

# Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

Due to the closing of the Sierra Charter School (SCS) campus last March and anticipating the chance that the campus would not open in the fall, all teachers were paid over the summer to improve the deployment of all curriculum and assignments through google classroom. Videos were created to replicate the classroom instruction that was taking place before COVID-19. Staff familiarized themselves on Google Meets, Zoom, Labster and other platforms that would allow for virtual instruction. Teachers are required to connect with students weekly through zoom, google meets, emails or phone calls. Monitoring of students’ progress will be documented daily.

## Stakeholder Engagement

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

Surveys, emails and phone calls were made to all students and families to anticipate their needs before the first day of instruction.

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

Chromebooks, laptops and hotspots are being provided to all SCS students, if needed, which would allow for participation in public meetings and public hearings.

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

The feedback we received was the concern for accessibility to the curriculum and assignments and the support for student learning and understanding.

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

The plans we are implementing for deployment of instruction; student engagement student support are all based on feedback from our stakeholders.

# 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.]

When in-person instruction is allowed, SCS will continue offering a hybrid of instruction which includes on-campus classes and deploying assignments through google classroom. Students will be evaluated to determine if there has been learning loss due to the Spring 2020 campus closure and those students identified needing any form of remediation or support will be offered additional time on campus meeting with specialized teachers.

The Maintenance/Computer Technician is spraying disinfectant throughout all classrooms and buildings on a daily basis to maintain a safe and healthy environment.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>• Credit Recovery Classes</li> <li>• Intervention Classes</li> <li>• Safe Classroom Equipment through daily disinfecting</li> </ul>	\$342,554.00	Y

## Distance Learning Program

### Continuity of Instruction

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

SCS in an independent study charter school that will continue to provide curriculum and instruction through Google Classroom and direct mailings. Zoom and Google Meets will be used to meet with students individually or in small class groups to provide direct instruction and additional support to those students not on pace. Teachers will be available daily for questions and clarity.

To keep some form of continuity for our students, families and staff we are committed to continuing with our current delivery method for the entire first semester, if not the total school year. When we are allowed to open up the campus to students, we may ease into it by limiting the number of students and the ratio of teacher to students. Before COVID-19 students enrolling in SCS were informed at the time of enrollment that time on campus is determined by the grade level, courses and need for intervention.

## 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.]

A survey was conducted to determine if every enrolled SCS student has a laptop, tablet, or computer, not shared with others in the family, and internet connection. Students identifying needing a device and/or internet connection were given an appointment to come to the school and check out a Chromebook and/or hotspot.

## 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.]

SCS is an independent study school and follows IS guidelines that requires the Teacher to submit a sample of the student's daily assignments in order for the school to claim ADA.

## 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.]

The teachers have attended a variety of webinars and virtual trainings to hone their skills using Zoom, Google Meets, Labster and other platforms.

## Staff Roles and Responsibilities

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

Due to the closed campus and students working from home, the Maintenance/Computer Technician is being given a stipend in addition to his regular salary to cover additional time spent assisting them with technology issues on their school issued devices or hotspots.

Prior to COVID-19, the SCS 6<sup>th</sup> grade Teacher had daily assistance from an Instructional Aide. Due to the closure of many service providers, the Instructional Aide must remain at home to provide supervision for her adult special needs daughter. This had required the 6<sup>th</sup> grade Teacher to take on the responsibilities of the Instructional Aide until the aide can return to work.

## 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.]

- The EL Teacher and Instructional Aide provide small group, or one-on-one instruction through Zoom meetings.
- The Homeless & Foster Youth Liaison identifies students in need and relates this information to the primary teacher to monitor.
- Teachers are providing Zoom and Google Meets meeting to all students for academic support, including low-income students. The Teachers, Counselor and High School Advisor personally call students that are behind on pace and schedule them for support time.

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

Description	Total Funds	Contributing
Due to the closed campus, computers and hotspots were purchased to provide all students with connectivity for the SCS Independent Study program.	\$186,681.00	Y
The Maintenance Technician is being given a stipend to assist students with technology issues.	\$6,554.00	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.]

Once students are allowed back on campus, the school will implement its in-house assessment program, Let’s Go Learn. Results from the test can be compared to the scores the student achieved prior to the COVID-19 campus closure in March 2020. Teachers will analyze the results and then be able to determine what standards the student is missing and can be assigned.

### **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.]

SCS is a performance-based program that allows a student to move through the curriculum as it is mastered. Students can work more quickly through their assignments or be guided with additional support by the teacher. This works well with all groups of students.

### **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.]

Teachers will be monitoring student’s daily progress and ability to stay on pace. Intervention strategies and support classes will be recommended if needed.

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

Description	Total Funds	Contributing
Teachers and High School Advisor availability for weekly support.	\$858,618.00	Y
Zoom meetings provided by EL Teacher and Instructional Aide for identified EL students.	\$119,670.00	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.]

Teachers are referring potential students to the School Psychologist. The School Psychologist is then regularly monitoring those students identified with any social and/or emotional issues through phone calls or Zoom meetings. She is also making herself available to all SCS staff.

**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.]

Identified students/families are referred to the Counselor, High School Advisor, EL Teacher, Program Specialist or School Psychologist for follow-up to determine the reasons they are not engaging in the school’s program. Together strategies are developed to reengage the student back into the educational program.

**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.]

As an Independent Study school, SCS is not required to provide meals to its students since they are not on campus more than 2 hours a day but local and state resources are posted on the school’s website and are given out by the school secretary.

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

Section	Description	Total Funds	Contributing
N/A	Instructional aide must remain at home to provide for special needs daughter due to closure of daughter's adult services program.	\$3,975.00	N

## 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
26.29%	\$1,005,097.00

### 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.]

SCS considered the necessities and circumstances of all students and identified those in greatest need based on the information provided through our stakeholder's surveys and phone calls. This information was then used to provide the student with all the items required in order to participate in the school's program this year. Targeted groups are always identified and their needs are a priority but the school usually tries to provide for all students because SCS is considered "school-wide" under the Title I program.

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

SCS enrollment is 80% low-income, 6% EL and currently no identified homeless or foster youth. The school always targets all students but still have identified EL, Foster and Homeless to make sure they are monitored by all their instructors. EL, foster youth and low-income students are provided additional help by the EL Teacher, EL Instructional Aide and the High School Advisor through Zoom meetings and phone calls. Spanish translation is provided by the EL Instructional Aide.