

# 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.]

Sierra Expeditionary Learning School (SELS) opened in the fall of 2010 as an independent public charter school serving 64 K-5 students. Over the first three years, SELS expanded and now serves 212 students in grades K-8. SELS offers a small school environment (class sizes from 22-25) dedicated to academic excellence, diversity, and the building of character and community. SELS is a school of choice and uses a lottery-based enrollment process. Besides running standard mathematics and literacy programs, SELS, as a member of the EL Education network of schools, focuses curriculum on thematic-based expeditions, character education, fieldwork, and the building of school-wide community and culture.

COVID-19 has strongly impacted the learning program. In March '20, students began distance learning and continued through the end of the '19-20 school year. Students also started the '20-21 school year in distance learning with plans to move to a hybrid learning program at some point. Distance learning was both synchronous and asynchronous, and included crew meetings focusing on character development and academic programming, some virtual live and some recorded. In Spring '20 students continued learning new concepts and ideas, but assessment was reduced as everyone worked to better understand distance learning and manage their lives during an onsetting pandemic. Fall '20 began with a much more involved academic program including learning targets, long-term goals, and regular assessment. The model remained similar with synch- and asynchronous learning, and daily live crew meetings.

Impacts on the community have been significant. Parents now need to manage their own work environments (whether at home or in the community), while simultaneously assisting their children more directly with the learning. Parents of younger students have found this especially difficult as those students need even more support using technology. Job loss and sickness have also exacerbated families difficulties. Overall, a very difficult time for teaching, learning, and managing one's own family.

# Stakeholder Engagement

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

Efforts were made to make sure all families had internet access and workable devices. Our only other language is Spanish and translation is provided as needed and with all policy documents. A staff member regularly reaches out in Spanish to families checking in about needs. Overall, families were asked for feedback on the distance learning process in Spring 2019 and how specific changes could enhance their children's learning opportunities and effectiveness, and/or better meet the families' needs. A virtual workshop held on Aug 31 to solicit additional feedback.

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

Board meetings are the primary option for participation and feedback. These are posted on the website at least 72 hours before and are included in emails sent to the school community. Parent surveys are conducted annually through Survey Monkey.

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

Scheduling was important, especially around early morning and for students with multiple children. Families also wanted direct access to tech help, which is now provided. There were also concerns about workload, but this ranged from much less to much more so was not particularly helpful. Overall feedback was very positive and families felt the school has been providing excellent distance learning opportunities for their children.

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

Teachers coordinate when scheduling to ensure less overlap and better timing for families with multiple children. Families provided contact info for tech specialists.

# 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.]

School will start '20-21 in distance learning (DL). This will re-evaluated regularly to see if in-person instruction can be safely conducted. If in-person, a hybrid model of AA-clean-BB will be implemented; students will be on campus two days per week and having DL the other three

days per week. Each elementary classroom and every two middle school classrooms will be assigned its own support teacher to help mitigate learning loss and maintain effective instruction and participation, whether DL or hybrid.

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

Description	Total Funds	Contributing
Students more impacted from spring 2020 distance learning are closely monitored. Additional efforts are incorporated to help maintain their attendance and learning: additional staff connections, both in-person and on-line; more translation with parents (as needed) and guides to help them better understand DL, hybrid, and rules surrounding safety; additional devices supplied if necessary; home-visits and phone calls as warranted. Most funding going to additional staffing support, and the remainder to supportive technology.	40000	Yes

**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.]

If students are on-campus, instruction will be similar to prior years. If/when schooling goes on-line, resources will go home with students, schedules will already have been developed to ensure consistency between in-school and on-line learning. Structures used for distance learning in Spring 2020 will again be used, and reflection on what worked best will be incorporated throughout the program. Support staff will be used to help with small group work, intervention, and assessment.

**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.]

All students have either a school issued device or a home device that can be regularly accessed. Our program is already 1:1 from 2nd-8th grade so only possible issues are at K-1st. School also worked with families to make sure all had affordable internet access.

## 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.]

Teachers are adept at assessment and will continue similar efforts between in-person and virtual learning. Tests can occur on Zoom calls, staff can do individual assessments (like reading) on-line as well, and there is extensive project and writing work. Attendance and participation are tracked daily by teaching staff, with participation recorded on a 1-4 rubric scale.

## 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.]

Two staff are dedicated to tech support and are accessible Mon-Fri all day and on weekends in emergencies. Staff have been participating in on-line professional development on curriculum more suited to distance learning and other PD specifically in how to improve on-line education. Administration supports nearly all staff requests for on-going, off-site PD. Additionally, Admin plans and runs internal PD on specific topics requested by teachers or as noticed by Admin. SELS is also connected to the EL Education network which provides both resources and PD opportunities.

## Staff Roles and Responsibilities

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

Classroom teaching staff will remain similar, but support staff will be required to do more on-line instruction, more scheduled small group/intervention work, more assessment, and more substitute teaching. Two staff will also take over managing students choosing to do all learning on-line and students who are quarantened for periods of time. Custodial staff will have increased expectations around cleaning/sterilizing so will have increased hours and pay.

## 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.]

These students have separate schedules where they meet with Resource and ELD personnel. These meetings will follow plans expressed in IEPs or follow plans outlined in the ELD program. These teachers will work closely with classroom teachers to ensure the support is focused and effective, and that students are not overwhelmed with workloads. SELS currently have no students in foster care or homeless.

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

Description	Total Funds	Contributing
Additional tech support to ensure any on-line instruction is as effective as possible and that all students have access.	15000	Yes

Description	Total Funds	Contributing
Support staff adding additional roles around distance learning, including managing long-term independent study students.	60000	Yes

## 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.]

Students will be assessed in reading, writing, and math during the beginning of school year 2020-21. These assessments will be used to guide instruction and additional student needs (as warranted). Assessments will be on-going throughout the year, and especially targeted with students with lower achievement.

### 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.]

For students identified as behind academically, extra support will be received. Numerous support staff will provide small group and intervention work. Those in ELD and/or Special Education will receive additional support from designated staff, based on specific needs. Again, SELS currently has no foster or homeless 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.]

Staff will track engagement (attendance, participation, work completed) and achievement to gauge effectiveness. Changes will be made if programs do not seem effective enough.

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

Description	Total Funds	Contributing
Support staff work - possible additional hours, responsibilities - in addition to the larger restructuring of more support teachers in general to help with all aspects of learning (including learning loss).		

## 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.]

SELS has a counseling and psych services at 0.8 FTE. These professionals are always available, even on weekends. The school counselor regularly engages with students and classrooms working on character and assessing particular needs. Staff are trained each fall on recognizing signs of trauma and are quick to bring in the counselor for additional assessment and support. Overall SELS has an extensive character program so conversations and reflection are a regular part of each week.

## 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.]

All student attendance is tracked daily. Students/families are contacted if absent, and if absent for three days Administration will call and then do a house visit. The reasons for absenteeism are addressed and the school works with the student/family to mitigate the reasons and increase attendance. Spanish translation is used when needed, both verbally and with all documents.

# 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.]

The school district provides free breakfast and lunch for all students who want it until Dec 30 (special funding), and then shift to providing meals for all students who qualify for the NSLP. These are distributed at pick up locations with some specific site delivery. This is the situation for both distance and in-person learning.

# 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
5%	92000

## 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.]

There remains an achievement gap between foster/ELs/NSLP students and the general student population. Because of this, for the past five years nearly all school goals have focused on reducing this discrepancy. This has been addressed through increased staffing, after school academic help, additional curricular materials, and more technology devices. Overall, the impact has been minimal, at least as measured by state testing. Attendance, though, has improved and we will continue to work towards reducing this achievement gap.

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

To better address the needs of foster/ELs/NSLP students, a support teacher has been assigned to each classroom. This will provide additional teaching and learning support, help with attendance tracking, and have added office hours.