

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.]

In its inaugural year, 2019-20, Sycamore Creek Community Charter School (SCCCS) served students from TK-6th grade in North Orange County, with an approved charter to expand to grade 8 in the 2021-22 school year. SCCC'S curriculum and pedagogy is guided by the Core Principles of Waldorf Education, and the school is a member of the Alliance for Public Waldorf Education. In 2019-20, SCCC'S served students from Huntington Beach, Fountain Valley, Long Beach, Irvine, Tustin, Orange and Anaheim. While we faced many common challenges of starting a new school, the biggest challenge we faced came with the COVID-19 pandemic.

School Closure Communication

On Friday, March 13, 2020 Sycamore Creek Community Charter School announced that it would close the school campus to address the COVID-19 emergency, as recommended by the Ocean View School District, and the Orange County Department of Education. Our school campus is co-located with Oak View Elementary, Oak View Preschool, and a Headstart program, all in Ocean View School District, and we kept open communication to close all programs simultaneously. At that time, we anticipated the campus would be closed for 14 days, with a tentative reopening date of March 30, 2020. A school-wide email was sent out on March 13 with this tentative closure information. Between March 13 (Friday) and March 15 (Sunday), every family was further contacted with a personal phone call and/or text message, and information was posted on our family sharing site to ensure that everyone was aware of the school closure. Classroom teachers were in touch with their students and families on Monday, March 16, 2020.

In all school-wide communication as well as from the classroom teachers from March - September 2020, the consistent message to our families included: safety for all in our community; emotional and physical well-being of all students and their families; opportunities for continuous learning; and maintaining the rhythm of learning at the developmentally appropriate level.

Education

Because our curriculum is rhythmic and formatted around maintaining consistent daily rhythms, our school community was able to equip students essentially immediately to continue daily distance learning. All SCCC'S teachers had established Google classrooms and were providing daily

distance learning by Tuesday, March 17, 2020. On Thursday, March 19, 2020, SCCCS also made school supplies available for families to pick up, using safe social distancing protocols. Though it required much effort and innovation, our students had opportunities for continuous learning for grades TK-6. Faculty and staff stretched themselves to expand a strongly non-technological pedagogy into the virtual world. When it became apparent that school closures would continue to May 4, 2020, and eventually, the end of the school year, the teachers devised ways to address academics, while remaining cognizant that the true focus needed to be the emotional/mental well-being of our community members. Teachers recorded daily video or audio messages, they incorporated the Zoom video platform for morning lessons, Games, Spanish and Handwork. Further, they recorded stories, math, and literature lessons, encouraged students to explore outside, plant seeds, and study their environment. The school surveyed parents about health/mental health, academic, and technological needs. Using the results of the survey, teachers and staff developed a more robust distance learning plan that took into account the high level of stress - both financial and emotional - that everyone was under. Teachers focused on activities that required as little parental support as possible and included both review and new content in all subject areas, using a variety of online, paper-pencil, and project activities. Knowing our community and mission, we strove to keep our youngest students offline as much as possible. Waldorf follows a traditionally low-tech school program, and availability of technology varied across homes. As such, teachers offered a variety of ways to complete assignments. This model of distance learning continued through the last day of school, June 18, 2020.

Recognizing that the COVID-19 emergency and the resulting economic disruption was incredibly stressful for families, our employees adapted workload, delivery method, and work completion during this period of distance learning. In addition, teachers stayed in regular contact with families through phone, online platforms, email, and home visits when warranted. We shared social-emotional support resources via school-wide emails, linking to mental and emotional health resources. Families were notified that breakfast and lunch was available to those who needed it and instructed where free meals could be picked up every day for all children aged 18 years and younger in our community from March through the first day of the 2020-21 school year.

As a new school, though rooted in a long world-wide history and deeply enriching traditions, our school-wide festivals were heavily impacted by school closures. Many employees, students and families expressed anxiety and grief over the lack of emotional closure to the school year. Staff worked hard to give students and parents celebrations via virtual pizza parties, movie nights and a drive-through end-of-year supply return and send off (within the guidelines of local/state public health orders). We ended the year with an assignment for the parents. We asked them to reflect on the time they had been able to spend with their families and share what gifts they could look back and find over the course of this unprecedented experience. Families shared stories of being able to connect with the children in amazing ways, such as being able to see strengths that had not been visible before and to appreciate the slower pace that a stay-at-home order enabled. We entered summer with hope that the worst was behind us, but Orange County was soon on the state watch list. As the governor mandated requirements that the virus, be better under control before schools could reopen, many parents contacted us, deeply upset and worried about their children not returning to school in-person in September. Others were deeply relieved that their children would not be returning to campus yet. While our staff very much wants to have students back on campus, we recognize the significant health and safety issues for both students and staff. Following the most recent guidance from the governor and in alignment with OVSD's reopening, we have developed a robust two-program track: distance learning program for those who prefer to stay home, and in-person for those who prefer the on-campus experience.

Stakeholder Engagement

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

SCCCS went to great lengths to gather feedback from all families, both from returning and new students, as our school did have a planned expansion for its second year of operation. The Executive Director was in regular communication with families through email, newsletters, and by phone. The ED, as well as the Board President, a parent volunteer, and our Director of Student Services were in regular contact with newly enrolled families to assess their needs, questions, and concerns for the upcoming school year. The Parent/Guardian Community Council hosted bi-weekly “coffee chats” over the Zoom platform to foster community throughout the summer, as in-person gatherings were discouraged for Orange County as the number of positive COVID cases continued to rise.

Online Surveys

In order to garner feedback from our Parent/Guardian community regarding the school’s reopening, Sycamore reached out to families via email and phone. Four surveys were sent out to the school community via email on (1st) June 25, 2020 (2020-21 School Calendar - 1 question, 34 responses) (2nd) August 22, 2020 (Distance Learning and Return to School - 28 questions; 62 responses) (3rd) September 3, 2020 One question, 74 responses: Reopening Plan and Decision for Learning Plan for Fall, and (4th) September 4, 2020 - Distance Learning Support for student email, student/parent portal, google classroom, zoom, devices/technical support, 4 responses.

The responses gleaned from the surveys helped determine the school calendar for the 2020-21 academic year, as well as the options for in-person learning following all safety protocols, and distance learning. The 50 families contacted via phone represent more than half of our student community. Of these 50 families, 6 students were provided devices for distance learning. School-wide communication, as well as individual teachers to their cohort of students, sent out a minimum of four (4) e-mail based requests to understand how best to form our program. This request included a parent/guardian preference of:

1. Definitely planning to do distance learning for the foreseeable future
2. Definitely planning to do in-person learning for the foreseeable future (if it is legally and practically a healthful option)
3. Open to either one if it helps Sycamore establish the smallest stable cohorts possible.

4. Still not sure

The feedback from this information was extremely helpful to determine the staffing needs and whether we were able to offer a 5-day a week option or need to modify it to be a hybrid option of less than 5 days in-person to accommodate the smallest stable cohorts possible to lessen the spread of COVID-19 should there be an infection.

Board of Trustees Meetings

At the Board of Trustees meeting held on July 3, 2020, there was time provided for public comment from stakeholders, as well as specific requests for ideas, thoughts, and considerations for the school’s reopening plans as the first two items on the agenda. Regular meetings of the Trustees were also held on July 30 and August 27, 2020 and the re-opening plan and learning continuity was consistently addressed.

Town Hall Meetings & Phone Contacts

Two virtual town hall meetings were held on July 6, 2020 and September 2, 2020 via Zoom, available for call in (phone) or via computer (internet). Fourteen (14) newsletters were sent out via email between June 16, 2020 and September 15, 2020. Fifty (50) families were contacted via phone by a bilingual Spanish speaker to check in regarding learning continuity requests, connectivity & device needs.

Teachers and Staff Feedback

Teachers were surveyed for their opinions and safety concerns regarding in-classroom teaching while following mandated protocols. Further, as the option for in-person schooling became a real option for Orange County schools, teachers and staff determined the best practices and protocols to offer distance learning in real-time with in-person teaching.

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

School-wide town hall meetings, Parent-Community Council meetings, and both regularly scheduled & special Board meetings from March 13, 2020 - current day, were all held over Zoom for audio and/or video, with call-in links made possible 24-72 hours in advance of the meetings. Meeting notices for Board meetings were posted onsite at 17131 Emerald Lane, Huntington Beach CA 92647 and on www.sycamorecreekcharter.org. Town Hall meetings were announced over email. Parent-Community Council meetings were announced on the community sharing site.

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

Parent/Guardian Feedback

We received a wide-range of Parent/Guardian feedback and have provided options that accommodate the most families with all of this information in mind. From the third survey noted above, 76.1% of families who responded requested “in-person as soon as we are able to return, with distance learning only when applicable or necessary” and 23.9% of families responded with “Fully virtual, no ability to return in person until, at the earliest, when we reassess in January.” Based on this feedback and state & county regulations, we started school on September 8, 2020 with 100% distance learning. Families were able to choose between the option to persist with distance learning or attend 5-day/week in person school, following an attestation plan that outlines safety measures to be followed. We plan to open to the in-person cohort on September 28, 2020 while continuing to offer distance learning. Those students who have opted for in-person learning further agree to all safety protocols which include but are not limited to wearing face coverings, washing hands, and daily temperature checks. We have made extensive accommodations to have screens, internet access and appropriate wiring in the classroom to provide synchronous learning for both distance and in-person learning to support the teacher as well. As of 9/25 (13 school days), two pickups have been offered for students to have equitable access to necessary supplies.

Student Feedback

All surveys, phone calls and town hall meetings were communicated with the students’ parent/guardian. Families were encouraged to make the decisions with and for their families in alignment with their personal values. Some families did choose to consult with their children (Sycamore students) for their input, opinion, and requests, while other families made the decision as the parent/guardian.

Teachers and Staff Feedback

Based on teacher and staff feedback, teachers will have plastic face shields so that students can see the teacher's face for social-emotional cues and support, while maintaining compliance with health regulations. Each classroom has been upgraded with WIFI or internet hotspots so that teachers can provide a morning lesson with those students choosing to stay distanced, alongside the students who will be in the classroom.

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

Based on input from teachers and the parent guardian community regarding the school calendar (Survey #1), the last day of school is scheduled for June 18, 2021, maintaining both a week-long break in February and in April.

The school reopening plan took into consideration the responses from the August 22, 2020 survey, and the 1-4 preferences sent via email noted above, and the September 4, 2020 survey. Sycamore moved forward with 5-day / week in-person learning for small cohorts of students, while other students are staying home for distance learning for the foreseeable future. Parent/guardians self-selected into the group they were most comfortable with and were asked to make their decision for the fall semester (September 8, 2020 - January 2021). This decision can be revisited in January for the spring semester.

While school looks different this year, when families enrolled at Sycamore for the 2020-21 school year, they did agree to the Attendance Plan with specific responsibilities in the Google Classroom. Synchronous learning for morning lesson is expected for all students, and devices and were provided to families in need to support compliance with online learning and the school is awaiting 10 more ordered hotspots from T-Mobile. Teachers further offer office hours and assignments throughout the day (8:30am-1:30pm) to be turned in the same day as assigned. Specialty classes, including Games, Handwork and Spanish are offered weekly via Zoom and attendance is expected.

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.]

To the extent allowed by state and local public health orders/guidelines, the school will offer on-campus learning to those who have indicated that this is their preference, starting September 28, 2020. Through a phased approach, we will move from a 100% distance learning model to a 100% on-campus learning model. The hybrid phasing begins September 28, 2020, with a combination of simultaneous distance learning and in-person instruction, based on the individual needs of families and their preference noted in the school-wide survey. As of September 8, 2020, we reopened school in 100% distance learning. Our detailed reopening plan is [here](#) and our Stakeholder presentation is [here](#). To ensure smooth transitions between virtual and in-person learning, each classroom has been provided with a monitor that can be connected to a computer to provide synchronous live Zoom teaching to those who choose to remain at home. We hope that this hybrid model, which provides an inclusive environment for all, can provide the continuity of routine that our school feels is essential for positive mental health and social development. Teachers are planning to teach from their classrooms even while in virtual classrooms to further ease the transitions back and forth. This also allows at-risk students to attend class in person and still be part of the whole class experience. In the case of a positive COVID teacher test, it allows us to quickly shift to a virtual setting, so that all can be protected.

Additionally, we will be scheduling meetings every 3-4 weeks with families who remain at home and need to pick up supplies. We hope to use this time to check-in and ascertain that everyone is remaining healthy and engaged. Finally, we hope that this system can provide smoother transitions if we have to switch back and forth between in-person and virtual formats several times throughout the year.

While in a 100% distance learning model and if allowable by state and local public health guidelines, the district will conduct English proficiency and special education assessments in a one-to-one setting, with appropriate safety precautions in place. Similarly, if allowed, students who have experienced (or are at greater risk of experiencing) learning loss may be grouped into small groups to receive on-campus instruction, as noted above. For example, students with moderate to severe disabilities, English learners who are new to US schools, or foster/homeless youth may (and are) receiving in-person instruction over the course of the week.

In preparation for students' return to campus, we have made significant efforts to ensure a safe and clean environment, including thorough cleaning and disinfecting of all classrooms, workspaces, and common areas over the summer; ordering adequate personal protective equipment (PPE), hygiene and cleaning supplies; procedures for health screenings, and increased cleaning schedules when students are present. Our full attestation is available [here](#). Additionally, the School has maximized available classroom space to accommodate physical distancing through reconfiguring classroom set-ups and removing non-essential furniture.

Because we have weather that allows people to be outside much of the year, we will also utilize our large outdoor spaces for teaching and learning. Using EZ ups and small portable, individual student desks (grades 4-7), we are able for each student to transition in and out of the classroom with ease and without having to share anything. When planning classroom routines and physical design for on-campus instruction, we have developed classroom routines that ensure minimizing of shared/mixed items (each student has a bin or bag that holds all needed supplies (such as scissors, glue, paper, and pencils) and developed classroom routines that address transitions in and out of the classroom such as allowing extra time for hand washing/sanitizing.

Schedule: in-person

Daily M-F

School schedule		
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	Kindergarten	1st - 7th In person and virtual cohort share the same schedule
8:30	In-person cohort with virtual learner participation (8:30-11:30)	Main Lesson block
9:30		
10:30		
11:00		Recess
11:30		Math/Reading Blocks
12:00	Extra Check-in with virtual learners	
12:00-12:30		Lunch
12:30-1:30		Music/Art/PE (Games)

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

Description	Total Funds	Contributing
Additional cleaning, servicing of cleaning equipment i.e. vacuum, PPE such as disinfecting wipes and sprays in classrooms, small cohorts, little to no mixing of cohorts, cohorts assigned to designated areas to limit intermixing, hand sanitizing and hand washing at specific points in the day, daily temperature checks before coming into classrooms and when necessary throughout the day, physical distancing in classrooms, shade for outdoor classroom environment, remove extraneous furniture from classrooms and store.	\$1,470	N
All supplies that are made available for in-person learning are equitably provided for distance learning. Many extra items were purchased in order to ensure there was no need to share items among students, teachers or classrooms to avoid commingling and reduce potential of virus spread that would normally be shared such as high quality paint brushes, block and stick beeswax crayons, high quality colored chalk, manipulatives (glass	\$3,000	Y

beads for mathematics), dice, individual paint sets, weaving boards, balls, beeswax for modeling, and high quality colored pencils, individual dry erase and chalkboards, woodworking materials for individual outdoor sitting benches and work stations, gardening items such as hand trowels, gloves, and play items such as jump ropes.

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.]

One of our guiding principles during reopening planning is **flexibility** and to be ready to deliver instruction in any stage. By keeping this principle in mind, we have developed plans that will provide continuity for students if we transition between distance learning and a in-person model over the course of the school year. We have chosen a turtle as our mascot and communicated explicitly to students and families that the turtle keeps all his home (school supplies) on his back at all times!

Over the course of the summer, the director and all teachers developed distance learning expectations and guidelines. The guidelines meet all of the requirements for distance learning outlined in SB 98. Teachers and support staff had multiple opportunities to discuss the guidelines at site-based meetings and give input on platforms and tools to be used. The teachers collaborated together to provide consistency across grades for families who have multiple children enrolled. All classrooms are using Google Classroom and Zoom as their delivery platforms. Additionally, designated EL students will have access to Reading Horizons Elevate as appropriate.

This includes our games program (known traditionally as PE) which is incorporating mindfulness, yoga and meditation exercises that can help students cope with stresses unique to this experience.

Teachers continue to evaluate the standards to determine the most essential concepts for instruction so that distance learning activities can be focused and provide clear evidence of student learning. The school's adopted curricula (and accompanying technology platforms) will be used for traditional and distance learning models to provide continuity throughout the entire school year. Communication with families will occur throughout the year in 3-4 week increments that coincide with block rotations for supply pick-ups via in-person (as allowed by county mandates), video conferencing (Zoom, Google Meet), telephone, and email. Clear learning goals are identified at the beginning of each block and daily attendance, work and interaction noted.

As the school transitions to the blended in-person and distance model, the schedule will remain the same and students will remain in their cohorts to ensure a seamless transition from distance learning to in-person instruction. This schedule also supports students who will remain on 100% distance learning even when returning to the hybrid model. The students will continue to participate in the daily morning main lesson and receive enrichment classes and supplemental math and reading instruction each day.

Schedule: Distance Learning

The schedule for distance learning will mirror in-person learning to make transitions back and forth smoother. In some cases, main lesson blocks are later in the morning to acknowledge that some families are trying to juggle several different students and their computer time.

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.]

Multiple surveys to the parent community, starting in March, tracked families' needs as far as internet access, devices and accommodations were concerned. Any family that expressed a need either in a survey or through other communication was contacted via phone by a bilingual Spanish speaker to further understand their needs for devices and/or connectivity. Families wanting to share devices were able to loan them to the school on a temporary basis. We have 100% of our students connected to their Google classrooms and attending synchronous instruction time. Six families requested devices, and as there is a shortage of hotspots, when received families in need will be provided a hotspot for reliable internet connection.

Sycamore purchased 10 hotspots to accommodate families in need as well as on-campus classrooms that were not previously equipped with internet access. Orange County Board of Education had 25 donated laptops that Sycamore was able access, scrub, and update operating systems to provide to families, staff and teachers in need of devices.

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.]

SCCCS collected feedback from parents regarding their experience with distance learning from March - June. One of the biggest concerns from parents/guardians was understanding expectations for synchronous, asynchronous, and live lessons; for teachers the concern was measuring participation and staying connected with all students. The school's distance learning plan for 2020-21 addresses specific expectations for synchronous, asynchronous, and live instruction daily. Teachers sent out a learning plan for in-person and distance learners each week, and all teachers held a virtual back-to-school night the second week of school to lay out the plan for September - June. Morning lesson, extra lesson, math, and reading/language arts are taught synchronously. Specialty subjects, including Games and Handwork, are being taught both synchronously and asynchronously (through recorded videos). All classroom teachers meet with specialty teachers weekly to ensure a balance of synchronous and asynchronous instruction and to be mindful of screen time. Live lessons consist of a class lesson, small group instruction, and drop-in office hours. Independent assignments are expected to be completed the same day as assigned and are part of asynchronous instruction. For students participating via distance learning, they are expected to turn in each day's work the same day it is assigned. Throughout the day distance learners are expected to sign in and join the in-person learning, while also have time to sign off for a screen break while in-person learners have outside time/recess.

Teachers monitor student participation during synchronous and asynchronous instructional time and track their participation in accordance with the weekly engagement record. We are able to track live contacts and synchronous instructional minutes through phone logs and usage reports in our video conferencing platforms (Zoom). These assignments are reported in a weekly log that also includes summary of student work done asynchronously. Prior to each learning block, classroom teachers share learning goals that are shared between all learners. . Teachers assign work throughout the learning day (8:30am-1:30pm), a time value to each assignment based on the amount of time it would take an average student to complete. Additionally, all assignments given must be turned in and then provided feedback in grades one through eight in either Google Classroom or via email, as is possible for each family. Teachers will be monitoring student progress in a variety of ways including

participation in live instruction, small groups, discussions, assignment completion, and assessment results.

The teachers record student participation in the weekly engagement record and upload it into the appropriate portal, which can be reviewed by the Director to monitor student progress, participation, and attendance. If students are not participating or completing assignments regularly, they will be supported through the school’s re-engagement process.

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.]

We will continue with our Professional Development (PD) plan as developed. Fortunately, most classes, trainings and resources have shifted to online to be available to a wide range of Waldorf teachers and staff. Weekly faculty meetings will continue to be an important source of training in EL teaching, assessment practices and remedial work. Our lead teacher continues to provide mentoring support both virtually and, when possible, in person.

Current trainings included:

Training for incorporating ELD in a virtual classroom

Setting up Google classrooms (two part training over two different times)

Tips and Tricks for Google classroom

Youcubed math curriculum training which includes an online resource for students

Effectively utilizing Zoom for optimal engagement: creating polls on Zoom, whiteboards, notating, participants restrictions and more

Staff Roles and Responsibilities

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

A School Counselor began in May and has also helped to facilitate Student Services. He is available to families as needed for emotional as well as educational support, including for low income, foster youth, and homeless youth, EL and SPED students. Support staff have been reassigned to roles where they can provide the most benefit to all. This includes tasks including supply mailings and drop offs for families and campus readiness for in-person learning.

Since the beginning of the COVID-19 pandemic, school leadership and staff have spent considerable hours planning, communicating, and implementing procedures and protocols that emphasize employee and student health and safety. The director maintained regular communication with employees and the community through email, newsletters, and phone calls, and became an expert in safety precautions and personal protective equipment (PPE). The Director worked collaboratively with teachers, staff, the Pre-School, and Elementary School, as well as the authorizer, Orange County Department of Education, and the Orange County Department of Public Health to determine how different learning

scenarios would be implemented. Our staff fully understands the importance of making personal contacts with students and families, particularly those who are under-resourced and need to be re-engaged with school.

Because of the inherent challenges with distance learning, there is a conscious effort to connect with students and their families and nurture their social-emotional needs. Teachers have offered physically distanced home (or park) visits to all students, been available on campus for supply pick-ups, and offered access for both personal and academic conversations in person and online. Parents and caregivers are encouraged to reach out directly to their student’s teacher and/or the Director of Student Services should they see a change in their child’s behavior that raises any concern.

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.]

Teachers and support staff have had regular contact with EL families during the school closures to ensure that they have access to distance learning resources and that they understand the information being communicated by the district. Spanish translation of all communication has been available. Our Director of Student Services and Lead teacher who is also our EL Coordinator collaborates with teachers to support our EL students through preparation of materials and additional student contact via video, phone, and teleconferencing. Teachers are working closely with EL families, making sure they can access the various school resources and platforms.

For our low income students, we have provided additional support with internet access and devices and more frequent contact for those families with limited resources. We provide native language support as needed.

In order to address potential learning loss for our more vulnerable students, teachers and staff are committed to daily contact with all students, whether distanced or in-person. We are working diligently to understand the ongoing and changing needs of our students during this time and continuing to adapt to best serve the needs of our community. For example, as our younger students prepared to come to campus, their classroom teacher suggested they bring a comfort toy

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

Description	Total Funds	Contributing
Extra support staff for teachers in virtual learning synchronous classes to aid virtual learners with curriculum to increase services to EL students, students with little to no home support, and foster/homeless students	\$5,000	Y

Purchase of Clever Bridge for School Pathways Information System to protect Student Privacy while online	\$750	N
Extra wellness support classes for virtual students i.e. yoga, meditation, relaxation to increase services during distance learning for students with little/no home support, and foster/homeless students	\$4,000	Y
Internet Upgrades for connectivity in three classrooms where none previously existed and upgrades in three other classrooms to allow for more users and signal to reach the outdoor Kindergarten classroom	\$4,500	N
10 T-Mobile Hotspots for teachers while awaiting internet upgrades, and to support access for virtual students when teaching is in an outdoor classroom environment for in-person students. Also, used to provide for families without reliable connectivity at home	\$2,400	N
Professional Development: Monthly Waldorf Teacher Trainings to improve services	\$2,500	Y
Staff WIFI, technology, device stipends to aid with home connectivity when needed, reaching families when not on the school site to increase learning and supports for EL students, students with limited/no access, students with little/no home support, and foster/homeless students.	\$5,000	N

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.]

Services and supports will be measured in an ongoing manner through formative and summative assessments, including teacher-created assessments, publisher assessments, ELPAC scores, and CAASPP scores if available. Additionally, student work completion, student grades, and student attendance will be monitored. We are aware of the significant disadvantage that particular assessments can have on students, particularly those at risk ([research article](#)), and remain engaged in developing assessments in live tele-conferencing group and individual sessions.

Our school provides progress reports to parents in November and March of each year and include reading comprehension levels and math competencies based on student work. Our focus has always been on growth because our mission is to meet students where they are and provide opportunities for them to excel to the highest levels. This enables us to take a holistic view in a time of disruption and high stress.

SCCCS has developed assessment plans for all grade levels. Students will take a variety of assessments at the beginning of the school year to assess learning loss and again will be assessed throughout the year. Once the standards and skills are identified, instruction can be tailored to meet the needs of small group time during core instruction, to inform the supplement instruction provided in reading and math as well as add additional small group instruction called Response to Intervention (RTI). Additionally, the school uses trend data by school and grade to determine next steps for professional development and further intervention.

English Language Arts Assessments

At the beginning of the year, students in grades two through seven will be assessed to determine reading fluency and reading comprehension. In late May first grade students will be assessed for second grade readiness.

Remediation will occur throughout the year to improve fluency and comprehension for students who demonstrate significant learning loss. Accurate and reliable tools will be used to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

Teachers will form a guided reading group of students that are similar in their development of a reading process and provide small group instruction.

Math Assessments

Students will start off with a diagnostic, that give the students math problems at their own skill level to provide information on levels of learning that will provide data for Response to Intervention. After identifying skill levels staff can provide those students who may need intervention services additional small group services. Students will then be assessed a year in late May early June to determine growth and progress.



Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The school will have a heavy focus on identifying students' needs via assessments as stated above. The ongoing assessment process will help teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment as well as to monitor academic growth. Once the standards and skills are identified, instruction can be added to small group time during core instruction or the student will be referred to the Response to Intervention program. The formative cycle of inquiry will be followed to teach, assess, and regroup students to continuously monitor and address student needs. Additionally, the school uses trend data to determine next steps for professional development.

Student participation in learning will also be tracked in both the weekly engagement record and other formative assessment measures. All assignments will be expected to be turned in and will be provided feedback in elementary grades in either Google Classroom or for middle school using the PowerSchool grade book.

For English Language Development, our English Language Development Instructor will hold regular office hours to answer questions, troubleshoot, collect feedback; then engage teachers and administrators in improving ELD, small group instruction, and RTI. The school is planning to offer (pending further guidance from state and local authorities) McKinney-Vento families, and other students who have exceptional needs, in-person full day supervision so students to have a safe place to learn and receive support. The Director and the school's Licensed Clinical Social Worker will also facilitate efforts to remove barriers to learning and identify additional supports needed to close the gap, including school on Monday aimed at giving extra support to English Learners, Students with Disabilities, and Socio-economically Disadvantaged students. Targeted students will be prioritized for 1:1 tutoring programs.

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 Teachers will record and monitor attendance in School Pathways and through the Weekly Engagement Record and report irregular attendance to the Director. Teachers will report on student participation and assignment completion to the Director through the Weekly Engagement Record. All student engagement records will be reviewed by the Director weekly to monitor student participation and work completion of all students. Based on the weekly review, the Director will meet with the appropriate special education staff, remediation staff, teachers, and counseling staff to support students and families.

The Director will do virtual and in-person classroom walkthroughs to monitor instruction, student-teacher interaction, and provide teachers with feedback and support on the effectiveness of instruction during distance and in-person learning. The Director will provide constant feedback and support to the teaching staff based on classroom walkthroughs, trends, and observations.

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

Description	Total Funds	Contributing
RTI: ELA and ELD Program (added hours this year)	\$4,000	Y
Reading Horizons curriculum to help with language arts learning loss and English Learners	\$2,000	N
Director time dedicated to providing technical support to parents/guardians teachers, and students; and classroom assistance both virtual and in-person for teachers.	\$10,000	Y
Small group instruction by the teacher, small group intervention by the teacher, one-one supports by the teacher or paraprofessional	\$6,000	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.]

Social Emotional Learning Outreach at SCCCS

Due to critical community health needs, this academic year will look different from the inaugural school year at SCCCS. With this in mind, additional thought and research has been conducted in order to develop a plan to meet the social and emotional needs of the students as they experience this unique academic year.

Based on research found on The Collaborative for Academic, Social and Emotional Learning (CASEL.org), a breakdown of guiding questions was outlined. Below are the questions that CASEL has identified for schools to meet the Social and Emotional Learning (SEL) needs of students. The proposed approach that SCCCS will utilize is described below each guiding question.

Guiding Questions:

1. Who will serve as the school lead for SEL? Mental/behavioral health services?

The Counseling staff in conjunction with the Special Education department and Director

2. Which data will inform decisions regarding social-emotional needs of stakeholders?

Counselor assessment and teacher input based on student self-report and staff observations.

3. How will the school ensure the mental health and well-being/promote self-care for staff?

Open conversation regarding self-care will occur at staff meetings, and access to the counseling team via in-person, phone or email will be readily available.

4. How will the school ensure that school counselors are only being asked to do what they are trained for? (Example: school counselors may do short term counseling or small group counseling but should NOT be doing long-term counseling.)

Students with counseling needs on their IEP and 504 plans will be regularly monitored to note progress on their identified short-term counseling goals. If longer-term counseling needs are determined, the student's family will be consulted, and community-based referrals will be provided. For students without IEP or 504 counseling goals, our Counseling Team will be available to address counseling crises, conduct safety assessments and coordinate with families to provide appropriate community referral sources, as needed.

5. How will the school ensure coordination and collaboration between the counselor, psychologist, teachers, and other staff?

The counseling staff will have regular, scheduled meetings with Director as well as the SPED team to ensure that open and updated communication regarding students is readily available and streamlined among counseling staff, teachers, the director, and other school personnel.

6. How will counseling and/or psychological first aid be provided for those that need it?

An uninterrupted path of communication to the Counseling staff will be available to all school staff--via in-person, phone and email.

7. How is the school ensuring that ALL STAFF (certified and classified staff) are prepared to be aware of students' social and emotional well-being?

Regular SEL consult from the Counseling staff will be avail for all school personnel. Additionally, pertinent online resources will be regularly researched and provided to all school personnel to help coach how to observe for concerns with student's social and emotional well-being. (see below links)

8. What long-term plans will the school have for social emotional recovery as a result of the disruption to the regular routine? (for some, it may take months or years to recover)

This important discussion will be ongoing between the Counseling staff, Directors, school staff and all stakeholders as we continually assess the implications of and recovery approach to this COVID-19 impact.

Family and Community Partnerships – Guiding Questions

1. How will the school ascertain what helps stakeholders feel safe at school?

Teachers will be the primary access point to observe and address what approaches are benefiting the feeling of safety among our students. Teachers will be given the latitude and support to host open communication circles with their students, engage in small group discussions and also request that the counseling staff participate in a lesson or discussion about SEL needs. Shared information among teachers and staff will be readily available in formal and informal staff meetings to ensure that positive and successful approaches and outcomes are shared among all school staff.

2. What partnerships are needed/available to support student needs? Staff?

Partnerships among teaching staff, the Director, counselor, SPED team and families will be important to assure student needs are met.

3. How will the school ensure stakeholders are informed and accounted for in the decision making process?

Stakeholder communication and input has been, and will continue to be, ongoing in this process.

4. How will the school provide emotional support to students and families that might have been directly impacted by COVID-19 (they or someone they know tested positive, had health issues, etc.)?

Our counseling staff can either consult with school staff on how to provide support regarding the identified need, or short-term direct outreach can occur between the student/family and the Counseling staff. If required, pertinent and individualized referral resources will be offered to families as determined by identified need.

5. How will the school provide emotional support to students and families that have experienced non-health related impacts as a result of the COVID-19 pandemic? (job loss, increase in domestic violence, etc.)

See answer to #4

6. How will immediate, short-term, and long-term counseling options and outside referrals be addressed?

Resources below will be provided to SCCCS stakeholders:

Additional Links to Online Resources for Educators, Administrators & Families:

[How to Develop Culturally Responsive Teaching for Distance Learning](#)

[Discover Gratitude](#)

[Empowering Children Through School Re-Entry Activities After the COVID-19 Pandemic](#)

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.]

Student participation and engagement in learning is monitored by teachers and the Director. Teachers, the Director, and Staff work together to monitor student attendance and engagement. Constant communication and monitoring will take place between the staff on student engagement and support. The tiered re-engagement plan that has been created by SCCCS includes:

Tier 1 – The Director will create a list of students with low participation or work completion (less than 60%) based on teacher’s weekly engagement record and collaborate with teacher and Office Staff to provide support for the family to remove barriers to attendance, work completion and/or participation. Student engagement is monitored, and increase is celebrated with families and students.

Tier 2 - If students continue to have low attendance, participation, and/or work completion for more than 3 weeks, the Office Staff educates families about truancy laws (in their preferred language) and a meeting is held with the Office Manager, Director, family, student, and teacher(s) to review attendance and engagement expectations. The Team develops an individualized support plan to improve student attendance, participation, and/or work completion. If the student is in Special education or has a 504, an IEP or a 504 meeting will be held. Student engagement is monitored, and increase is celebrated with families and students.

Tier 3 - If student attendance, participation, and/or work completion still has not improved after 5 weeks, the Office Staff sets up a meeting between families, student, teacher, and Director to formalize a student support [contract](#). The class teacher and Director monitor the contract and the team celebrates increased attendance and engagement with families and students.

Tier 4 - If attendance, participation, and/or work completion still has not improved after 7 weeks, the Director reviews the contract with families again and escalates the family to the District Attorney’s truancy Abatement Office.

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.]

For distance learning AND in-person instruction While campus facilities were closed and the school was providing a distance learning only option, families that qualify for free and reduced meals participated in a grab and go service from our school office. Meals were ready for pickup Monday through Friday by appointment and we also offered and delivered some of our shelf stable meals for up to a week at a time. Springs Charter serves as our School Food Authority and we pick up the meals once a week from a facility of theirs in Santa Ana. The Director contacted families who qualify for free and reduced lunches individually to inform them of these plans and support staff followed up. When school returned to in-person learning on September 28th, students who pre-paid for a grab and go meal will have it delivered to the classroom Tuesday through Friday, and students will be given a 30 minute break in their instructional day to eat their meals. Free and reduced price meals will be available at the school sites for students who registered for free and reduced price meals.

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

Section	Description	Total Funds	Contributing
Learning Continuity Planning Committee	Reopening committee meetings (director and staff) throughout the Spring and Summer 2020 to develop multiple plans for reopening schools and prepare for the implementation of distance learning.	\$2,000	Y
Mental Health and Social Emotional Wellness	Counseling Services	\$5,000	Y
Professional Development for School Counselor	Counseling Services	\$10,800	N
Pupil Engagement and Outreach	Provide Teaching Staff and Director, and Counselor to monitor student attendance and engagement in order to implement strategies to improve	\$7,000	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
5%	\$26,366

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.]

SCCCS seeks to serve all students including foster youth, English Learners, low income-students, students without homes, and students with special needs. When assessing our school program, we considered how all student groups could benefit from enhanced supports, high quality supplies, and extra access to resources such as reading programs and/or one-on-one help to increase learning continuity as well as mitigate in previous learning loss.

At the time of the school dismissal, SCCCIS conducted surveys and evaluation of our program to determine how to best ensure our most vulnerable populations did not slip through the cracks. We did wellness checks, brought on a school counselor, and contacted families individually to ensure all students had adequate access to learning. Items offered such as high quality supplies sent home, access to technology outside of the classroom all benefited low-income students who may not otherwise have access to the specialty curriculum such as music, art, handwork, Spanish classes, and continuing physical education otherwise.

Furthermore, our teachers have continued to engage in frequent and ongoing professional development that further enhances their abilities to reach underserved communities such as EL's in order to combat potential learning loss.

As well, the social/emotional well-being of our English learners, low-income, and foster youth students was prioritized through a school counselor from the Spring through the summertime, and continuing through the school year in order to ensure that learning would not be sacrificed due to mental health reasons.

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

Because of the need for a school dismissal, SCCCIS had the opportunity to address its program through the eyes of distance learners and find new ways to increase and improve learning for English learners, foster youth, and low-income students. Through surveys and individual

contacts, we found we would need to increase access to technology for all our students. We were able to procure 25 donated laptops and add platforms to them as well as screens to use for in-class streaming, hotspots (we are still waiting on these), and purchase other internet upgrades to ensure a continuity of learning for all students whether in-person or distanced.

Through a student/parent portal, Google Classroom, virtual streaming courses, an easy access survey form for tech help, individual calls to families who indicated they needed extra supports, and class meetings, as well as stakeholder meetings and townhalls, SCCCS solicited and reacted to any and all feedback we received in order to ensure service to all unduplicated students. One such example of a program that reaches all students and specifically helps EL and low-income students is the Reading Horizons program that will through large scale teacher training allow our teachers to reach all and specifically students who might otherwise not have access. Furthermore, our teachers through the weekly engagement form have instituted this helpful tracking measure to ensure EL, foster youth, and low-income students among their peers are engaged in activities regardless of whether they are in person or virtual.

The school's percentage of funding for increased and/or improved services is 5% at \$26,366. The school understands that in the current environment, additional actions and services are essential to the success of all students and more specifically those that are more at risk, including socioeconomically disadvantaged, Foster Youth English Learners, and students without homes. The school has exceeded the percentage of funding for increased or improved services and the total dollar amount of funding for increased or improved services is \$40,500.