

Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santiago Charter Middle School	Jim D’Agostino - Executive Director Ashley Pedroza - Principal	jdagostino@orangeusd.org (714) 997-6366 apedroza@orangeusd.org

General Information

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

As a result of COVID-19, we have transitioned from on campus learning to online learning but intend to go back to on campus as soon as possible. We have had to limit our class sizes and the number of electives that we offer our students as they do not all transition to online learning environments.

We are also offering an Independent Study option to our students who do not want to return to on campus learning as a result of COVID-19.

We offer Hotspots and Chromebooks to all students who need them to engage in distance learning.

We are a nutritional service distribution site for students and families, so all students have access to healthy meals.

We offer a mental health evaluation called the Heads-up Checkup through one of our partners who is a pediatrician and psychologist.

Stakeholder Engagement

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

We have surveyed all of our stakeholders multiple times throughout the school closure and summer to create data of what parents/students need in this new environment. We are a one-to-one campus where all students are issued a Chromebook. We have also provided Hotspots for those students who need them to learn during the distance learning environment. We reach out to students and parents weekly in multiple languages and always request feedback so we can make whatever accommodations are needed to support our community. We also have multiple avenues for communication that allows parents to have direct contact with administration to solicit feedback on how to best meet student needs. Our teachers have virtual office hours during online learning which is open to students and parents for feedback.

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

We continue to hold all public meetings as scheduled, but now do so virtually. We provide written notification of these meetings on our school webpage and in our automated messaging system to all stakeholders. If requested, we would provide accommodations to anyone who needs them in order to participate in any and all public meetings and or public hearings. We also communicate with all staff members via virtual meetings with a call-in option if preferred.

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

We surveyed our families to see what learning environment they wanted for the 2020/2021 school year. We sent this survey out in both Spanish and English and we divided it by grade level as well. The survey results showed that 82% of those surveyed in English want their students to be in an on campus learning model. When provided an allowance to have students on campus by our county Health Department and State, we will work to accommodate stakeholder needs in a safe manner.

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

We have created a plan that requires each student to log into online classes with teachers at a specific time each day and each teacher will take daily attendance for each student. We are going to individually reach out to any student who does not attend classes through our school counselor and resource officer to assure that students will be in attendance and be part of the learning environment. We have also provided teachers additional online training to assist in delivering an electronic version of the content standards and a variety of tools that will assist in evaluating the student learner outcomes. Teachers will also keep regular office hours for students who need additional support outside of the designated classroom instruction.

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.]

- We will offer free after school tutoring 4 days per week.
- We will offer support classes and skill building classes for those students who show learning loss due to the closure.
- We will replace one of two electives with a skills building program (as needed) to support students in gaining the skills they may have missed during the virtual learning environment.
- We have instructional aides who can assist those students who have experienced instructional loss as a result to COVID-19 in a small group setting (both in person when allowed to and in a virtual online setting as well) to help students get caught up on areas that they are not up to standard.

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

Description	Total Funds	Contributing
Because we have created an online learning environment that will easily transition back to an on-campus learning environment, we have limited class sizes for each section which will allow teachers to spend additional time with individual students in the classroom. We have also expanded the hours of several teachers to accommodate student needs including increasing a part-time teacher to a full-time teaching position, several teachers will be paid a 7/6th (extra period) and added a new Special Education teacher position.	\$220,000	Y
Extra Earnings for additional instructional support	\$30,000	Y
Personal Protective Equipment (masks, gloves, face shields, gowns), Safety Barriers, Disinfecting Supplies and Equipment.	\$100,000	N
Custodial Extra Earnings for deep cleanings	\$10,000	N
Instructional Supplies to support in-person physically distant learning	\$10,000	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.]

Prior to COVID-19, Santiago was a one-to-one school, providing Chromebooks to all students at no charge, so it has already been embedded in our school culture to have students do a portion of their assignments and learning format in an online environment. This will be expanded while the school is required to give instruction virtually, but this is not a drastic change for our students or teachers as it has already been established as a norm at our school site. In addition, teachers have had additional training (from both on-campus experts and off-campus experts) in how to use best practices in a virtual learning environment. We will implement those strategies to meet the needs of our students as long as necessary. Our teachers utilize various synchronous and asynchronous platforms, including Google Classroom, Google Meets, Blackboard Collaborate, along with electronic educational tools to ensure students are engaged in their learning process.

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]

Santiago Middle School provides a free Chromebook to each student, so that they are able to participate in online learning. In addition, the school has made available free of charge hotspots for internet access to school families in need of internet. Student learning is measured in each class the student participates (core classes and elective) as exercises and homework is embedded in the lesson and students are required to complete all work before giving an exit pass from class. In addition, teachers provide office hours to assist students who may struggle in understanding a concept presented in class. We also have a tech support person who will keep regular hours online to assist students, staff, or parents who are experiencing device or connectivity issues for the duration of the time that we are delivering instruction in a virtual environment.

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.]

All students will engage in synchronous, daily learning activities that allow for teachers to determine progress through multiple modes of assessment. Daily, independent work will be assigned, as asynchronous learning, to further engage students and to help teachers assess mastery of concepts. Teachers will provide access to weekly Office Hours, for further instructional support, including our Special Populations. All synchronous and asynchronous learning will be documented in a Weekly Time Log, to ensure daily and weekly instructional minutes are met. Documentation of daily attendance will also be required, for each day and each period.

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.]

All teachers have been offered various professional development opportunities through our authorizer, Orange Unified School District as well as our onsite experts. TLC Orange, Orenda online curriculum training, OC Pathways (provided by Orange County Department of Education) and in-house staff training. Each teacher has been placed in a “house” with 4 other teachers who share the same students (different content areas) so they can collaborate and give each member of their house additional support both for students and between colleagues.

Staff Roles and Responsibilities

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

Many of the changes to staff roles are to create a safe environment for all staff and students. Our school nurse and health clerk meet everyone who enters the building and takes their temperature, asks them if they have had any symptoms or been around anyone who has had symptoms, requires them to be wearing a mask or face shield and we provide hand sanitizer as needed in addition to social distancing. We have employed these strategies since we brought our office staff back. We have shared this protocol with all employees and have it posted in the main entrée way of the campus. We have practiced non-contact interactions with our students and community for everything from end of year check out to registration (car drive-through registration) and will continue this practice as long as needed. We have also purchased a great deal of PPE equipment, sanitizing equipment, and disinfectant equipment that we share with all employees and visitors as needed during their time on campus including face masks, face shields, gloves, hand sanitizer, disinfectant, desk shields and desk guards, and other PPE equipment.

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.]

We offer all students with special needs additional support with smaller class sizes, additional aide support, and additional time with teachers as needed. Teachers also check with our students who have unique needs on a regular basis to assist with assignments, organization, technical support, and content comprehension. We have a very well established support program for our students who have unique needs and we adjust, as needed, to support each student’s individual needs.

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

Description	Total Funds	Contributing
We have designated additional time for teachers and instructional aides to spend with students who have unique needs and students whose first language is not English, to better support them during the distance learning portion of our program and we will transition that to the on-campus program once it returns.	\$20,000	Y
Santiago provides mental health support through our counselor, our school psychologist, and our outside mental health partners. This additional support is designed to add additional layers of support to our students in need.	\$100,000	Y
Staff Development to support distance learning and on campus programs.	\$10,000	N
Software licenses for online courses including Math, English, French and Spanish	\$30,000	Y
Purchase/lease Chromebooks and Hot Spots to insure all students have adequate devices	\$250,000	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.]

Students will be assessed on their current standards and we will implement strategies to bring students up to grade level by offering additional tutoring, smaller class sizes, one to one support as needed, instructional aide support and the adoption of additional programs to support students as needed. Additionally, our classes are in an alternating block structure to provide additional time and strategies to support and enrich the learning in each content area.

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.]

Our accelerated learning model will consist of one-on-one time with teachers, tutors, instructional aides, and counselors to bring students up to grade level. We will offer after school opportunities for students to learn as well as Saturday school opportunities and purchase new curriculum and technology to help close the gap that exists between where students are currently performing and their current grade level. In addition, our supplemental curriculum is self-paced and prescriptive to the students' needs.

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.]

The effectiveness of the above mentioned supports and services will be measured by interim benchmarks, periodic formative assessments, grades and summative assessments.

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

Description	Total Funds	Contributing
Certificated extra earnings for Afterschool and Saturday School and other tutoring support	\$30,000	Y
Additional hours for Instructional Aides	\$10,000	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.]

We provide all students with a free Mental Health Check up that we get from an outside partner who sees students who indicate the possibility to harm themselves or others. We also offer referrals to those students who show signs of less serious mental health issues in addition to having students meet on a regular basis with our school counselor and our school psychologist. All students will take a weekly Social-Emotional Well-Being survey, monitored by our school psychologist and school counselor. We also partner with local law enforcement and a program called GRIP which offers a variety of services to our most at risk population and includes bi-weekly check-ins with students who are identified as at risk students.

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.]

We are engaging our students who are not participating in regular school classes by calling each home individually and sending our counselor and resource officer to the home of those students who do not respond to require them to participate in the learning environment. Our school counselor and psychologist will also develop a plan to assist those students who are chronically not engaged and offer support including parent meetings to assist in getting students engaged. We will hold regular parent meetings (once per month) to improve communication between the school and our families to support student learning and engagement as well as have administrative office hours to collaboratively plan with parents on how to support student learning.

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.]

Our school site in collaboration with Orange Unified will distribute meals to our families two days a week. The current plan is to offer two-days worth of meals to our families on Mondays and Wednesday to ensure that all students are getting nutritious meals as needed. We also put together care packages for our families as needed to support them with food over weekends and holidays upon request. Our community is very generous in supporting us in these endeavors.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Heads-up Checkup screening for all students (3 times per year)	\$60,000	Y

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
12.43%	\$982,404

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.]

Santiago has considered the needs of the unduplicated students - foster youth, English Learners, and low-income students in all areas of the Learning Continuity and Attendance plan and most especially in the following areas:

Distance learning program:

- the purchase of specific instructional tools that support instruction as well as differentiation of curriculum for unduplicated Students
- providing devices and hot spots to support unduplicated students
- additional school supplies for students to use at home

Pupil learning loss:

- provision of specific instructional tools to support intervening for unduplicated students
- additional funding to provide tutoring for unduplicated students
- differentiated academic support for English Learners
- individualized and small group instruction for unduplicated students

Mental health and social emotional well-being:

- school counselors provide lessons, staff support and small group support focused on supporting unduplicated students
- Heads-up Checkup mental health evaluation offered to all unduplicated students

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

62% of Santiago students are unduplicated including low income, foster youth, and English Learner pupils. With an understanding of the needs for unduplicated students, supplemental funding has been deployed on a school-based approach. The specific needs of the unduplicated student groups have helped to shape the design of all programs throughout the school and ensure the academic achievement of these students. The planned expenditures have been designed to be primarily focused on the unduplicated students to provide the additional support needed.