeted interventions based on student need. Goals will be set for each student based on achievement data.
2. Low Income Students – Redding STEM continues to assess and provide targeted support to low income students tailored to their specific needs. Learning resources, including materials to be used at home during distance learning, are provided to all students. Students who are demonstrating significant learning loss will be provided with targeted intervention by their classroom teacher. In most cases this will be done through Zoom or Google Classroom but may include in-person instruction based on personal need.
3. Foster and homeless youth will be supported through case management with agencies and referred to community resources as needed.
4. Students with Exceptional Needs – As identified in the Individualized Education Plan (IEP), students are supported to meet their goals through instructional methods, materials and resources, and technological tools. Staff will support instruction during distance learning and will meet the needs identified through the IEP process either virtually or in person.

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.]

Redding STEM Academy will measure the effectiveness of services and/or supports provided to address learning loss by monitoring every child’s data on internal assessments in I-Ready, CBM, BPST, and Lexia.

The intervention teacher, Ms. Fernandez, will gather this data and share it out at regular meetings with Student Learning Team (SLT). The Student Learning Team is comprised of the principal, the school psychologist, speech therapist, and special education teacher. A plan will be developed by the team for students who are not demonstrating adequate progress. Student Study Team meetings will be scheduled as necessary to share the plans and provide opportunities for parent engagement in the development of the plan.

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

Description	Total Funds	Contributing
Psychologist time for increased mental health counseling - .20 FTE	19,992	Y
Increased Admin Time for Summer Planning	11,253	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.]

R-STEM will monitor and support the mental health and social and emotional well-being of students and staff several ways. As stated earlier in this document, the school psychologist will develop an online social emotional learning survey (SEL) for all students to fill out. An SEL watch list will be created. This data will be monitored and students demonstrating significant SEL issues will be referred to counseling and provided other systems of supports as needed. All students on the SEL watch list will be discussed every other week at the Student Learning Team meetings. In some cases, Student Study Team meetings will be scheduled to discuss and implement necessary interventions.

Pupil and Family Engagement and Outreach

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

School schedules for distance learning include dedicated time for teachers to conduct student outreach and support. In addition, the school principal and school vice-principal will track student engagement and provide tiered interventions for students who have missed more than 60% of instructional days within a week. These interventions include phone calls, parent contacts, home visits, and wellness checks. Student Study Team meetings and Student Attendance Review Board meeting will be scheduled as need to provide necessary interventions.

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.]

Redding STEM Academy contracts with Shasta Union High School District for meals. Redding STEM Academy 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, by adapting a flexible serving time and schedule that is supportive to the needs of the students and parents. This may be in the form of staggered lunch schedules for in-person learning, distance learner meal pick-up, and/or a combination of these models for a hybrid/ blended learning model.

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
10.7	\$205,841

Required Descriptions

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

The following actions are provided on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

Small class instruction with groups of an average 18 or fewer students per room. This is helpful in both distance learning mode, and in-class instruction.

Independent Study was offered to families who feel safer learning from home.

Devices and connectivity are provided to all students. All students and families can request Internet access through a district-provided wireless hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment.

All student have access to online instructional software which allows for both instruction and assessment. Software includes I-Ready Reading, I-Ready Math, ST Math, Lexia Reading, and Zingy Learning, as well as others. This software can be used for intervention, as well as regular instructional purposes.

All students are progress monitored regularly and provided with differentiated instruction while in in-person instruction, as well as distance learning.

Many students are being offered in-person intervention as needed on the campus, depending on circumstances.

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

Services are improved by providing high quality, targeted instruction with more personalized instruction due to class size reduction, and more one-to-one instruction. Access to technology and software allows children to be provided with high quality instruction while in distance learning mode, as well as in-seat instruction.

The data collected from the first two weeks of school show that the changes made in the spring of 2020 for distance learning helped our students maintain their academic knowledge. We are hopeful that the new elements that we are incorporating with this plan will help our students not only maintain their abilities but grow in their academic and SEL skills while also staying healthy when on campus.