

Learning Continuity and Attendance Plan Template (2020–21)

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.]

Tomorrow's Leadership Collaborative (TLC) Charter School is a WASC-Accredited Charter school models best practices for inclusion education, through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD. TLC provides an inclusive learning community where *all* students, including those with disabilities and learning differences -- their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

TLC Charter School serves a highly vulnerable high need student demographics that includes 23% Students with Disabilities (SWD) including medically fragile and immuno-compromised, low-income students living in densely populated multi-generational households with family members who are essential workers, who are essential workers; and English Learners with limited resources and support at home. Our school is situated in a community with significantly higher rates of COVID-19 compared with Orange County's average.

Our collaborative school community comprised of highly active parents, organized a fundraising event "Kindness Campaign" in Spring 2020, raising \$65,000 to funds technology, staff support, and food distribution for TLC families in need during the pandemic.

On March 16th TLC Charter School launched its Distance Learning Platform, specifically designed to provide students ongoing learning opportunities and access to the resources necessary to support their educational, social-emotional, and health and safety needs. It included embedded supports to ensure that students with disabilities had, to the maximum extent possible, equitable access and comparable learning opportunities to their peers without disabilities. Additionally, the distance learning platform allowed for instruction and services that were tailored to meet the individual needs of students with disabilities.

Our teachers were tasked with conducting a needs assessment for each of their students to identify the following needs: technology/device, internet service, and access to food/meals. Approximately 45% of our students were provided a

Chromebook/technology device based on the needs assessment; Wi-Fi hotspots were provided and information about acquiring free internet service from Internet Service Providers. Our school provided tech-support for families via phone.

Our entire staff participated in **professional development** on delivering high quality and engaging instruction using Google Classroom, Zoom meetings, and our staff collaborating in identifying high quality apps for our students.

Our teachers collaborated in designing lessons and videos for synchronous and asynchronous instruction. All teachers designed lessons in Google Classroom and used Zoom meetings for daily live sessions morning meeting and synchronous instruction. Our teachers also designed coursework materials (packets) that were distributed to families. Our teachers were also tasked with taking attendance, monitoring student participation and assignment completion (student work).

The following courses and programs were **modified as a result of Distance Learning**: Music and Art were delivered through synchronous and asynchronous instruction on a weekly basis. Para-Clubs that include Spanish, Sorts, Sign Language and Italian; and Para StoryTime Read-Alouds continued to take place through a virtual learning platform.

The **impact of Distance Learning** has varied by **student**, for many they felt a loss of community and socializing with peers. Distance Learning has created challenges for both students and **families**, including anxiety, job insecurity, food insecurity, and has impacted the mental and physical well-being of our community. In response, TLC Charter School has distributed technology devices, Wi-Fi hotspots, meal services, developed social-emotional learning videos and lesson, continued with enrichment courses and implemented a family-based SPED Program. Our school held a Kindness Campaign fundraiser to provide families with resources and necessities.

TLC Charter School implemented the **special education** and related services identified in the student's individualized education program (IEP), to the greatest extent possible, through the distance learning platform through synchronous and asynchronous instruction. Because person-to-person contact was limited due to COVID-19 and guidance from state and federal authorities, it was not possible to implement all components of each student's IEP. For example, because all schools were closed, all instruction and services occurred in the home setting and in-person supports were not available due to state and federal directives to avoid person-to-person contact. Similarly, some accommodations, supports, or services that were necessary within the school classroom context may not be necessary in the context of the distance learning format.

Students with Disabilities were provided access to general education distance learning opportunities and resources through Google Classroom. Case Manager support/consultation took place via email, videoconference, and/or phone. Access to supports, accommodations, as well as supplemental learning activities to support the student's IEP goals. Service Providers/Special Education Supports – APE, SLP, OT, Social Skills were delivered through synchronous and asynchronous instruction. Letters were issued to parents explaining the school's Distance Learning Plan for Students with Disabilities.

Approximately 30% of students at TLC Charter School are Unduplicated Pupils (Low Income, English Learners, Foster Youth).

The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For **English Learners** – teachers provided instruction for both Integrated and Designated English Language Development (ELD). For ELs curricular and instructional materials were scaffolded and individualized to ensure accessibility and equitable services that were academically grade level appropriate for our students. All materials that were sent to families were translated to Spanish; the identified primary language other than English identified by the Home Language Survey. Bilingual staff communicated with families on a regular basis to discuss synchronous/asynchronous instruction, Google Classroom Learning platform, web-based materials, curricular/instructional materials and provided families with the academic progress of their child.

The Executive Director/Principal serves as the **Homeless** and **Foster Youth Liaison** at TLC Charter School. Currently, our school does not have any Homeless or Foster Youth students. However, our fundraiser's focus was to provide vulnerable families with resources, including food/meals, clothing, technology device, and access to internet services, including assistance with Pandemic EBT.

Our teachers and support staff communicated on a regular basis with all families and ensured students participated, attended and engaged in coursework and ensured families knew how to connect virtually. Additional support was provided for students who struggled academically, and those who didn't participate regularly. Progress reports were provided to families that informed them of their child's progress.

Stakeholder Engagement

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

Throughout the academic year, TLC Charter School engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement as well as identify essential resources to support families.

Engaging stakeholders took place using multiple venues and formats including virtual meetings, phone calls and online surveys. This engagement was a critical and essential component in the design and development of the school's Learning Continuity and Attendance Plan; Distance Learning plan and Reopening plan for the 2020-21 school year. Translator services are provided for all meetings with families. Details on stakeholder engagement include:

- March – June 2020: Teachers and school staff met daily with the Leadership team to determine best practices and key challenges with distance learning.

- Spring 2020: Leadership team daily meetings with staff/teachers to discuss distance learning, student and family needs, including technology and food access and develop list of resources
- Spring 2020 – parents and students surveyed on school’s transition to distance learning
 - May 2020: Distance Learning Survey
 - July 2020: Surveyed families on learning preference: in-person versus distance learning
- Spring – Summer: Coffee with the Principal dates: 4/17, 5/8, 6/5, 8/14, 8/21 and 8/28
- Spring – Summer: School staff called families individually to assess for technology and internet needs (English/Spanish)
- Spring – Summer: Increased Clementine Food Trolley (Food distribution for families)
- Spring 2020: TLC Education Specialist met with parents of SWD weekly to discuss needs and supports during distance learning
- June – August 2020: School staff, and parents to provide input on the distance learning & reopening plan
- Summer 2020: TLC Reopening Task Force comprised of the Director, teachers, and support staff met regularly and has continued to meet
- Summer 2020: TLC Leadership and teachers partnered with the University of California, Irvine (UCI) Medical task Force team to develop the school’s Health & Safety Plans and the distance plan for academics to ensure and include research-based practices
- Summer 2020: TLC Leadership Team partnered with Children’s Hospital of Orange County (CHOC) for the development of the school’s Health & Safety Plan and Reopening plan
- Summer 2020: Distance Learning Special Education work group
- August 2020: TLC Leadership hosted weekly Coffee with the Principal to provide families with updates, input in the Learning Continuity & Attendance plan, and solicit feedback.

To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

- TLC conducts all parent meetings in both English and Spanish, and all school notices and materials sent to families are English/Spanish.
- Parent meetings are offered at different times of the day, and all Coffee with the Principal meetings are recorded on Zoom and sent to families to ensure equitable access.
- Parents have options to engage in meetings by Zoom, by phone, and on-site when possible.

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

The Zoom platform is used for all meetings and hearings with stakeholders who are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

TLC Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school's website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the **Board adoption of the Learning Continuity and Attendance Plan** as a non-consent item with the school's Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via REMIND App, Aeries Parent Portal; and on our school's website.

BOARD MEETING DATES:

Date of Public Hearing: September 15, 2020

Date of Public Meeting: September 22, 2020

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

TLC Charter School families shared they had health and safety concerns for their child returning to school; concerns with learning loss and social opportunities and concerns with access to childcare.

TLC staff shared they were eager to continue to support family needs; and were concerned with health and safety (being in close proximity which is required to support students with self-care and behavior).

TLC stakeholders shared they would like to know about possibly having a hybrid program; and onsite childcare for low-income families.

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

In response to this feedback, TLC Leadership team is developing a hybrid program for implementation once it is safe to reopen for in-person instruction. Teacher, staff and parent concerns for health and safety included the Phased Reopening Plan. Our plan includes measure to ensure technology access for all students; and especially for families with Spanish speaking households (English Learners), as it is particularly challenging for parents to help their children access distance learning at home due to language barriers.

Parents of ***Students with Disabilities (SWD)*** needed additional flexibility with live synchronous instruction and participation during distance learning. Our distance learning plan includes opportunities for students to complete some daily assignments after school but due the same day.

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.]

TLC Charter School started the 2020-21 school year on August 17th with 100% of students participating in Distance Learning (Virtual) Model (Phase 1).

PHASE 1: 100% Distance Learning

All instruction is delivered through distance learning; and our staff will ensure that all student have full access to our educational, curricular and instructional program through the use of technology and supplemental packets and instructional materials as needed.

When it is safe to do so, TLC will transition to Phase 2 providing families a choice of a blended/hybrid model or continue with distance learning.

Timeline: August 17th – Current

Instructional Format: All instruction will be delivered through distance learning. TLC will ensure full access to all students through technology and supplemental packets/materials as needed for families. Distance learning will include a combination of synchronous and asynchronous activities.

Classroom assignments: Students will be assigned to classes and co-teachers who will remain with them throughout the school year, whether in 100% distance learning (PHASE 1), blended learning (PHASE 2 option), or full in-person instruction (PHASE 3 option).

Scheduling: Each class will follow a consistent daily schedule based upon new state guidelines for daily instructional minutes (TK/K: 180 minutes, grades 1-3: 230 minutes, grades 4-6: 240 minutes). As directed by the state, students will be expected to participate in learning activities and will be accountable for completing learning tasks each day.

PHASE 2: Blended model OR continued 100% distance learning (family option)

Timeline: TBD (once OC meets health and safety requirements for reopening) – TBD (end of school year or end of health and safety requirements for social distancing in schools)

Instructional Format: When TLC is able to reopen safely for in-person instruction, families will be offered the following options:

- 100% distance learning (see above)
- Blended model: AM or PM in-person instruction and partial distance learning. Required social distancing measures and health and safety procedures will be in place on-site.
- Classroom assignments: Students will remain with their assigned teachers and class with family option for 100% distance learning OR blended model (PHASES 2-3).
- Scheduling: Each class will continue to follow the consistent daily schedule established in PHASE 1.

PHASE 3: Traditional school day model: full day in-person instruction (ONLY when recommended by local and state health and education agencies)

- TLC will resume full day in-person instruction when the local and state health and education agencies state that conditions have been met for in-person instruction without the need for social distancing measures in place.

To support the academic needs of our Students with Disabilities, the Educational Specialists and parents of SWD:

- GAME plan of prioritized goals and opportunities
- Continued service provision and paraprofessionals support
- Inclusive lessons and activities with accommodations/modifications

To support the academic needs of our English Learners: Spanish language support will be provided in every classroom by teachers and paraprofessionals. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language

Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. TLC provides ELD instruction to all students daily in an inclusive format. ELD and word study lessons are designed based upon the needs of EL students across proficiency levels, and English-speaking students also receive differentiated assignments related to English Language Development during this time.

Our school will focus on support for students who struggle with attendance and participation.

TLC Charter School will administer a **systemic cycle of assessments** that include diagnostic, formative, summative and internal/local assessments.

- iReady (Reading and math) assessments: 3 times/year
- GAME plan of prioritized goals and opportunities
- Daily formative assessments

To ensure student learning and competency developing while also addressing the social emotional needs of students currently, we are providing daily Morning SEL Meetings; social skills group hosted by Children’s Hospital of Orange County (CHOC) for grades 3-6; and will offer enrichment and Art courses to support the SEL needs of our students.

PPE & SAFETY

Options for Higher Risk Individuals

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing

Social distancing is an effective way to prevent potential infection. TLC employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible

- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.

Arrival/Drop-off: Teachers will open classrooms by 7:30am and students will report directly to class.

In order to ensure the continued well-being of our students and our employees, the following guiding principles have been put in place:

- Staff and students’ health and safety come first
- Provide quality instruction to our students no matter the instructional setting
- Continued responsiveness to, and engagement with, our students, staff, and families
- Ensure equitable services for all students especially unduplicated pupils

The safety of our staff and students remains the school’s primary concern. As a result, TLC Charter School will not allow normal visitation to our campuses. Instead, all visitations will be done by appointment or as allowed by school site administrators. To help prevent the spread of COVID-19 and reduce the risk of exposure to our staff and students, we are conducting a simple screening questionnaire.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Director & Classroom teachers to provide instruction for all students: in-person/distance learning platform. Our school’s daily instructional minutes via synchronous instruction exceeds the state’s SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-6.	\$707,823	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$35,000	N
Operations Manager	\$72,559	N

Distance Learning Program

Continuity of Instruction

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

TLC Charter School will begin the school year in a distance learning model with 100% of students off-campus.

TLC has designed a research-based distance learning educational program with the input and feedback from staff, parents, students and UC Irvine. All students will participate in a rigorous, cognitively engaging daily learning experience through synchronous “live” instruction as noted in the following chart. Our school will utilize google as the Learning platform; and synchronous instruction will take place via Zoom. The school day for TK will start at 8:15 and end at 12:45pm with an optional daily 45-minute block for additional academic support/intervention. For grades 1-6 the school day starts at 8am and ends at 1:30pm with an optional daily 45-minute block for additional academic support/intervention. To address the mental health, social and emotional well-being of students, TLC Charter School will implement daily Community Meetings (45 minutes) that focus on Social-emotional Learning and mindfulness. TLC Charter school will provide daily instructional minutes via synchronous instruction that exceed the SB98 CA state daily instructional minute minimum requirements.

SCHOOL STARTS: 8:15 AM		
SCHOOL ENDS: 12:45 PM		
REGULAR DAY TK & KINDER		
Community Meeting	8:15	8:45
Snack	8:45	9:00
Instructional Block 1	9:00	9:45
Instructional Block 2	9:45	10:15
Movement	10:15	10:30
Instructional Block 3	10:30	11:15
Lunch/play	11:15	12:00
Instructional Block 4	12:00	12:45
<i>Optional: Additonal Instructional/Intervention</i>	12:45	1:30

SCHOOL STARTS: 8:00 AM		
SCHOOL ENDS: 1:30 PM		
REGULAR DAY 1st -6th Grades		
Community Meeting	8:00	8:45
Snack	8:45	9:00
Instructional Block 1	9:00	10:15
Movement	10:15	10:30
Instructional Block 2	10:30	11:15
Lunch/play	11:15	12:00
Instructional Block 3	12:00	1:30
<i>Optional: Additonal Instructional/Intervention</i>	1:30	2:15

Paraprofessionals will support the needs of our students in distance learning by providing additional academic support, and assist with preparing materials for distribution as needed. The Instructional Coach will support our teachers with Professional development on

distance learning strategies, research-based pedagogical practices, providing resources for distance learning, prioritizing standards and academic goals; and communicating with the school's leadership on targeted professional development.

Social Studies and Science content standards will be integrated in English Language Arts; and Science content standard will also be integrated in Mathematics. Our students will continue to receive Enrichment instruction in Art, Music, Physical education, and Gardening. The following online core curriculum will be implemented:

- Engage NY for ELA/ELD and Math
- TCI Social Studies
- TCI Science
- DIG Curriculum for TK
- Bridges Math
- Fountas & Pinnell Guided Reading; Lucy Calkins Readers and Writers workshop

Our students will have access to the following supplemental applications: iReady, SeeSaw, Canvas, Flip Modules from OCDE, Learning without Tears (handwriting and keyboarding).

English Learners

English Learners will receive both designated English Language Development (ELD) daily in a 30 minute block utilizing Engage NY ELD curriculum, and integrated ELD across all disciplines. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will also be included to support of such instruction. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction. TLC provides ELD instruction to all students daily in an inclusive format. ELD and word study lessons are designed based upon the needs of EL students across proficiency levels, and English-speaking students also receive differentiated assignments related to English Language Development during this time.

Students with Disabilities:

TLC Charter School has developed a Goal Activities Matrix (G.A. Me) Plan for distance learning for use with Students with Disabilities (SWD). The GAME Plan is used to prioritize goals, coordinate services and collaborate with families. Our program also includes:

- Weekly co-planning with general education and Special Education teachers using the GAME Plan tools to ensure lessons and learning activities are individualized for each student with an IEP.
- Daily data collection for each student takes place using the GAME Plan tool
- Weekly family check-in meetings with Special Education teachers and parents take place

Each meeting includes the following on the agenda:

- Successes/challenges of the week (5 minutes)
- Questions/Issues of concern (5-10 minutes)
- GAME Tool review (5-10 minutes)
 - Adaptations/Modifications needed
 - New ideas and suggestions for moving forward
 - Actions for next week.

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.]

For the distance learning program, TLC Charter School has provided technology devices for all students in order to participate in daily curricular and instructional program via distance learning; and Wi-Fi hotspots for those who lack connectivity at home. All have been informed of low-cost internet service from local internet service providers. Our staff has designed tutorials for students/families, and provides daily tech-support virtually, via phone, and onsite daily from 7:30am – 11:20am.

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.]

TLC Charter School students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.”

Teachers must document daily engagement for each student. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

Each teacher will take attendance daily in Aeries. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each student. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a TLC Charter School credentialed teacher. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous. Time Value is defined as the Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product. TLC teachers will receive training on determining and certifying time value for assignments.

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.]

TLC Charter School has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- Canvas training modules – new platform for teaching
- Seesaw training learning app
- iReady for assessment and intervention

The Instructional Coach will support our teachers with Professional development on distance learning strategies, research-based pedagogical practices, providing resources for distance learning, prioritizing standards and academic goals; and communicating with the school's leadership on targeted professional development.

Staff Roles and Responsibilities

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

The roles and responsibilities of our staff have been modified to align with distance learning needs; and additional requirements per SB98.

- Paraprofessionals roles have been extended to include technology and language support for students and families
- Office staff roles shifted to Support Staff including serving as the family liaison, health and safety plan development and oversight, tech support, trouble-shooting issues for families/students, contact families when students are absent, etc.

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.]

Special Education (RSP) and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

TLC takes a different approach aligned with our inclusion model. All students are fully included in General Education classroom at all times, and co-teaching teams of General Education and Special Education teachers co-plan all lessons and learning activities during weekly co-planning meetings. Paraprofessional support staff provide additional support to dually identified students as needed in the form of prompts, preparation of additional materials (e.g. individual schedules, choice boards), and to take data on individual student progress and needs.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
SPED services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-8.	\$255,356	N
Paraprofessionals provides students with academic support via push-in during the instructional day in Zoom meetings; also provide tutoring for students that needs additional support A total of 4 Paraprofessionals are funded with LCFF S&C funds: \$122,000 (Total)	\$284,660	*Y
Online core curriculum (subscription): TCI Social Studies, TCI Science, DIG for TK, Bridges Math	\$10,000	N
Technology-based supplemental instructional materials including but not limited to: Google Classroom, Zoom, SeeSaw, Canvas, Flip	\$15,000	N
Technology devices, wi-fi hotspots, internet, headsets, IT support	\$44,762	N
Instructional Coach/Professional Development	\$15,000	N
Aeries Student Information System; and attendance/participation documentation	\$10,000	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.]

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning TLC Charter School has been implementing actions to mitigate learning loss. For the 2020-21 school year, we have developed a cycle of assessments including a universal screener to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

TLC Charter School will administer a **systemic cycle of assessments** that include diagnostic, formative, summative and internal/local assessments.

- iReady (Reading and math) assessments: 3 times/year
- GAME plan of prioritized goals and opportunities
- Daily formative assessments

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-6.

TLC Charter School will also address pupil learning loss by Implementing the following:

- 2020-21 school year ongoing progress monitoring and intervention to support individual progress on core/essential standards (ongoing assessment/intervention cycle)
- Maintain our inclusive community: technology support and problem-solving with families; Individualized student support to engage; and Spanish language support and family engagement.
- Academic focus on core standards and individual progress: Essential (power) standards; use of iReady (universal screener); and IEP Priority goals TBD in weekly meeting with the Education Specialist.

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.]

Approximately 59% of our students are Unduplicated Pupils; and 23% are Student with Disabilities (SWD). Services for Unduplicated Pupils (English Learner, Low-income, foster youth), and the strategies that have been discussed throughout this plan are based on evidence-based practices, that primarily support the needs of our Unduplicated Pupils and **Students with Disabilities**.

Our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families, provided a technology support hotline, and onsite daily technology support from 7:30am – 11:20am.

English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-6. Examples of TLC specific strategies include emphasis on visual supports for vocabulary and concepts presented, English-Spanish translation support for key vocabulary as needed, interest-based learning focus on familiar topics for students. In addition, the instructional day includes a **daily intervention learning block** that takes place in the afternoon. Our teachers will provide individualized support for every student as needed.

Our distance learning program incorporates academic supports and targeted intervention in ELA, Math and English Language Development, led by our teachers and in collaboration with our Paraprofessionals. Our plan includes an increase in daily synchronous instruction; and our daily instructional minutes exceed the SB98 CA daily instructional minutes requirement of:

- Grades TK/K: 180 minutes
- Grades 1-3: 230 minutes
- Grades 4-6: 240 minutes

2020-21 BELL SCHEDULE DISTANCE LEARNING

SCHOOL STARTS: 8:15 AM		
SCHOOL ENDS: 12:45 PM		
REGULAR DAY TK & KINDER		
Community Meeting	8:15	8:45
Snack	8:45	9:00
Instructional Block 1	9:00	9:45
Instructional Block 2	9:45	10:15
Movement	10:15	10:30
Instructional Block 3	10:30	11:15
Lunch/play	11:15	12:00
Instructional Block 4	12:00	12:45
Optional: Additional Instructional/Intervention	12:45	1:30
SCHOOL STARTS: 8:00 AM		
SCHOOL ENDS: 1:30 PM		
REGULAR DAY 1st -6th Grades		
Community Meeting	8:00	8:45
Snack	8:45	9:00
Instructional Block 1	9:00	10:15
Movement	10:15	10:30
Instructional Block 2	10:30	11:15
Lunch/play	11:15	12:00
Instructional Block 3	12:00	1:30
Optional: Additional Instructional/Intervention	1:30	2:15

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.]

TLC Charter School’s Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at TLC Charter School. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Data that will be collected includes iReady (ELA/Math) diagnostic assessments, formative assessments, student work, student attendance and participation, ELPAC Summative Assessment results, and progress on IEP Goals, that will be used for the PDSA process. These assessments outlined under “Pupil Learning Loss” will allow our educators to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Implementation of a Systemic Cycle of Assessments: iReady (reading and math), ongoing standards-aligned assessments to, identify learning loss and learning gaps, and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.	\$8,850	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.]

To address the mental health, social and emotional well-being of **students** TLC Charter School will implement daily Community Meetings (45 minutes) that focus on Social-emotional Learning and mindfulness.

Through our partnership with Children’s Hospital of Orange County (CHOC) they provide a social skills group for our students in grades 3-6 to build friendship and skills development open to all students.

Our distance learning schedule also includes enrichment and the arts. Art education is critical in social-emotional development, because it provides ways of accessing and developing social-emotional competencies. that also serve to support the social and emotional needs of our students. Students who participate in the arts demonstrate more sophisticated social skills such as sharing and cooperation, reduced signs of shyness and anxiety, and reduced aggressive behavior.

The Education Specialist conducts weekly Family check-ins for students with disabilities (SWD).

Our school will host teacher collaboration staff meetings three times per week that will also serve as a check-in for monitor and support the mental health, social and emotional well-being of staff. We will also host weekly teacher-led Zumba and mindfulness sessions. TLC will implement weekly professional development to collaborate and support the needs of our educators. Additionally, staff SEL surveys will be administered three times per year. The Director will review and analyze survey findings and share with staff.

All staff will participate in professional development that addresses trauma and other impacts of COVID-19 via Charter Safe and led by the school’s Director.

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.]

Daily student attendance will be administered by the teacher each morning during distance learning and documented. Students who are absent (not in attendance or not participating) will be marked absent. Our Support staff will immediately contact families/student to

notify them of the absence. A message is also triggered on the Remind App sent by the teacher to the parent; and the Aeries Student Information System Parent portal will also be updated and alert the parent of the child’s absence.

The following chart reflects our tiered reengagement strategies for pupils who are absent from distance learning. Spanish language support is provided for non-English speaking families at all levels.

Tier Support	Description of Support for Student Attendance & Participation
<p>Tier 1</p>	<p>Educators take attendance daily during community meeting with a roll call where they will look for visual, audio, or typed responses. Educators record all absent students directly in AERIES, TLC’s SIS system. Additionally, Educators will document/report out students who may be present during synchronous sessions but are not actively completing assignments.</p> <p>TLC staff will reach out to parents/guardians to alert of absences and to consider personalized solutions for reengagement purposes.</p> <p>Tier 1 universal support includes option to accommodate family schedules and working parents. Families may complete and submit a weekly “Family-School Distance Learning Agreement” to allow for daily assignment submission by 11:59 p.m.</p>
<p>Tier 2</p>	<p>On a weekly basis our TLC Attendance staff will review both sets of data to determine additional follow-up to be conducted by TLC’s Outreach Coordinator.</p> <p>Follow up activities may include phone calls (English/Spanish), email or written communication (English/Spanish), on-site Family Meetings (English/Spanish), individualized plans for families as needed.</p>
<p>Tier 3</p>	<p>Additional follow-up communication by TLC’s Outreach team may include a phone call, designated support, access/information to more resources, and possibly a home visit by a TLC Administrator if critical.</p>

For Tier 1: Teachers will host daily live synchronous instruction and interaction with each student at least once per day.

- Contact will be made in the student’s home language as needed
- If a student has not participated in or turned in at least 3 assignments during the week, the teacher will submit a Re-Engagement Form to the Outreach Coordinator.
- If contact is made attendance will be updated
- No answer from a family will result in an automatic Re-Engagement Form.
- If a teacher does not submit a Re-Engagement Form on Monday, an administrator will contact them to "check in" to collaborate or see if there are any challenges with the process.

For Tier 2: Outreach Coordinator will contact the student three times (via phone, email, or text).

- Contact will be made in their home language as needed

- If contact is made, the Outreach Coordinator will inform the teacher by email
- If contact is not made, the Outreach Coordinator will mail a supportive letter (pre-truancy warning)
- The letter will be available in English, and Spanish
- If no contact is made, the Outreach Coordinator will also facilitate the scheduling of a Parent, Teacher, Administrator Conference (PTAC) or Student Intervention Team (SIT) via certified mail
- If there is no response to two attempts to schedule a PTAC or SIT, the Outreach Coordinator will refer the student to the Principal.

For Tier 3:

- The Principal is involved in the next three additional attempts to contact the student and family.
- Additional efforts to contact the student and family may include certified letter, home visits as needed, phone calls from administrator, individualized supports and resource engagements.

If contact is not made after three TIER 3 attempts, the TLC Public Charter School will pursue truancy procedures and policies will be engaged.

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.]

TLC Charter School has disseminated school lunch applications to all families to evaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are served.

TLC Charter School will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. For students attending in-person instruction, meals will be delivered to each classroom for both breakfast and lunch. The meals that are provided by our food service provider will be individually packaged for health, safety and ease of distribution. Students will eat in their classrooms and practice all safety guidelines practicable.

During Distance Learning: Grab & Go meals will be made available weekly on Mondays at the school site that will include a total of 5 breakfasts and 5 lunches, for families to pick up, via curbside in a non-congregate setting. To ensure social distancing and "no-touch" pick-up, our school will set up a drive-up tent where families can check-in and pick up their meals.

TLC Charter School will also partner with community-based agencies, nonprofit organizations, and provide Clementine Food Trolley food distribution to provide direct food assistance to families including but not limited to information about food pantries/banks, and community events providing food disbursement.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	Office Support Staff; Outreach Coordinator; and Paraprofessional Coordinator to assist with tiered reengagement; attendance and student outreach; provide translation services, and communicate with students/families to ensure all students participate in daily instruction especially with distance learning; trouble-shooting issues families/students may have including but not limited to: issues with logging in to platform, tech support, and implementing tiered reengagement strategies.	\$90,406	N
School Nutrition	Food Coordinator	\$14,539	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.14%	\$161,523

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.]

TLC Charter School is a public charter school that serves a high need student demographic. TLC Charter School has a student enrollment of unduplicated pupils in excess of 59% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, and CA Dashboard, assessment results.

We identified the need for significant academic support for all students; additional targeted support for Unduplicated Pupils; and the need strengthen the method and modality of the delivery of those supports and daily instruction. A significant proportion of our Unduplicated Pupils are dually identified as Students with Disabilities.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with a robust full day of synchronous instruction; small group instruction/intervention; and electives/enrichment. Increased services for Unduplicated Pupils includes bilingual Paraprofessionals to provide academic support and intervention during the instructional day. In order to narrow and close the achievement gap amongst Unduplicated Pupils, it was critical for our school to provide additional instructional minutes, not less as outlined in SB98. The daily instructional minute requirements of SB98 are significantly less than a traditional school year requirement.

Our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families, provided a technology support hotline, and onsite daily technology support from 7:30am – 11:20am.

English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language

development, for English learners in grades TK-6. Examples of TLC specific strategies include emphasis on visual supports for vocabulary and concepts presented, English-Spanish translation support for key vocabulary as needed, interest-based learning focus on familiar topics for students. In addition, our teachers will also provide an optional **daily intervention block** that takes place in the afternoon. Our teachers will provide individualized support for every student as needed.

Our distance learning program incorporates academic supports and targeted intervention in ELA, Math and English Language Development, led by our teachers and in collaboration with our Paraprofessionals.

A tiered reengagement plan led by the Principal in collaboration with the work that our bilingual support staff are accomplishing on a daily basis which includes contacting families/students in the morning when students are absent; or for non-participation, and/or when coursework/assignments are not completed. Our daily tracker that teachers use to document attendance is reviewed and monitored by the Executive Director and support staff so we can identify absences in “real-time.” Our support staff also provides tech-support (virtually and over the phone); in addition to trouble-shooting any issues identified by families/students; translating documents, providing translation services, and addressing any and all issues. The Executive Director will facilitate parent meetings, parent workshops, communicate with families on policies (revised), discuss student and parent expectations in the distance learning model, and implement the tiered reengagement strategies.

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student’s unique needs through our school’s Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school’s goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child’s education and will continue to provide training and support on our distance learning platforms.