

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>.

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General Information

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

All the stakeholders in SCC’s community have been adapting, adjusting, innovating, and accommodating since the shelter in place order went into place in March 2020. During the spring of 2020, we looked at our crisis learning program through two important lenses. The first lens was equity: Not all families had the same needs and circumstances so we looked for ways to provide flexibility, differentiation, and support in ways that were equitable. The second lens was connectivity: We committed to helping learners stay connected to each other, to the educators, and to their learning. The overarching goals for our spring 2020 distance learning program were to maintain and foster connection and community. For the 3rd – 8th grades we also identified self-advocacy, building habits and routines, and organizational skills as goals. Academically, the primary goal was to avoid backsliding or regression, reinforce and go deeper with the skills the learners have been working on that year pre-SIP, as well as some grade level-specific content.

We administered a stakeholder survey in May 2020 to get feedback from educators, learners, and parents about what was/wasn’t successful during distance learning in the spring. It was apparent that distance learning was challenging for all involved. We missed our interpersonal interactions, relationships, and day-to-day interactions. We got insight on areas where people needed support to better navigate remote learning. Importantly, we also found that there is a very large range of what people did and did not feel comfortable with.

Knowing that no single plan would meet everyone’s needs, we focused on creating a plan based on public health guidance (specifically with respect to social distancing and other protective measures) and considered the wide variability of circumstances statewide, locally, and at the district/school level. We also assumed that there will be waves of stopping and starting based on health conditions throughout the year. We believe the “Learning Everywhere” plan that we created is flexible enough to evolve based on current science and circumstances and, ultimately, will educate the children in a manner that is safe and responsive to families.

While we thoroughly explored different hybrid models for in-person instruction, we recognized fairly early in the summer of 2020, time would be best spent committing to—and developing—a robust remote learning plan. This strategy and early decision-making paid off and provided more time for families to come to terms with this reality and to make adjustments as needed. As a school, we also looked for ways to support families in making remote learning more sustainable for them and their learners, such as offering a site-based program for essential workers and other families that needed supervision during the day for their children. As conditions are such that we can begin to bring learners back to the school site, we will prioritize learners with exceptional needs.

We will regularly solicit and incorporate feedback from stakeholders throughout the year via surveys and small focus group sessions. These information gathering opportunities will help us to assess the need for adjustments to our program or procedures. In addition, these will provide information on mental health and technology/connectivity needs so SCC can provide the necessary support.

SCC will continue to focus on community and connectivity during these challenging times. These core values are the foundation of our school and we will continue to make decisions consistent with these values at the forefront.

Stakeholder Engagement

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

SCCLC provided stakeholder groups with multiple forms and opportunities to give input and feedback on their experiences with distance learning which influenced our Learning Everywhere plan. The table below highlights those opportunities. At each stage of the planning process, the leadership team considered what information needed to be gathered from community stakeholders as well as shared with the community. As a result, at each stage we gathered information from surveys and focus groups, reported findings via Board of Directors meetings and Town Halls, and then solicited additional feedback via surveys and focus groups to refine plans.

Learners	Educators & Staff	Families	All
<i>Learners of all grade levels provided feedback on</i>	<i>Certificated & non-certificated staff participated in the activities below based on self-selection. SCCLC does not have a union or collective bargaining group.</i>	<i>All families were invited to participate in surveys and town hall meetings. Families representing learners of different grade levels and needs were invited to participate in small focus groups.</i>	<i>Town Hall meetings were advertised to all families and staff.</i>
Survey: 5/20/20	Survey 1: 6/30/20	Survey 1: 5/20/20	Town Hall Meeting 1: 6/29

Focus Groups: 7/31 - 8/14	Survey 2: 8/12/20 Returning Logistics Team (working group): 5/28, 6/4, 6/11, 6/18, 6/23,6/25, 6/30 Focus Group: 7/7 Leadership Team Meetings: 7/1-present	Survey 2: 6/25/20 Focus Groups: 7/7-7/8 Focus Groups: 9/8-9/10 Special Education Survey: 8/4/20	(Presentation of crisis learning 5/20 survey results and preview of next steps) Town Hall Meeting 2: 7/13 (Presentation of Learning Everywhere and virtual start) Town Hall Meeting 3: 8/17 (Presentation of Learning Everywhere Orientation Phase Components)
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[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders were invited to participate in the above engagement opportunities via the following:

- Community email listservs
- Calendar invitations
- Newsletter announcements

Focus groups and Town Hall meetings were held via Zoom where stakeholders had the opportunity to join by logging in or calling in. Recordings of town hall presentations and meetings are posted on our website and sent out via email for those who were unable to attend live. While we have an extremely small number of families for whom english is not their first language, we are able to offer translations as necessary. Based on our outreach to families, we did not have any families that did not have some kind of reliable access to the internet. We have checked out Chromebook to any families that did not have reliable devices with which to access the internet.

Our initial stakeholder survey was launched to better understand learner, educator, and family experiences during the spring of 2020 when our school implemented an emergency distance learning program in response to the county and state Shelter in Place orders. While there was a lot of variation amongst the familys' experiences, there were some common themes about what worked and didn't work. What worked included: Synchronous learning time, opportunities for hands-on projects that got the learners away from devices, small break out groups during synchronous learning time, mandatory daily check-in or connection with educators, recorded as well as live instruction, and the opportunity for learners to check in with educators and other learners. Common themes for what didn't work included: Working parents feeling overwhelmed by how much support they needed to give the children, inconsistency around learning platforms, lack of consolidation of resources, assignments, and other important information, many learners struggled with executive functioning in the home environment, and not enough social interaction activities.

Special Education families were also given a separate survey to assess how children with special needs and their families navigated the at-home learning environment. The prevalent commonality was that all families preferred in-person learning for their children. In contrast to the general survey results, many families expressed that there was too much online or synchronous

learning, many wanted clearer schedules, and felt ill-equipped to provide adequate academic, behavioral, and emotional support for their child.

In the second stakeholder survey which solicited input and the different hybrid models we were considering, the majority of staff and families reported feeling somewhat or not safe returning to school in person. However, some families were completely comfortable with a full return to in-person learning (with the appropriate safety steps in place) while others wanted to have a distance-only option for their child.

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

Data regarding the hybrid model were collected in early July, when the majority of staff and families reported feeling somewhat or not safe returning to school in person. By mid-July, Covid-19 cases in San Mateo County and surrounding areas continued to rise. As a result, we synthesized the data to create a hybrid model that would work for most families, and opted to start the year in an all-virtual model that would support a baseline curriculum that could be delivered remotely while accommodating a hybrid model if/when the pandemic data improve. Stakeholder feedback is reflected in our plan in the following ways:

- Development of a Google site ([Learning Everywhere @SCC](#)) that serves as a landing place for families and learners. On this site educators have consolidated all of the information that is needed to participate in and access the learning (calendars, schedules, zoom links, assignments, links to other specialists, classroom resources, etc.).
- Shared expectations around the amount of synchronous v. asynchronous learning time with learners. This is now consistent among and across grade levels. Learning platforms have also been made consistent at grade levels.
- The first three weeks of instruction (Orientation phase) focused on supporting the learners with their executive functioning. We identified areas that we wanted to get right first and spent time reinforcing and modeling these to learners. This included: How to use Zoom, expectations for synchronous learning meetings, how to use your google calendar, etc...
- Small cohorts are being identified for in-person learning for our Special Education learners most in need. These cohorts are limited to no more than 16 learners and 3 staff members.
- Educare, our onsite before and after school program, created programming to accommodate learners of families of essential workers and other high-need families. The learners in Educare work on campus to access the distance learning program and are overseen and supported by the Educare staff.
- Virtual learning program designed such that, as conditions change, families will have the option to “opt in” to additional in-person learning opportunities while continuing to offer distance only learning option.

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.]

Our opt-in, additive hybrid model will allow for families to opt into on-campus learning when local health authorities deem on-campus learning safe. This model also allows for families to choose to remain in distance learning if they desire. A break in the schedule on Wednesdays allows for teacher professional development as well as a day of cleaning between the two cohorts of learners during on-campus learning. See Figure 1 below for an illustration of how our on-campus learning evolves from the foundation of our Learning Everywhere model, which builds from a rigorous online learning foundation.

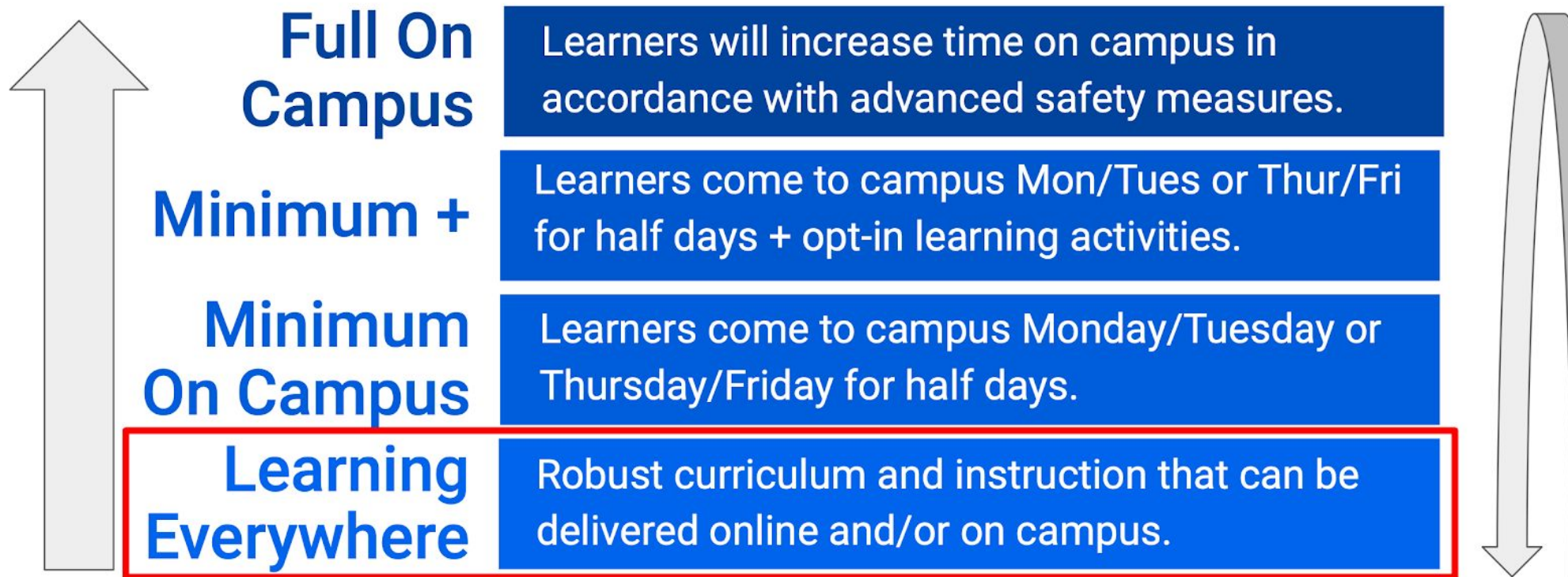


Figure 1: Learning Continuity Plan

HEALTH & SAFETY

In developing our on-campus learning opportunities progression, we considered data from schools that opened internationally, state and local health guidelines, as well as guidance from the CDE and San Mateo County Office of Education. In synthesizing these data and guidelines, we developed a multi-tiered approach to integrating learners back onto campus including a combination of strategies and safety measures to mitigate the spread of Covid-19.

In order to promote the success of safety protocols, we have created a tiered approach to learners returning to campus. Combining a phase-in, stable cohort, and multi-track schedule strategies allows us to bring back learners with most significant needs for support first, limit contact exposures while learners are on campus, and limit the number of learners on campus at one time.

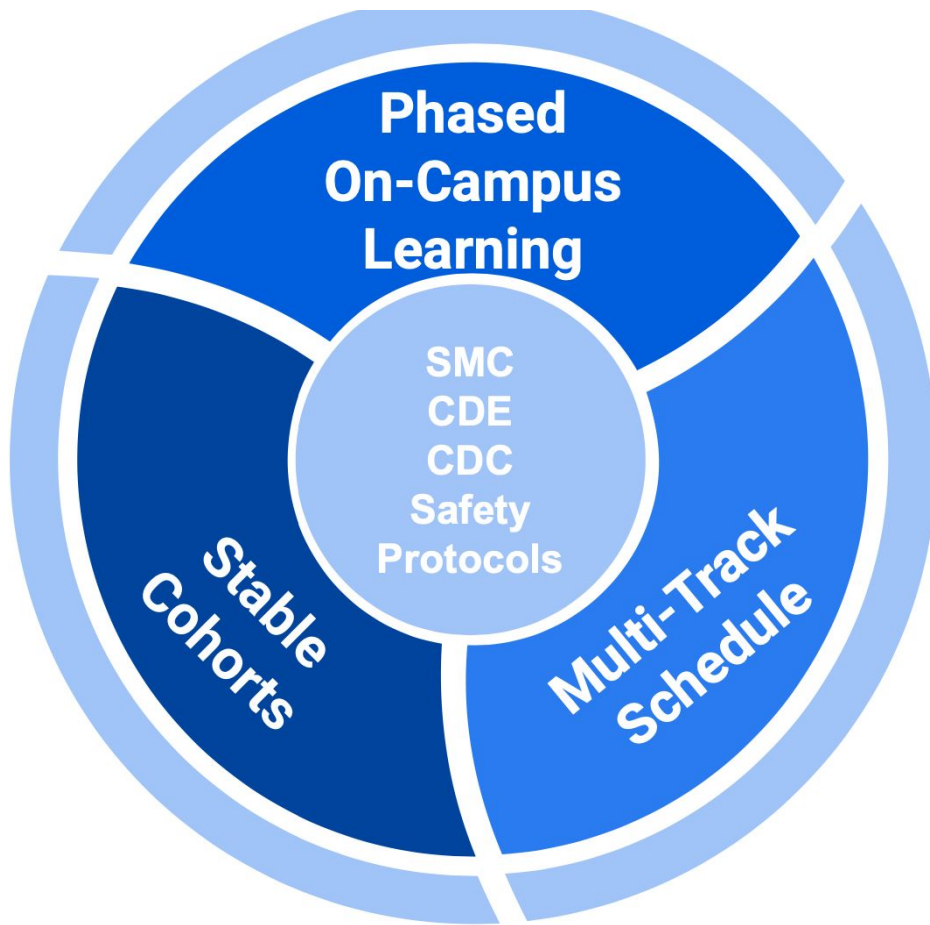


Figure 2: Tiered On-Campus Strategies

Figure 2 illustrates our tiered approach to adding on-campus learning opportunities. Combining a phase-in, stable cohort, and multi-track schedule strategies allows us to bring back learners with most significant needs for support first, limit contact exposures while learners are on campus, and limit the number of learners on campus at one time.

This combination of strategies also helps us create the best conditions to promote the success of safety protocols required by the CDE and county office of education including the following measures organized by San Mateo County's Four Pillars of Safety: health and hygiene, face coverings, physical distancing, and limiting gatherings.

HEALTH & HYGIENE

Communications	Practices	Equipment/Supplies
<ul style="list-style-type: none"> ● signage ● reinforcement of messaging to stay home if experiencing symptoms 	<ul style="list-style-type: none"> ● tracking who is on campus ● screening for symptoms ● frequent hand washing/sanitizing ● frequent cleaning and sanitizing of high-touch surfaces ● increasing use of outdoor spaces when appropriate ● eliminating and/or limiting use of shared equipment 	<ul style="list-style-type: none"> ● hand sanitizer in each office/classroom ● outdoor hand-washing stations ● touchless thermometers ● HVAC system

FACE COVERINGS

Communications	Practices	Equipment/Supplies
<ul style="list-style-type: none"> ● signage ● reinforcing the messaging of required face coverings ● addition of mask wearing requirements in staff handbook 	<ul style="list-style-type: none"> ● wearing face coverings 	<ul style="list-style-type: none"> ● disposable face-masks available for staff and learners ● face shields for staff ● sneeze guards when close proximity is required (i.e. testing)

PHYSICAL DISTANCING & LIMITED GATHERINGS

Communications	Practices	Equipment/Supplies
<ul style="list-style-type: none"> ● signage ● reinforcing the messaging of maintaining a distance of six feet apart ● markings on the ground in high traffic areas 	<ul style="list-style-type: none"> ● maintaining physical distance of at least 6 feet apart when feasible ● Limiting the number of people in common spaces at one time ● Limiting the amount of time people are in common spaces ● Limiting the need for use of common spaces (i.e. meeting on zoom, etc.) ● Holding virtual events to replace gathering 	<ul style="list-style-type: none"> ● Furniture spaced at least 6 feet apart ● Additional technology to allow for physical distancing

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

Description	Total Funds	Contributing
Additional janitorial services	\$10,000	N
Safety and protective equipment (sneeze guards, EPE, hand sanitizer, handwashing stations, etc.)	\$5,000	N
Outdoor classroom space development	\$17,000	N
Logistics Planning (compensation for staff)	\$1,600	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.]


SCHEDULE

Our learning everywhere schedule follows the state guidelines for instruction as per the following:

Learning Everywhere: Distance Learning

 **Daily Live Instruction.** *Everyday, M-F*, educators will meet with learners live in the virtual classroom. Attendance will be taken during morning check-in and engagement will be scored based on participation and work completion. *Wednesdays will remain minimum days.*

 **A Balance of Independent and Live Learning Experiences.** *Learners will mostly engage in live (synchronous) learning in the mornings and independent (asynchronous) learning in the afternoons.*

 **Small Group and Independent Support.** *Learners will engage with educators in small group and individual support mainly during dedicated afternoon time slots.*

PLATFORM

In order to deliver authentic learning and instruction that is consistent with our charter's mission and vision, we have created a "Learning Everywhere" platform via google sites that promotes learner independence and success with online tools such as:

- Zoom (video conferencing with educator and class)
- Calendars (with Zoom links)
- SeeSaw (video, photo, and upload capabilities)
- Google Classroom
- Other technology platforms as needed for learners (i.e. Let's Go Learn, Dreambox, etc.)
- Parent support and resources

Using the above tools, learners are able to access their instructors and assignments, share their work, and receive feedback.

CONTINUITY

Curricular resources will remain consistent between on-campus and online learning including the following as indicated in the above hybrid learning section:

- Teacher Created/Curated Curriculum
- Computer Adaptive Technologies: Let's Go Learn, Dreambox, etc.
- Leveled Literacy Intervention

Both on-campus and distance learning components of Learning Everywhere include time for assessments and small group instruction throughout the day, occurring during breakout sessions of whole group learning time or while the whole group is in asynchronous and small groups are meeting with educators.

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.]

At the very onset of the SIP order, we surveyed our community to assess family needs for devices and internet connectivity. As a result of this assessment, we have distributed at least 150 ChromeBooks to our learners to date. We have purchased additional ChromeBooks to ensure that we have enough devices with the necessary capacity to meet the needs of the distance learning tools.

Having the devices is important and so is ensuring that the learners know how to use these tools. TO address this and the concerns that families had about the childrens' executive functioning in the distance learning model, we designed the first three weeks of the school year as an Orientation Phase of our Learning Everywhere program. We implemented this phase to set the learners up for success by ensuring they had reliable technology and were effectively introduced to and trained how to access the distance learning resources that we are using.

In addition to increasing our Chromebook inventory, we are also investing in updating educator laptops. Many of our educators were working on aging laptops and were not robust enough to handle the online learning tools and specifications. We have also focused on strategically upgrading software to improve functionality for the educators.

We have upgraded our internet service so as to accommodate the increased bandwidth demand on site. We are in the process of evaluating our existing wireless network and will purchase updated wireless networking components. We are also looking to improve our wireless connectivity in our outside spaces in anticipation of utilizing these spaces for outdoor classrooms when we return to in-person learning. The table below explains the processes to ensure all families have access to Technology.

Communications	Practices	Equipment/Supplies
<ul style="list-style-type: none"> ● Surveys were conducted to assess family needs for devices and internet connectivity ● Feedback and request forms are linked to our Learning Everywhere website so that families can communicate any issues they are having with equipment ● Announcement in Newsletter to contact office manager with internet access or equipment needs 	<ul style="list-style-type: none"> ● Families have the option to use their own devices or school devices ● School devices are made accessible to families based on their request 	<ul style="list-style-type: none"> ● Distribution of ChromeBooks to learners that request them (~150 devices so far) ● Refreshing educator laptops and ChromeBook supply ● Purchasing updated iPads compatible with technology platforms being used by educators ● Upgrading software to improve functionality ● Upgraded our internet service, in process of purchasing updated wireless networking components

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.]

SCC has created [Attendance/Participation and Weekly Engagement tracking plans](#) to monitor learner progress and access to instruction. To document attendance/participation and weekly engagement, we have created unique codes to be used in our SIS, entered daily by certificated educators. For attendance/participation purposes, a learner must show evidence of participation (outlined in document referenced above) for at least part of the instructional day to be marked DLP (Distance Learning Present). Absences are marked either DLAI (absent due to confirmed illness) or DLAO (unexcused absence). Learners marked absent in the AM attendance period receive a phone call later that morning to their home to verify absence.

To document weekly Engagement, educators will track and document learner engagement using a combination of unique codes in our SIS (PowerSchool) and by modifying educators' assignment calendar. The unique codes for engagement purposes are DLE (Distance Learning Engaged) and DLN (Distance Learning Not Engaged). Educators track daily engagement by entering these codes in the afternoon attendance period. Educators must have demonstrable evidence that the learner was engaged in their learning during each day. Educators may use a variety of completed work measures as evidence of engagement. For a learner to receive the DLE code in the afternoon period, they must have provided evidence that they have completed at least 80% of the assignments/activities/discussions for the day. The total number of daily instructional minutes is tracked via

daily schedules that include time blocked for synchronous and asynchronous learning activities. The instructional minutes are further detailed with a breakdown of time to be spent per assignment, as per Figure 3.

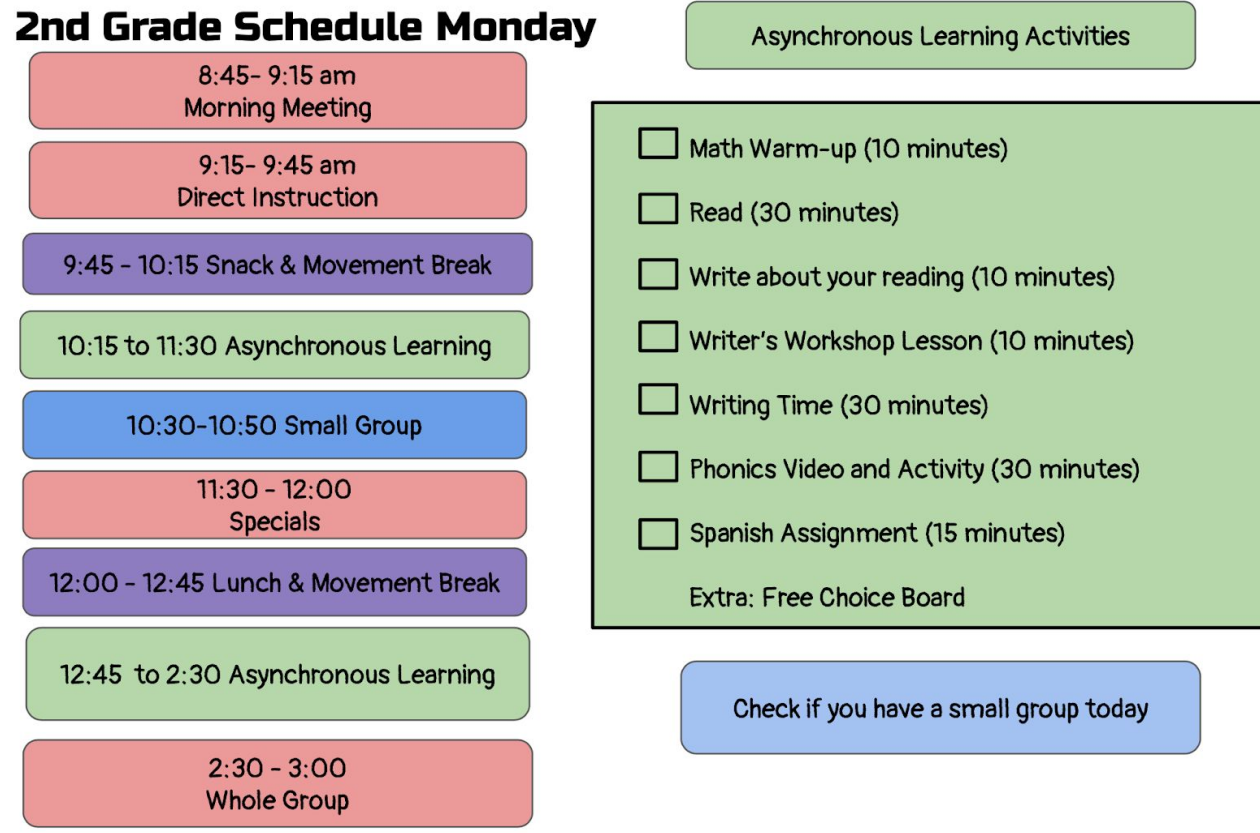


Figure 3: Sample Schedule

Weekly reports for Attendance/Participation and Weekly Engagement will be generated each Friday and sent to the educators for review and certification, via electronic signature. Signed reports are returned to the Office Manager via email in a timely manner. These signed and dated weekly reports constitute contemporaneous documentation.

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.]

Since the shelter in place order of March 2020, educators at SCCLC have been researching, adapting, adjusting, innovating, and applying new technology platforms, programs, and instructional strategies to pivot and deliver our unique instructional model online. Our educators have been living up to our vision for them, whereupon they “bravely try new things, and succeed or fail, share reflections with education leaders locally and beyond.” As they learned, applied, and adapted, they shared results with each other and with other educators through outlets such as work groups, training sessions, online professional groups, and others. Their work in implementing instruction online in the spring laid the groundwork for summer reflection and planning, where we synthesized their reflections with parent and learner feedback to develop our Learning Everywhere program. The table below lists previous and ongoing actions to support our educators work in their continued development and application of the Learning Everywhere program.

Communications	Practices	Resources
<ul style="list-style-type: none"> ● Surveys are used periodically to assess educator needs ● Weekly emails highlight processes and supports appropriate for the week ● School-wide Newsletter provides community updates ● Technology support requesting through 	<ul style="list-style-type: none"> ● Spring PD and planning <ul style="list-style-type: none"> ○ Online learning platforms ○ Mental-health and anxiety ○ SEL ● Summer PD and planning <ul style="list-style-type: none"> ○ County distance learning offerings ○ Other offerings relative to online learning platforms ○ School-wide PD on community building in the virtual space, equity and bias, and self-care ○ School-wide and grade level planning sessions ○ Check-in partners established ● Regular staff meetings ● Regular grade level planning meetings including regular administration push-in support ● Coaching and support via review of instruction, learner work products, and assessment data 	<ul style="list-style-type: none"> ● Online Platforms and licenses as requested <ul style="list-style-type: none"> ○ Zoom ○ Google Sites and Classroom ○ Seesaw ○ Let’s Go Learn ● Curriculum Supplements <ul style="list-style-type: none"> ○ Lucy Calkins/TC readers/writers workshop units of study videos ○ Leveled Literacy Intervention ○ Online DRA packages ● Student Supply Packages to support grade level learning activities ● Support from Parent Resource Team <ul style="list-style-type: none"> ○ Staff appreciation ○ Social events

Staff Roles and Responsibilities

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

COVID-19 has presented so many novel challenges to our school community and they come at a time when school resources are extremely limited. As a result, we are being extremely intentional about how we choose to allocate resources to ensure that they are supporting our current needs as well as benefiting us in the long term.

In terms of new staffing, we have increased one of the Resource Educator's position by 0.4 FTE. This allows for them to facilitate small cohorts on campus, push-in to virtual classes as well as provide specialized academic instruction (either one-on-one or in small groups). This increase in time provides the team more flexibility and capacity to address the needs of our learners with exceptional needs.

To address the anticipated social and emotional needs of our learners, both during and post-COVID, we created the new middle school position of Health and Wellness Educator. This educator is responsible for the coordination of the curriculum and instruction of health and SEL-related content. This person also will work to consult with the K-4 educators to ensure that we have a well-articulated K-8 SEL program. The person in this position is also the point person for the 5th - 8th grade learners' mental health concerns and will collaborate with our School Psychologist to ensure appropriate interventions and support.

Staff proposed, and the BOD adopted, a Telecommuting Policy in order to accommodate staff during this time of distance learning. This policy has expanded use of technology and allows staff to continue in their roles that otherwise might not be feasible in a remote environment.

While we were not able to hire new staff to prepare our COVID response plan or the other myriad of procedures, protocols, curriculum, and technology tools necessary to open the 2020 - 2021 school year successfully, we did provide compensation for educators and staff over the summer for their work in these areas.

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.]

SCC will continue to offer the full range of Special Education and related services during Distance Learning. To the extent Feasible, supports will be offered as written in the existing IEP. A Distance Learning Plan will be created for learners requiring amendments; however the offer of FAPE remains the same. Learners requiring academic instruction and/or related services such as speech, occupational therapy and socioemotional/behavioral services will have their minutes served remotely, either by having ed specialists push in to the virtual core academic classes, by scheduled one-on-one or small group virtual meetings, teleconferencing, homework packets and materials to receive interventions. Distance Learning Plans are reviewed with guardians of Learners with IEPs at least twice per month for updates and necessary changes. Section 504 plans are updated to reflect the accommodations necessary in a Learning Everywhere model. IEP, Section 504, and Learner Support Team meetings are offered virtually or telephonically. SCC continuing child find obligations by communicating with general educators and parents in the community. Following best practices of UDL to reduce barriers for DLLs.

- English learners
- Students with exceptional needs served across the full continuum of placements (IEP, 504, etc.)
- Pupils in foster care
- Pupils who are experiencing homelessness

Following the Small Cohort Guidance, a group of Special Education learners will be offered in-person learning. This Small Cohort will be composed of our learners that have been identified as having the greatest need for SAI support and/or are at-risk of not making adequate progress. This Small Cohort must be limited to no more than 13 learners and 3 educators equaling 16 total people per cohort, per state and county guidelines.

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

Description	Total Funds	Contributing
Dreambox	\$3,000	Y
Zoom Upgrade (to facilitate live learning sessions online)	\$3,000	Y
New hardware for educators and learners	\$50,000	Y
Professional development for online learning	\$4,000	Y
Educator summer planning sessions (compensation)	\$5,000	Y
Seesaw Learning Platform	\$1,000	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 development, and mathematics.]

Assessment

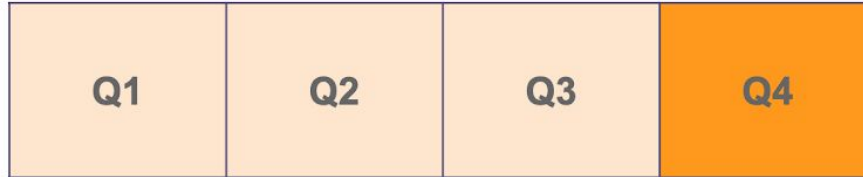
Formative assessments will provide initial diagnostic assessment towards the start of the school year as well as progress monitoring throughout the year including at least one midyear update and an end of year snapshot.

Grade Levels	ELA	MATH
K-1	DRA DIBELS Classroom Based Assessments	Classroom Based Assessments
2-4	Let's Go Learn (computer adaptive) SBAC Interim Assessments DRAs Classroom Based Assessments	Let's Go Learn (computer adaptive) SBAC Interim Assessments Classroom Based Assessments
5-8	Let's Go Learn (computer adaptive) SBAC Interim Assessments DRAs (as needed based on Let's Go Learn or previous performance) Classroom Based Assessments	Let's Go Learn (computer adaptive) SBAC Interim Assessments Classroom Based Assessments

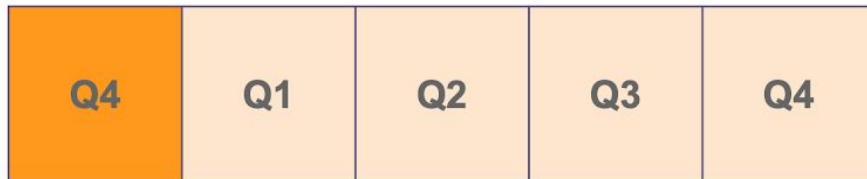
Formative assessments throughout the year will allow educators to identify gaps and prepare corrective instruction. Depending on the number of learners with specific learning needs, corrective instruction may be delivered in whole group, small group, or even one on one settings. Starting the school year with grade level instruction will allow for adjustments and corrections in alignment with grade-level units rather than delaying grade level instruction. See Figure 4 below.

Learning Everywhere: Learning Loss Mitigation

THE COVID-19 SITUATION: 2019 - 2020



2020 - 2021: THE TYPICAL APPROACH



2020 - 2021: THE EQUITABLE APPROACH

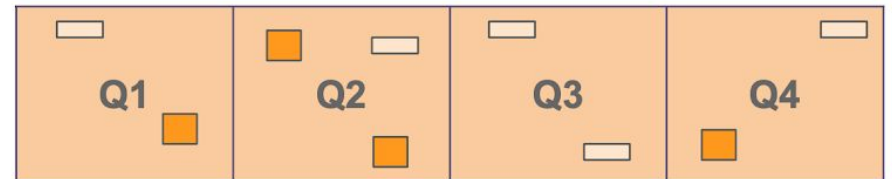


Figure 4

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.]

Interventions

The following interventions will apply in both distance and on-campus learning formats.

- **Small Group Instruction**
Educators provide small group instruction during dedicated times in the schedule. For distance learning, while some learners are meeting in small groups with their educators, other learners are working on independent practice asynchronously. During on campus learning, learners can receive small group instruction on campus with safety precautions and/or in scheduled times online in the hybrid phase.
- **On-Campus Support**
Using guidance on small cohorts from SMCOE, learners identified as needing additional support will be invited to opt-in to on-campus support. The first small cohort to be brought onto campus will be learners with IEPs in our “program within a program” cohort. Additional learners may be invited to participate in on-campus supports based on needs and staff availability.
- **Additional Resources**
Some additional resources to promote learner advancement and address identified needs include
 - **Leveled Literacy Intervention**
This research-based program supports learners with their reading development according to a carefully curated progression of literacy skills. This program will be implemented by our reading specialist, RSP educators, para-professionals, and other educators on a small group, as needed basis.
 - **Computer Adaptive and other Technologies**
 - Dreambox Learning
 - Raz Kids

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.]

Learners will be assessed in the first trimester, midyear, and at the end of the school year. Learners who demonstrate below-grade level performance will receive corrective instruction throughout each trimester and may be provided additional assessments to ensure progress using tools such as running records, classroom assessments, and Let’s Go Learn formative assessments.

English language learners will participate in the ELPAC and will be monitored throughout the year for progress.

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

Description	Total Funds	Contributing
DRA 3 Kits with online packages for facilitating assessments online	\$3,300	Y
Let's Go Learn	\$4,800	Y
Leveled Literacy Intervention Kits	\$9,400	Y
Summer assessments of learners with high needs (staff compensation)	\$3,600	Y
Summer planning for support of learners with high needs (staff compensation)	\$5,000	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.]

Our mission includes a focus on supporting the whole child, which means supporting our children as learners and people. One way that we promote this holistic aspect of our charter is by embedding social-emotional learning across the curriculum and the school day. Also as part of our mission, we foster an inclusive environment that draws upon support from and provides support to all stakeholders including educators. In the current pandemic, socio-political, and environmental climate, we know that all our stakeholders are under a lot of stress and have less working memory to deal with that increased stress.

LEARNERS

Communications	Practices/Programs	Resources
<ul style="list-style-type: none"> ● Learning platforms <ul style="list-style-type: none"> ○ Google Classroom ○ Seesaw ● Regular check-ins (small & whole group) 	<ul style="list-style-type: none"> ● Daily morning & afternoon check-ins ● Health & Wellness class ● SEL embedded across curriculum & school day ● SEL checklist ● Leadership Council (learner input, leadership) ● Recreating formal events and informal interactions to support social connections 	<ul style="list-style-type: none"> ● SEL Consultant (K-4) ● SEL Educator (5-8) ● Curricula <ul style="list-style-type: none"> ○ Unthinkables (Garcia Winner) ○ Zones of Regulation ○ Heart Math ● School Psychologist (full-time)

EDUCATORS

Communications	Practices	Resources
<ul style="list-style-type: none"> ● Educator resource website ● Focus groups and surveys ● Weekly memos 	<ul style="list-style-type: none"> ● Reflection partners ● Regular department and whole staff meetings ● Additional opportunities to connect ● Workshops/professional development 	<ul style="list-style-type: none"> ● Mental Health Portal ● Curricular resources (as per above and additional throughout the year) ● School Psychologist, SEL consultant ● PD Plan <ul style="list-style-type: none"> ○ Self-care ○ Building community ○ SEL & trauma-informed practices ○ Anxiety and mental health

PARENTS/FAMILIES

Communications	Practices/Systems	Resources
<ul style="list-style-type: none"> ● Learning Everywhere website <ul style="list-style-type: none"> ○ suggestion box/feedback form ● Newsletter ● Town hall meetings ● Surveys and focus groups ● Sign campaign 	<ul style="list-style-type: none"> ● Recreating traditions/events ● Workshops ● Support groups ● Volunteer system (class representatives) 	<ul style="list-style-type: none"> ● Mental Health Portal ● Parent Education Program and themes ● Family Support Task Force ● Parent Resource Team ● Connections Task Force

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.]

SCC has created a [Re-Engagement Plan](#) to address barriers to connection and learning, re-engage disconnected/unengaged learner, and align strategies of support with learner needs. We are using the metrics identified in our [Attendance/Participation and Weekly Engagement Tracking Plan](#) to identify learners flagged by educators and administrative team as needing support to re-engage. The frequency (first-time, intermittent, or chronic), relevant risk factors, and the response to previous interventions determine which tier of strategies the school will use to support the learner in their re-engagement. Each learner's circumstances and needs are individual so there is no one pathway for support.

Tier I strategies are universal strategies that are available to all learners at SCC. These are learners whose level of engagement could be maintained and cultivated as long as prevention-oriented supports are in place. These supports are outlined in the plan linked above.

Tier II strategies will be used with learners who have demonstrated a pattern of occasional or moderate chronic non-engagement or face some other risk factor which makes engagement more uncertain or difficult. These learners will need a higher level of individualized support in addition to the continued access to Tier I supports. Tier II supports are outlined in the plan above.

Tier III strategies will be used with learners who demonstrate persistent, chronic non-engagement or school avoidance or face some other risk factions that affect their ability to engage in a consistent and meaningful manner. Tier III strategies are also outline in the plan above.

SCC has created a flow diagram to help staff and other stakeholders understand the [re-engagement process](#).

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.]

SCC does not have a meal service, and we have very few students who qualify for free or reduced meals. Those who do qualify are directed to local school districts that are providing free meals to students under the age of 18 regardless of proof of eligibility. When we return to campus, we plan to connect with our local school district to arrange meal services for these students.

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

Section	Description	Total Funds	Contributing
Meal service (learners who qualify for FRLP)	Purchase of meals for FRLP learners if we return to on-campus learning	\$2,250	N

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

[Check w/JW]

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0.53%	\$16,182

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.]

As a school with a unique, learner-centric model, we use the design thinking strategy of starting with our neediest users (learners) to design a program that works better for all our learners. We have research based assessments, a reading specialist, and inclusive, fluid intervention and special education programming that responds to the needs of all our learners, including foster youth, English language learners, and low income learners.

Additionally, we invest about \$198,000 per year in literacy support, a School Counselor, and a Behaviorist consultant. We continue to increase our staff of specialists (SLP, OT, School Psychologist, etc.) and inclusion support aids to meet the needs of our learners as evidenced by assessment results, parent and learner satisfaction, and continued enrollment rate of close to 100%.

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

Unduplicated students typically represent less than 5% of our total enrollment. The fact that SCC is a one-school LEA and that we serve a relatively small number of unduplicated students, as stated above, we gear our program to benefit all our learners. In considering the needs of our foster youth, English learners, and low income learners, we have included and organized resources in this plan to ensure equity of access to technology and instruction through the following: