

# 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
Scholarship Prep Santa Ana	Andrew Crowe, Chief Schools Officer	<a href="mailto:acrowe@scholarshipschools.org">acrowe@scholarshipschools.org</a> 714-795-2195

## General Information

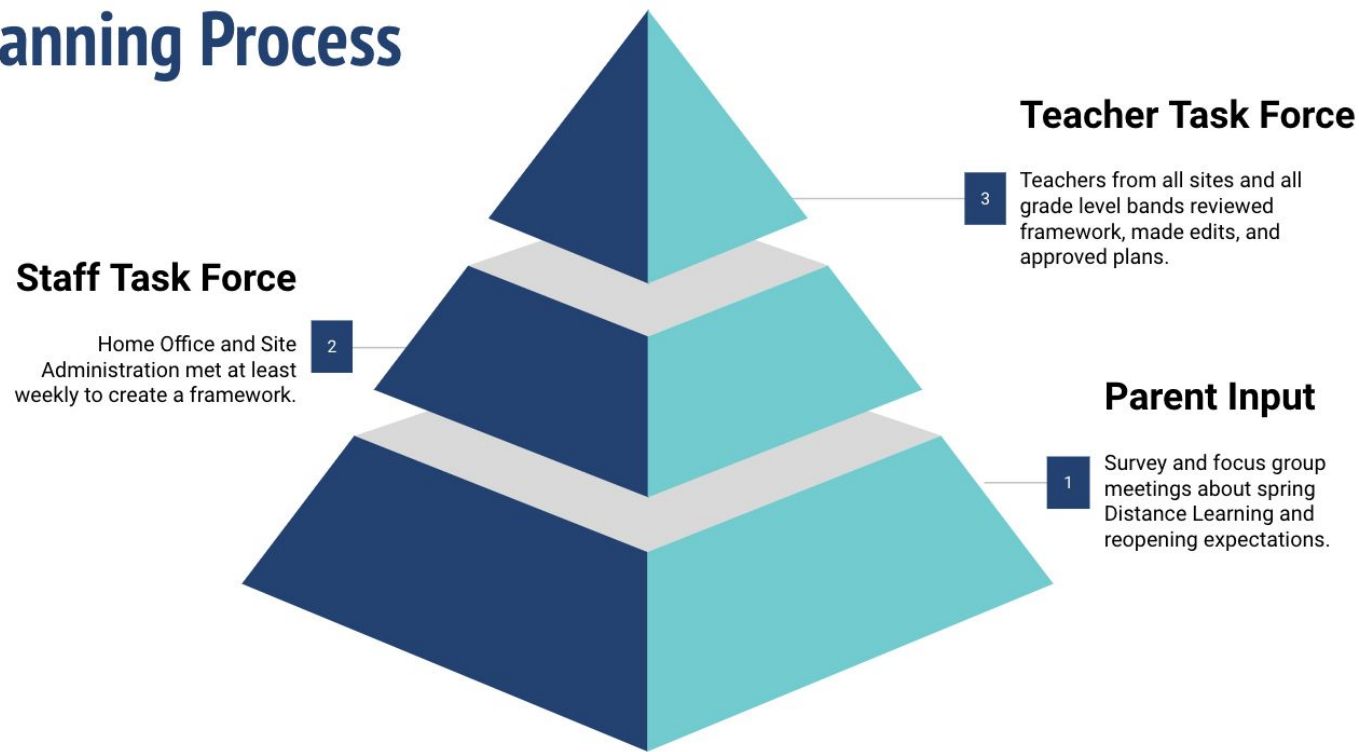
The COVID-19 pandemic has had a significant impact on the school community at Scholarship Prep, including our staff, students, families, and community partners. While the pandemic and the resulting school closures have had an immediate and obvious impact on the instructional model and safety measures implemented at the school site, the community at large has experienced high levels of stress from the disruption of their daily lives, worries about the health of themselves and loved ones, and anticipated or realized financial strains. Many of our students are facing greater food insecurity, loss of family income, loss of family members or friends to the coronavirus, and fear of catching the virus themselves. Additionally, due to school closures, many students, particularly our most vulnerable, are at risk of increased learning loss, thus widening the achievement gaps, in their academic achievement.

## Stakeholder Engagement

Understanding the impact of the challenges and stressors on our students, families, and staff caused by the COVID-19 pandemic, has been essential in developing a plan as we start the 2020-2021 school year in this unprecedented time. In order to best meet the needs of our community, SPS elicited input and feedback from multiple stakeholders.

Stakeholder input was gathered through surveys, focus groups, and listening sessions with target stakeholders (including teachers and parents/families). From the input gathered, data was analyzed, and plans drafted. All plans were reviewed with representative stakeholders, including lead teachers, site administrators, and parents/families, to solicit feedback and make recommendations. Plans were then finalized and presented to all stakeholders including home office staff, site staff, and students and families. This process was repeated as changes in guidance from the state and authorizers were released. For example, we first engaged in this process to evaluate and improve our Distance Learning program from Spring (March-May) 2020, then engaged again in the process to develop a Hybrid Model Program, and again to develop our Distance Learning Program for Fall 2020.

# Planning Process



At SPS we believe in establishing a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement. In order to promote participation of parents and families, we provide multiple engagement points and resources to foster meaningful engagement. When soliciting input and feedback from stakeholders, we utilized multiple methods of collection, including online surveys, paper/pencil surveys, emails, phone calls, and virtual (ie: Zoom) live meetings. To share present plans and receive feedback we utilized live virtual meetings, which were held via Zoom and streamlined live on Facebook to reach a larger audience. Materials are provided to stakeholders in both English and Spanish, and all meetings were available via phone and were recorded and posted for those who were unable to attend.

## Describe the Feedback from Stakeholders

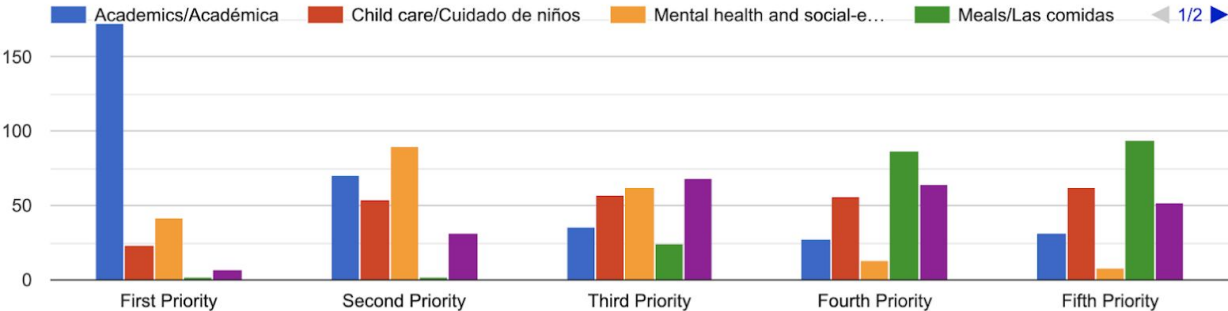
Many important factors were considered in the planning for the 2020-2021 school year, both for the Hybrid and Distance Learning Models, including stakeholder feedback, as well as recommendations and guidance from state and local health and education agencies.

For guidance on school safety and reopening guidelines, SPS will continue to work in partnership with state and local health and education agencies, including California Department of Education, California Department of Public Health, our district and county authorizers, and the County Department of Public Health.

Aside from health and safety, input provided from surveys and focus groups indicated that parents'/families' primary concern was their students' academic outcomes and students' social-emotional needs.

## Parent Survey: Distance Learning Priorities

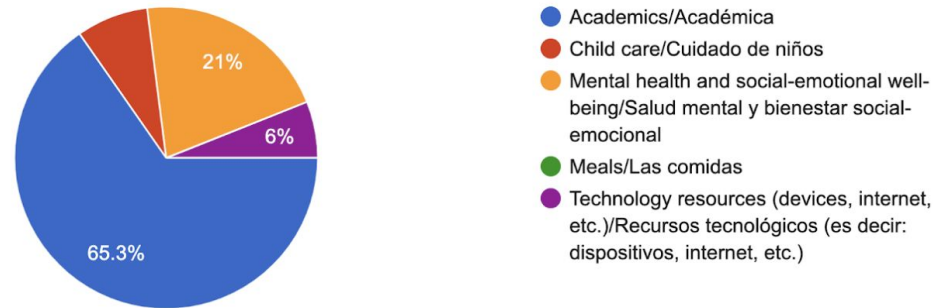
If we have to continue Distance Learning into the fall, what is your top priority or area of concern?/Si tenemos que continuar el aprendizaje a distancia hasta el otoño, ¿cuál es su principal prioridad o área de preocupación?



# Distance Learning Top Priority: Academics

If we have to continue Distance Learning into the fall, what is your top priority or area of concern?/Si tenemos que continuar el aprendizaje ...es su principal prioridad o área de preocupación?

248 responses



Teacher and staff input aligned with parent concerns, with students' academic achievement, social-emotional development, and mental health being a top consideration. Additionally, teachers expressed a concern for their own exposure in an onsite learning option in which students had cored classes and rotated between classes.

As a result of this input, the SPS plans for both Hybrid and Distance Learning prioritize, above all, the health and safety of students and staff, while also supporting student learning (including addressing learning loss and accelerating learning) and social-emotional learning/mental health (including social-emotional skill building, as well as regular access to mental health support providers).

SPS plans for both Hybrid and Distance Learning prioritize the health and safety of students and staff, student learning, and social-emotional learning/mental health. Feedback from stakeholders helped to shape each of these elements. Additionally, feedback from parents/families helped to shape the schedule for the SPS Hybrid Learning Model.

## Health and Safety

The health and safety of our school and community is a top priority. For our site to reopen for in-person instruction, SPS will meet the appropriate California Department of Public Health guidelines. While we will continue to look for guidance as the situation evolves, we are committed to, at minimum, continuing off site Distance Learning until deemed safe in accordance with local and state guidelines, then maintaining maximum safety for all individuals (students, staff, visitors) on the physical school site, utilizing best practices for cleaning/sanitizing the physical site, and providing PPE that is aligned to health agency recommendations.

Teacher/staff feedback indicated, in an onsite learning plan, the need to lower the number of students that a teacher potentially had contact with on a daily basis. This feedback led to the decision to move from a cored class model (in which students see 4 teachers/day) to a self-contained model (in which . The self-contained model ensures the least exposure to others for both staff and students.

Parent/family feedback indicated a split in interest in coming back to onsite learning (when available) and keeping students at home for Distance Learning. The SPS Hybrid Model takes this into account and offers the option for families to opt into on-site learning or Distance Learning, with the flexibility to switch options as the need arises.

### **Student Learning**

Students' learning and academic achievement was a top priority in all stakeholder groups. Some decisions made utilizing this feedback include adjustments in curriculum choices, the move to self-contained classrooms, increased formative assessment requirements, and a more robust intervention program.

#### *Curriculum Choices*

To prepare for the possibility of both engaging in Distance Learning, as well as the possibility of having to move quickly from onsite to virtual learning throughout the year, curriculum choices were made to include more resources for asynchronous Distance Learning for teachers, students and families. For example, we moved from the use of Eureka Math and Wit and Wisdom (ELA) to Eureka and Wit and Wisdom In Sync, which include a robust set of resources for Distance Learning, including video lessons and an online digital platform for students. These programs also come with a digital homework support piece to support families at home. We also included an online platform for project-based learning (PBL) this year, so that students could continue to receive the benefits of PBL as part of their Distance or Hybrid Learning curriculum. Additionally, we expanded our use of both the Freckle and Reading A-Z platforms, which are supplemental resources teachers use to push out individualized learning programs to students through a digital platform, and we added a new digital writing support platform for students in the upper grades to better foster and support writing skills during distance learning. Finally, we expanded our use of iReady Diagnostics for both Reading and Math to better help us gauge student achievement, identify learning loss, and monitor progress.

#### *Self-Contained Classrooms*

While self-contained classrooms were recommended as a safety measure, they were also celebrated for their proposed impact on student learning in a time of Distance or Hybrid learning. By having a smaller number of students, teachers can better gauge the learning loss, and plan for the acceleration of learning for their group of students. Additionally, having one teacher may help the class develop a stronger sense of community and stronger relationships, both of which will have a positive impact on student outcomes.

#### *Common Benchmarks and Formative Assessment*

Many stakeholders presented a concern for the potential learning loss of students over Spring of last year and the summer. In order to more closely and effectively progress monitor and use data to drive instruction, and to better inform parents and families of student progress, students will take 3 common benchmark assessments throughout the year in reading and math, and all teachers will give weekly formative assessments and post those grades in the Aeries Gradebook. These data points will be used to guide discussion, collaboration, and

planning in teacher Professional Learning Community (PLC) meetings where teachers determine high leverage standards on which to focus, meaningful and engaging teaching strategies for implementation, and effective interventions and supports for students not yet meeting standards.

### *Intervention Program*

In addition to data driven instructional planning and a Multi-Tiered System of Supports (MTSS) provided in class by the classroom teachers, SPS has developed a program for interventions for students needing support beyond those that can be offered in the daily classroom lessons. The objective of the intervention program is to help students recover/remediate gaps in their academic skills/knowledge that were intended to be cemented in previous years, and works to fill gaps while still allowing them to engage in grade level content in their regular classroom.

### **Social-Emotional Wellbeing and Mental Health**

In addition to students' academic outcomes, a high priority across stakeholder groups was students' social-emotional well-being and mental health. As a result of this feedback, the SPS Distance Learning and Hybrid Learning plans include dedicated time each day in the schedule to build community, build relationships, and focus on social-emotional learning (SEL). During this "Morning Meeting" time teachers will have check-ins with students and give grade appropriate SEL lessons. Counselors have worked to support teachers and students by putting together lessons, as well as holding small-group and one-on-one counseling support.

### **Hybrid Learning Model**

When SPS surveyed families, we found that there was not one Hybrid Model schedule that parents and families wanted. Instead there was interest in the following top 3 options: Full Distance Learning model(no on-site learning), an every other day model, and an AM/PM cohort model.

### **On Distance Learning for Fall 2020**

	All
Two Days On/Two Days Off	34%
AM/PM	26%
Full Distance Learning	27%
Week On/Week Off	13%

As a result, SPS worked to create a model that could accommodate as many families as possible, by doing an AM/PM split model with the

option of students staying in a study hall for the other portion of the day (so students can technically stay on site all day, 4 days a week), as well as the option for families to keep their students' home and engage in a Full Distance Learning option.

## Continuity of Learning

### In-Person Instructional Offerings

In this very uncertain and ever changing time, SPS has developed a continuum of instructional model options to ensure student learning, and has a plan for a full Distance Learning model and a Hybrid Learning model to implement until it is deemed safe to return to a full On-Site Learning model.










Distance Learning	Hybrid Learning	On Site Learning
<p>All learning online</p> <p>Live-streamed morning lessons</p> <p>Afternoon learning opportunities and supports</p> <ul style="list-style-type: none"> <li>• Intervention</li> <li>• Designated ELD</li> <li>• Electives</li> <li>• Teacher office hours</li> </ul> <p>Meals- Grab and go for breakfast and lunch</p>	<p>Half day in person, half day online learning (AM/PM cohorts)</p> <p>In person lesson with teacher for core content. Study hall available for time not in classroom.</p> <p>Online learning opportunities and supports:</p> <ul style="list-style-type: none"> <li>• Intervention</li> <li>• Designated ELD</li> <li>• Electives</li> </ul> <p>Meals- Breakfast and lunch available for on site or grab and go</p>	<p>All day on site learning</p> <p>Core content, electives, interventions and supports offered on site during the day.</p> <p>Additional intervention offered before/after school (FILMS).</p> <p>Meals- Breakfast and lunch available on site before school and during lunch period</p>

#### Hybrid Learning Model Overview

In the Hybrid Learning model students are broken into morning and afternoon cohorts. If parents/families wish to continue Distance Learning instead of the Hybrid Learning model, they are welcome to do so (see "Distance Learning Program" section in this document for more info). In the Hybrid Learning model, students will spend half of the day in person with their teacher, and the other part of the day engaging with asynchronous online learning opportunities from their classroom teachers, as well as having access to the full range of electives that SPS



offers (via recorded video lessons). Additionally, at this time, students may be pulled for additional instruction to receive intervention supports.

 <p>STUDENTS WILL BE SPLIT INTO AM/PM COHORTS *</p>	 <p>CLASSROOMS WILL BE LIMITED TO 50% CAPACITY</p>	 <p>STUDENTS WILL HAVE CAMPUS ACCESS MONDAY-THURSDAY **</p>
 <p>STUDENTS WILL DO DISTANCE LEARNING ON FRIDAY</p> <p>Students and families can also choose to do distance learning any other day of the week.</p>	 <p>BREAKFAST AND LUNCH WILL BE SERVED MONDAY-THURSDAY</p> <p>Check with individual campus for detailed schedule.</p>	 <p>STAFF, STUDENTS, AND VISITORS WILL BE TEMPERATURE CHECKED DAILY</p> <p>Anyone displaying symptoms will be asked to stay home.</p>
 <p>ALL STAFF WILL WEAR FACE COVERINGS</p> <p>Students will be provided face coverings as needed.</p>	 <p>SANITIZER STATIONS WILL BE INSTALLED AROUND CAMPUS</p>	 <p>ALL CLASSROOMS AND OCCUPIED SPACES WILL BE DISINFECTED AT LEAST DAILY</p>

In the Hybrid Learning model, measures will be taken to ensure that siblings and students living in the same home are placed in the same cohort. In person lessons occur with the teacher during the given cohort time. Classes will all be self contained to limit the exposure of both students and staff to those outside their cohort. Study hall will be available for the time students are not in class receiving in person learning from their teacher. Students in study hall will be kept in their cohort to limit exposure.

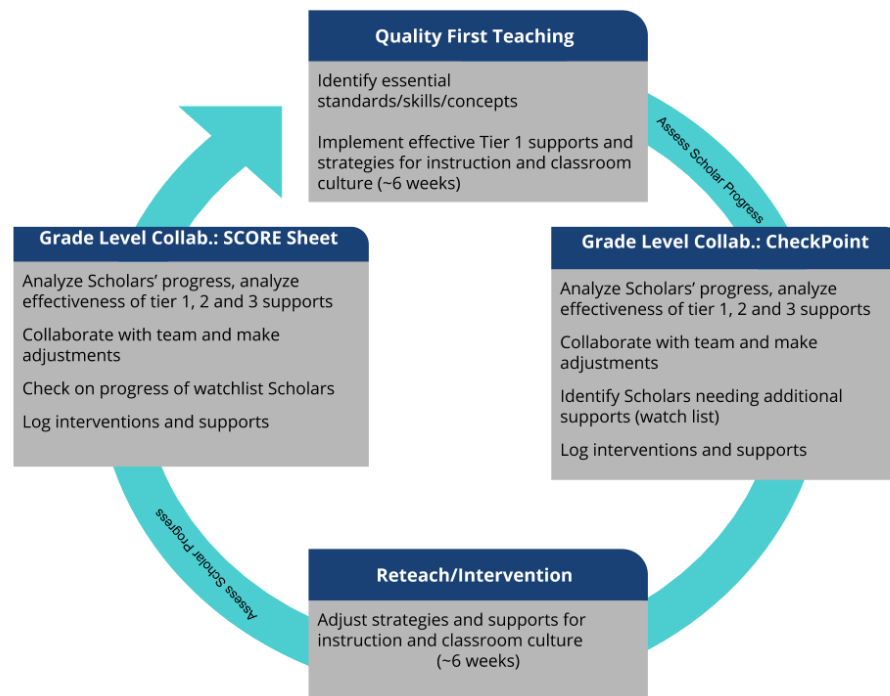
In addition to in-person instruction, students will engage with online learning opportunities, both synchronously and asynchronously. Asynchronous lessons and activities will include, but are not limited to, assignments through Google Classroom, individualized instruction opportunities through supplemental curricular resources such as Freckle, Zearn, No Red Ink, and NewsELA, and electives programming. Synchronous lessons may include Designated ELD lessons with an ELD teacher and intervention groups with an instructional aide or intervention teacher.

### **Ensuring Student Learning Competency Development and Addressing Learning Loss and Learning Gaps**



SPS utilizes the Multi-Tiered System of Supports (MTSS) framework that focuses on standards-based core instruction, differentiated learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Teachers and stakeholders meet regularly to analyze student data and discuss appropriate next steps to ensure ALL Scholars' needs are being met. While MTSS is an integral part of the SPS model every year, in this year it is more important than ever to ensure that we are effectively using data to identify and address students' needs.

The MTSS cycle begins with quality first teaching, is driven by student data, and allows teachers to make informed decisions on how to best meet students where they are in order to accelerate learning and help them meet standards. This year, we recognize that students may experience more learning loss than is usually expected over a regular summer, so teachers spent time in professional development (PD) over the summer planning and collaborating as a professional learning community (PLC) to identify high leverage, key standards, skills and concepts at each grade level to ensure that students were getting targeted instruction in their first teaching that was not only effective, but focused on the most important learnings in their grade level. After quality first teaching of essential standards and skills, teachers utilize data from common benchmarks as well as formative and summative assessments to gauge student progress and assess need. From that data they identify students needing additional tiered supports to meet mastery. This cycle continues with data check points and adjustment of interventions and supports approximately every 6 weeks.



In addition to the tiered supports offered by the classroom teacher through the MTSS process, students who show a need to recover/remediate gaps in their academic skills/knowledge that were intended to be cemented in previous years will be identified, using the

common benchmark assessment (ie: iReady), and pulled for additional intervention support from an intervention teacher who will provide more targeted instruction foundation skills and concepts as determined by student data on assessments.

### **Considering Students' Social-Emotional Well-Being**

Students' social-emotional wellbeing and mental health are a high priority at SPS. Both the SPS Distance Learning and Hybrid Learning plans include dedicated time each day in the schedule to build community, build relationships, and focus on social-emotional learning (SEL). During this designated "Morning Meeting" time teachers have check-ins with students and give grade appropriate SEL lessons. Counselors have worked to support teachers and students by putting together lessons, as well as holding small-group and one-on-one counseling support.

### **Plans and Protocols to Ensure the Safety of Students and Staff**

The safety and health of our students, staff, families, and community are of paramount importance, and as such, we have taken several precautionary measures to ensure that when we come back to on-site learning with our Hybrid Learning model, that it is done safely.

#### *Classroom Considerations*

The following are safety measures that will be taken for classrooms:

- Students remain w/their static cohorts all day (classroom or study hall)
- Sanitation station (sanitize before leaving the classroom)
- Social distancing of 6ft - no sharing of desks - limit fabric-based seating
- 50% max. Classroom occupancy
- Entire classroom disinfected daily - multi-use items (e.g. door handles) multiple x/day
- Safety procedure posters in classrooms
- Provide students w/containers to maintain their belongings
- Restrict furniture with soft fabrics (ie: couches, loveseats, recliners)
- Remove personal appliances such as refrigerators, microwaves from classrooms
- Have students pick up trash at the end of the day and stack their chairs to assist custodial operations
- Place trash cans near the door at the end of the day
- Do not use air fresheners, diffusers, or any other respiratory irritant. Plug in air fresheners are a fire hazard and should be avoided at all times.

#### *Shared Space Considerations*

The following are safety measures that will be taken for campus shared spaces:

- Replace HVAC filters in all applicable rooms (as recommended)
- Sanitation stations throughout campus (entry/exit points, front office, hallways, classrooms) w/focus on handwashing as a preference
- Approved disinfectant treatment daily (entire campus)
- Classrooms to be disinfected daily after school
- Stair handrails to be disinfected before am/pm transition, after am/pm transition, and after school
- Bathrooms to be disinfected at least 2x/day
- Sneeze guards in front office
- Masks worn at all times by staff and students
- Daily temperature checks of staff and students
- Quarantine rooms established for staff/students w/symptoms
- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting
- Prohibit use of drinking fountains and instead use hands-free bottle filling stations
- Encourage students to bring their own water bottles
- Create posters in restrooms for recommended hand washing protocols (wash for at least 20 seconds, thoroughly dry hands, discard of paper towels in trash can)
- Use automatic dispensers (paper towels, sanitizer, etc)
- Provide physical guides such as tape on floors or sidewalks, signs on walls, routes around campus

*Meals Considerations*

- Students encouraged to bring their own meals
- Lunch to be provided in study hall in split cohorts, or students may take lunch home
- Meals pre-packaged for grab and go
- Sanitation of dining area when dining complete
- Meals available for pickup by families choosing distance learning
- Handwashing required prior to eating

Description	Total Funds	Contributing
Additional cleaning/sanitization	\$5,000	Y


Handwashing/hand sanitizing stations	\$15,000	Y
PPE for students and staff	\$2,000	Y
Thermometers	\$2,000	Y
Replace HVAC filters	\$2,000	Y
PPE signage	\$1,000	Y
Addition of ELD aides	\$10,000	Y

## Distance Learning Program

### Continuity of Instruction







#### Distance Learning Model Overview

In the Distance Learning model students receive all of their instruction virtually. Like in the Hybrid Model, classes will also be self-contained. Live instruction will occur virtually from 8:15-12:15. In the afternoons, students will receive intervention support, have access to the full range of electives that SPS offers (via recorded video lessons), and engage in asynchronous learning activities from their classroom teachers. Like in the Hybrid Learning model, teachers will engage in the MTSS process/cycle to identify and respond to learning loss and accelerate learning. Additionally, like in the Hybrid Model, students will receive intervention support from intervention teachers based on need determined by the data.



## Scholarship Prep

### Distance Learning Summary

 <p>Virtual live instruction (8:15am - 12:15pm) Monday-Friday.</p>	 <p>Daily office hours with credentialed teachers (2:30pm - 4:30pm) Monday-Thursday.</p>
 <p>Recorded electives and world language videos available at any time via Google Classroom.</p>	 <p>Special education, counseling, and English Learner services provided virtually.</p>
 <p>Breakfast and lunch available Monday-Friday. (Check with your campus for specific schedule)</p>	 <p>Chromebooks and instructional materials will be supplied. (Check with your campus for distribution schedule)</p>

### How will SPS Provide Continuity of Instruction and Learning and Give All Students Access to the Full Curriculum

In this rapidly evolving, ever changing time, SPS wants to ensure that our students have consistent and continuous learning opportunities, despite shifting instructional models. To help mitigate this challenge, we developed our Hybrid and Distance Learning models concurrently with feedback from teachers, staff, and families to ensure there was consistency in certain elements even as we shift from one model to the other. Further, we invested in curricular resources for this year that offered fully online/digital teaching resources that could seamlessly shift from use in the classroom to online and back.

#### *Consistency in the Models*

Both the Hybrid and Distance Learning models have components of live instruction with a teacher as well as online, asynchronous learning activities. While in the Distance Learning model, all student access the live lesson at the same time in the morning, and engage in the asynchronous learning in the afternoon, in the Hybrid Model, those components are just adjusted such that one cohort gets the live lesson in person in the morning, and engage in the asynchronous learning in the afternoon, and the other group gets the live lesson in the afternoon and engages with the asynchronous materials in the morning. In both models, students are grouped in self-contained classes and have one teacher and are with one cohort of students. This teacher and group of students remains consistent in the event that SPS shifts from one model to the other (although in the Hybrid model they would only be physically in class with half their original class).

In addition to consistency with teacher, class, and balance of live vs asynchronous online learning, both models include the following:

- Full access to all electives offerings through asynchronous lessons
- Social-emotional learning built into live lessons schedule
- Counseling support provided to students
- Accommodations, modifications, and services provided to students with IEPs as outlined in their IEP
- Daily Designated ELD lessons (for EL students) from a credentialed teacher
- Intervention provided by fully credentialed intervention teacher
- Regular assessment cycles, including common benchmark assessments in reading and math as well as weekly formative assessments
- Teachers engage in MTSS process/cycle to ensure student needs are met
- Grab and go meals provided for breakfast and lunch
- Student access to devices (Chromebooks) and connectivity (Hotspots)

### *Consistency in Curriculum and Instruction*

To prepare for the possibility of both engaging in Distance Learning, as well as the possibility of having to move quickly from onsite to virtual learning, or vice versa, throughout the year, instructional choices were made to ensure there is clarity and consistency around the resources and platforms being used, all of which are effective practices and resources both in the more traditional, on site, as well as in the virtual classroom.

To create this clarity and consistency, SPS streamlined the platforms they use by requiring all teachers to have a Google Site or Google Classroom. This consistency helps students and families to better navigate their resources and materials. In an effort to simplify access to the virtual learning world, SPS utilizes Clever. With Clever, everyone has a personalized portal with a single login for all of their online programs and resources. Students easily log in and immerse themselves in learning while teachers save precious instruction time, and for the lower grades, students can login using a QR code badge, saving even more time and potential frustration for families with the younger students.

In addition to common platforms, SPS made curricular decisions this year that emphasized resources and materials that could be used seamlessly in both the in person and virtual classroom, without requiring teachers to switch materials, expectations, or platforms when sifting between models. For example, SPS moved from the use of Eureka Math and Wit and Wisdom (ELA) to Eureka and Wit and Wisdom In Sync, which includes a robust set of resources for Distance Learning, including pre-recorded video lessons and an online digital platform for students. This way, teachers can continue to use the same materials, scope and sequence, resources, and assessments, but have adding resources for Distance Learning in the event they need them. Additionally, these programs come with a digital homework support piece to

support families at home during both Distance and Hybrid Learning.

## **Description of the Curriculum and Instructional Resources that Facilitate Transition between in Person and Online Learning**

### *Core Curriculum*

Wit and Wisdom In Sync (ELA) and Eureka In Sync (Math)- Curriculum aligned to the traditional offerings from Great Minds that includes additional resources for teachers such as pre-recorded video lessons, and a robust digital platform for users, to ensure seamless movement from the in-person to virtual classroom.

History Alive/DBQ Project (Social Science)- Social Science digital curricular materials that emphasize literacy and content knowledge with materials in an easy to use online platform, and are also easy to integrate with Google Classroom and Google Suite.

Amplify (Science)- Fully online digital Science curriculum that emphasizes inquiry and includes many engaging simulations to help students explore content in a digital world.

Defined Learning (Project Based Learning)- A robust platform of projects and resources for students to meaningfully engage in Project Based Learning while working remotely. This resource not only provides meaningful projects in which students can engage, but also emphasizes collaborative problem solving and presentation skills through the digital platform.

### *Supplemental Curriculum*

SPS utilizes multiple digital supplemental curricular resources. All curricular resources are chosen for their ability to help teachers differentiate and individualize a students learning by assigning standards aligned lessons at a particular level for individual, small group, or all students in their classes. The supplemental curricular resource utilized include: Freckle (math and ELA), Zearn (math), NewsELA (ELA, science, social science, SEL), Reading A-Z (ELA), No Red Ink (ELA), and BrainPop (ELD, social science, SEL). All supplemental resources are online platforms and can be easily accessed by students and families both in the classroom and at home.

## **Access to Devices and Connectivity**

SPS is working to ensure that all students and families have access to devices and connectivity by purchasing devices for all students.

Due to increased enrollment, and a world-wide shortage of Chromebook devices, there is a lag between the start of the school year and SPS being able to provide one to one students devices to families. During the period for which SPS was not able to provide a device to every



student, the needs of families were assessed using student and family data, as well as parent/family input, and devices were prioritized for those most in need. Chromebooks have been ordered for all students and will be distributed to all as soon as they arrive.

In addition to devices, Hotspots are also available to families based on need. For Hotspots, McKinney Vento families are prioritized first, and are given out based on need to families after that.

Student attendance and engagement is tracked daily to ensure students are accessing and engaging in learning. If students are not engaging, either a teacher or staff member will follow up with the family to assess needs and provide support and/or resources to ensure students are able to access and engage in learning opportunities.

## **Pupil Participation and Progress**

To ensure that all students have access, are meaningfully engaged in learning activities, and meeting academic standards and expectations, SPS monitors attendance, participation, and student achievement and growth regularly.

### **Attendance and Participation**

Attendance and participation are tracked daily by teachers. For attendance, teachers note whether a student was Distance Learning Engaged or Not Engaged. Additionally, beginning September 1, in accordance with State recommendations, they will note if they were engaged in synchronous or asynchronous learning activities and if they were fully or partially engaged.

### **Student Progress**

To gauge student progress, teachers will, at minimum, give all students 3 common benchmark assessments a year in both ELA and math. They will also give at least 1 formative math assessment and one formative ELA assessment a week, and enter the grade for said assessments in their gradebook. This data will be used to drive instruction and determine supports/interventions, as well as a communication tool for students and families to inform them of their progress.

### **Time Value of Student Work**

Teachers will teach live lessons for part of each instructional day (live in-person in the Hybrid Learning model, and live virtually in the Distance Learning model), but will also include asynchronous learning experiences for students as part of their instructional day (in both models). The instructional minutes for these live sessions are the time of instruction under the direct supervision of their certificated teacher. The instructional minutes of the asynchronous learning opportunities are equal to the time as personally judged in each instance by the certificated teacher, and the teacher assesses the time value of nonclassroom-based work to determine the completion of at least the "minimum day" for attendance.

# Distance Learning Professional Development

The professional development (PD) plan at SPS emphasizes teacher need and teacher voice. Teachers are regularly surveyed to gather input from teachers with regard to instructional programming as well as PD.

PD is held for 2 weeks in the summer for teachers to prepare for the year, then is held weekly on Fridays for ongoing learning, development, and collaboration.

PD sessions and collaboration protocols are facilitated with adult social–emotional learning in mind, and incorporate some of the practices we want to see in our classrooms as well, such as welcoming rituals (ie: check ins or team building opportunities), effective engagement strategies, and optimistic closures that allow for reflection on learning.

PD this year is a continuation of last year, in which we utilize teachers to drive their own learning through teacher led sessions and Professional Learning Communities (PLCs) to analyze student data, share best practices (particularly with digital resources/tools), and collaboratively problem solve to improve practice.

## PD Overview

PD Overview 20-21		
Ops/HR/Safety (Summer)		
Ops	HR	Safety
Employee Handbook Onsite/Visitor Procedures (COVID Checklist, etc.) Aeries Attendance	Mandated reporter Sexual harassment Blood borne pathogens Suicide prevention HR Teacher Portal/Paychecks/Time off Requests	Emergency procedures COVID Protocols
Culture/Instruction/Subgroups (Yearly PD Units)		
Culture	Instruction	Subgroups
Utilize PLC and data driven decision making to ensure effective and consistent systems and routines that foster safe and positive learning environments	Utilize PLC and data driven decision making to ensure all Scholar’s are receiving quality first teaching and appropriate tiered supports to meet or exceed standards	Utilize PLC and data driven decision making to ensure all EL, SWD, and GATE/high achieving Scholar’s are receiving appropriate tiered supports to meet or exceed standards

<p>Summer: Set foundations -Matrix -Protocols -Discipline logging/tracking -Common classroom expectations (done as a grade level band, by site) -MTSS supports SEL and Trauma Informed Practices</p> <p>Semester 1: Revisit MTSS supports <b>monthly</b> in GL meetings</p> <p>Analyze discipline data and revisit school-wide systems and routines <b>quarterly</b> to adjust as needed</p> <p>Semester 2: Revisit MTSS supports <b>monthly</b> in GL meetings</p> <p>Analyze discipline data and revisit school-wide systems and routines <b>quarterly</b> to adjust as needed</p>	<p>Summer: Building community Teacher led curriculum sessions (core and supplemental) How To: Tech Tools Collaboration: Planning</p> <p>Semester 1: Understanding MTSS at SPS -Triangle, data meetings, score sheets -MTSS and SST</p> <p><b>Monthly</b> cross campus collaboration/data meetings</p> <p>Semester 2: Understanding MTSS at SPS -Triangle, data meetings, score sheets -MTSS and SST</p> <p><b>Monthly</b> cross campus collaboration/data meetings</p>	<p>Summer: Who are our subgroups? (Student folders) Non-negotiables (teacher created from working groups 19-20) Initial ELPAC testing training</p> <p>Semester 1: SpEd -Accommodations and modifications -SpEd team to join PLCs and GL meetings to support with implementation of appropriate supports</p> <p>EL/GATE -EL and GATE strategies PDs (optional) -Revisit folders each semester</p> <p>All subgroups discussed as part of MTSS cross campus collaboration</p> <p>Semester 2: SpEd -SpEd team to join PLCs and GL meetings to support with implementation of appropriate supports</p> <p>EL/GATE -ELPAC training -Revisit folders each semester</p> <p>Subgroups discussed as part of monthly cross campus collaboration/data meetings</p> <p>Subgroups discussed as part of monthly GL meetings</p>
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## Staff Roles and Responsibilities

As a result of the COVID-19 and the changes to the way school must be operated, SPS has adapted some roles and responsibilities of teachers and staff.

### **Modifications Made to Staff Roles and Responsibilities**

Modifications made to roles and responsibilities include:

- Teachers moving from a cored teaching model (teachers teach one subject to multiple groups) to a self-contained model (each teacher teaches all subjects to one group)
- Electives teachers provide learning opportunities for all students, instead of a smaller group (students can now take all electives, instead of opting into one)
- Intervention Teacher positions (fully credentialed) to provide daily intervention services to students and develop asynchronous intervention tools and resources

### **Changes to Original Roles and Responsibilities**

Changes made to roles and responsibilities include:

- Addition of Speech and Language Pathologist (SLP) and a Speech and Language Pathologist Assistant (SLPA) so all services are in-house, and there are no more contracted services for students
- Addition of a Designated ELD teacher to support classroom teachers in Designated ELD lesson development and implementation

## Supports for Pupils with Unique Needs

Additional support SPS will provide during Distance Learning to assist students with unique needs include additional small group and individual lessons, more frequent progress monitoring, and individualized accommodations and supports as determined by student data and teacher recommendations. More specific supports are outlined below.

### **English Learners**

English Learners will receive language supports through both Designated and Integrated ELD. Teachers will receive ongoing professional development on effective strategies, particularly focused on effective strategies in the digital/virtual classroom, for EL students. EL students will receive their core instruction with these EL supports, as well as getting designated instruction focused on language development as part of their regular daily school day. Small group and individual lessons and support will also be provided by a Designated ELD teacher based on student level and need.

### **Students with Disabilities**

SPS will ensure that students with disabilities have equitable, meaningful access to learning opportunities, and that instruction will be tailored to the individualized needs of students, as outlined in their Individualized Education Programs (IEPs). Additionally, students with IEPs may receive online (or in-person in the Hybrid Learning model) small-group instruction with additional teachers or aides, and additional teachers as aides will be available daily for office hours to provide support that goes beyond the supports outlined in a student's IEP.

## Foster and Homeless Youth

In addition to data-driven intervention and instructional supports, SPS works to provide foster and homeless youth with additional resources including:



Additionally, SPS works collaboratively with community partners to provide services and resources to foster and homeless youth families, including:

- Dental
- Vision
- Medical -Mental Health
- Food
- Housing
- Childcare
- Employment
- Medi-Cal, CalFresh and CalWORKs
- Utilities

## Actions Related to the Distance Learning Program

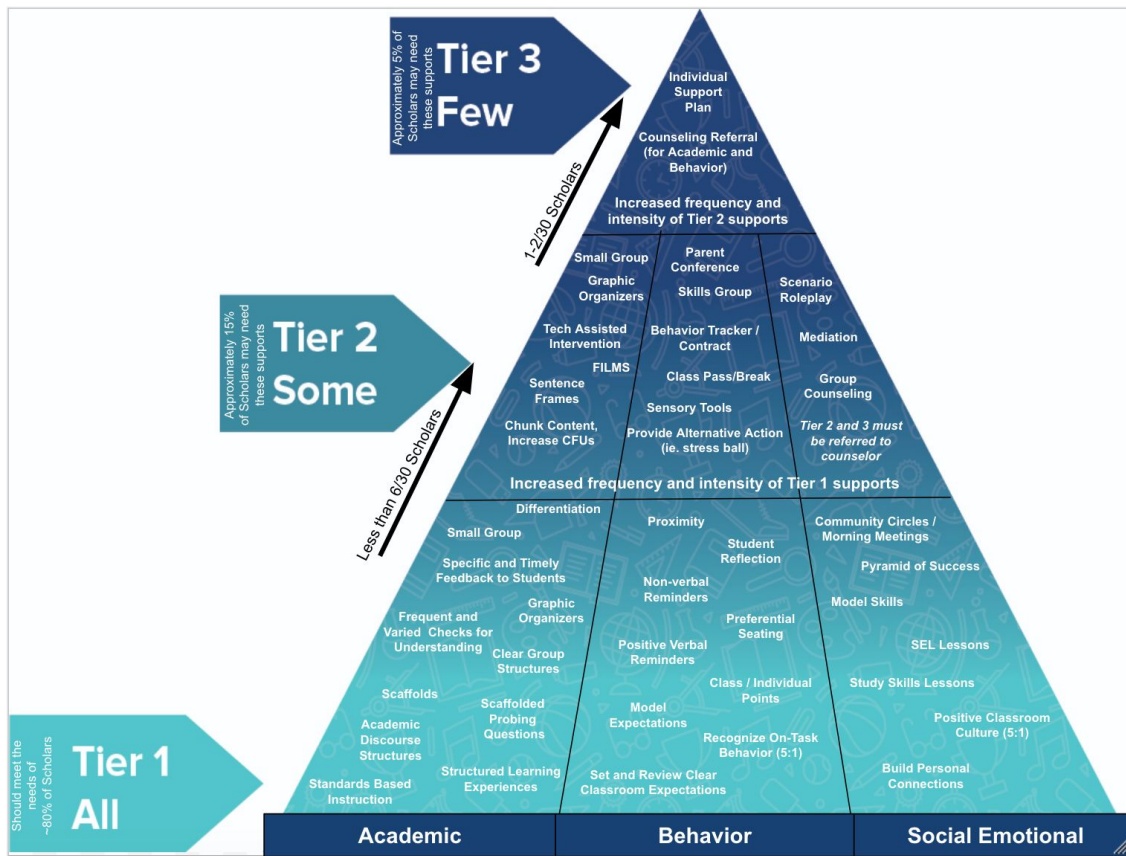
Description	Total Funds	Contributing
Addition of ELD and intervention teachers	\$95,000	Y
Increased curriculum purchasing	\$15,000	Y
Hotspots for families	\$7,000	Y

## Pupil Learning Loss

SPS will regularly assess and track both growth and achievement of all students to ensure that learning loss and learning gaps are identified early and addressed immediately and effectively.

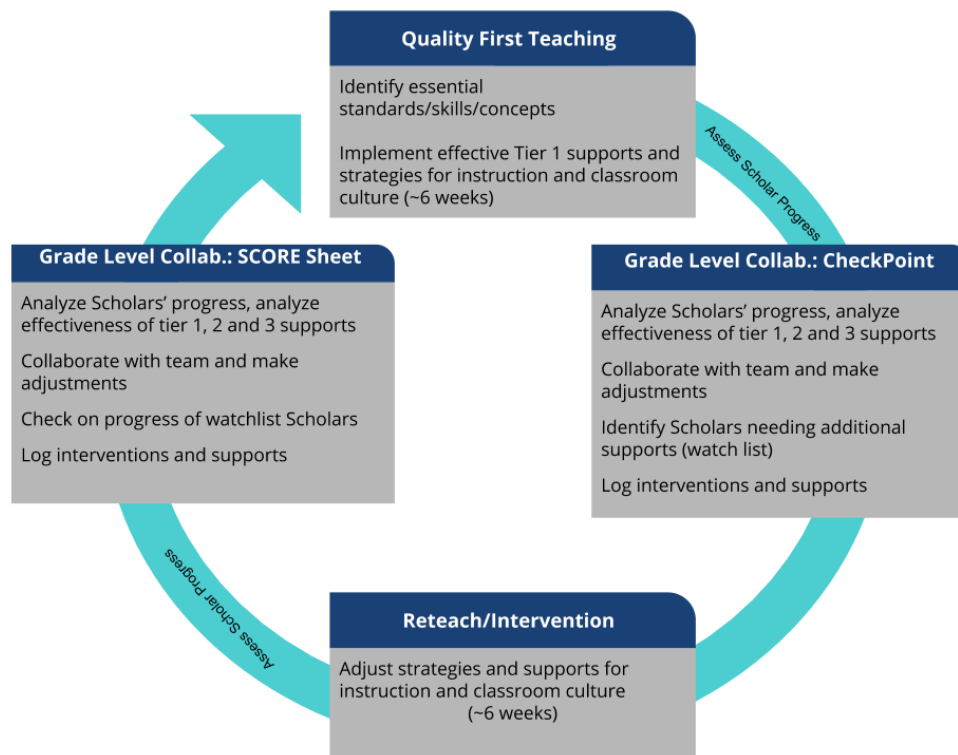
Students at SPS take regular common benchmark assessments at least 3 times throughout the year in both ELA and math. Additionally, teachers give regular curricular based formative and summative assessments to gauge Scholars learning and progress. For ELs, additional data from ELPAC, ELD curricular assessments, and foundational skills assessments (where applicable) are considered as well. This data is used to guide planning and decision making for tier 1, 2, and 3 supports. For students needing additional support and more frequent progress monitoring, additional or more frequent assessments are utilized.

SPS utilizes a Multi-Tiered System of Supports to ensure students are meeting standards, and teachers and stakeholders meet regularly to analyze student data and discuss appropriate next steps to ensure all Scholars' needs are being met. Below is the MTSS triangle that outlines possible supports teachers can utilize in each of the tiers.



The MTSS cycle begins with quality first teaching, is driven by student data, and allows teachers to make informed decisions on how to best meet students where they are in order to accelerate learning and help them meet standards in ELA, math, and Language Development. After quality first teaching of essential standards and skills, teachers work in professional learning communities to utilize data from common benchmarks as well as formative and summative assessments to gauge student progress and assess need. From that data they identify students needing additional tiered supports to meet mastery. This cycle continues with data check points and adjustment of interventions and supports approximately every 6 weeks.





In addition to the tiered supports offered by the classroom teacher through the MTSS process, students who show a need to recover/remediate gaps in their academic skills/knowledge that were intended to be cemented in previous years will be identified, using the common benchmark assessment (ie: iReady), and pulled for additional intervention support from an intervention teacher who will provide more targeted instruction foundation skills and concepts as determined by student data on assessments.

## Pupil Learning Loss Strategies

The actions and strategies to address learning loss and accelerate learning more generally can be viewed in the section above. For subgroups, more specific strategies and supports are outlined below.

### English Learners

English Learners will receive language supports through both Designated and Integrated ELD. Teachers will receive ongoing professional development (PD) on effective strategies, particularly focused on effective strategies in the digital/virtual classroom, for EL students.

EL strategies that will be a focus in PD for this year are:

- Focus on Academic Language, Literacy and Vocabulary
- Link Background Knowledge and Culture to Learning

- Increase Comprehensible Input and Language Output
- Promote Classroom Interaction and Collaboration
- Stimulate Higher Order Thinking through the use of Depth and Complexity Icons

EL students will also receive small group and individual lessons and support provided by a Designated ELD teacher based on student level and need.

### **Foster and Homeless Youth**

To help better support Foster and Homeless Youth, teachers and staff will be trained in and utilize trauma informed practices/strategies. Some examples of trauma informed strategies include employing thoughtful interactions with students and families, being specific and intentional about relationship building, promoting predictability and consistency in the classroom, and fostering a feeling of safety in the classroom and school communities.

### **Students with Disabilities**

The special education department is providing support through Distance Learning via virtual synchronous and asynchronous instruction. Providers push-in to the live sessions, collaborate with teachers, co-teach when possible, and do small group and individual pull-out sessions. In addition, providers provide different modalities of learning to support the individual needs of their students. This can look like work packets, pre-recorded lessons, assignments via Google classroom and more. All providers have worked closely with the families to create schedules to meet the minutes outlined in the IEPs. Parents will be informed of progress towards goals three times a year.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

SPS will use student achievement data, family survey data, and feedback from teacher and family focus groups to measure the effectiveness of services and supports provided.

Students data, including, but not limited to, benchmark data, gradebook data, and student attendance and participation data, will be monitored regularly throughout the year to gauge both student achievement and participation and measure the schools effectiveness in meeting student and family needs.

Surveys will also be created for parents and families to gather input on the effectiveness of the program for meeting the needs of their children and family.

Finally, teachers and parents will engage in discourse around program effectiveness in an effort to improve systems and supports to foster the achievement and well-being of all students.

## **Mental Health and Social and Emotional Well-Being**

SPS is committed to supporting the mental health and social-emotional well-being of students. As part of the daily schedule, all SPS teachers will engage in a “Morning Meeting” with students that emphasizes community building, relationships, and social-emotional learning. Students will also engage in a weekly Social Emotional Learning lesson provided by the School Counselor. Counselors will provide individual and group counseling along with direct referrals to outside counseling.

Professional development will be provided to staff including training on social emotional learning, trauma informed practices, and suicide prevention. Teachers will be trained not only on these topics overall, but will dive into what each of these topics look like in a digital/virtual world.

Resources provided to students and staff include lessons from the mental health team for Morning Meeting, easy to access resources from online mental health hubs (Google Sites created by counselors for teachers, students, and families), and easy to access referral forms.

## **Pupil and Family Engagement and Outreach**

SPS utilizes several engagement and outreach activities for families in the time of Distance Learning. SPS regularly communicates with families through weekly newsletters from the principal, regular updates on the school’s website and social media, and daily access to teachers through Class Dojo. All communication is sent out in both English and Spanish and is available on multiple platforms to increase accessibility and participation.

SPS tracks daily participation and engagement of students to ensure that all students both have access to, and are actively engaged in, their learning and the school community. When participation data indicates a student/family is not engaged, the school reaches out to the family to assess need and offer resources and support to re-engage the student and family.

The first tier of reengagement for SPS is a daily phone call and/or digital message (via the classroom teacher’s messaging system) to a family who does not engage in distance learning activities. If the phone call and/or message is unreturned or does not result in student engagement, the next tier of action is a phone call and email from office staff, including the Principal. If this second tier of action does not lead to the pupil engaging in instruction, office staff will call the contacts listed on emergency medical forms. The final tier of action to reengage students may be a home visit, following social distancing protocols to check in on the safety of students, or a certified letter home to families notifying them of SPS’ actions and the need for communication.

## **School Nutrition**

During Distance Learning, meals will be distributed in a Grab and Go style with all meals consumed offsite. Bagged meals (breakfast and lunch) for the entire week will be available for pick up either three days per week or via bulk distribution on a single day. In addition, due to

community need, the school will be a Community Eligibility Provision school and will be providing meals to all students free of charge, regardless of their income level. Social distancing practices will be followed by all meal distribution personnel by wearing gloves, masks, and staying six feet apart. In order to ensure that parents, guardians, and students are aware of the availability of meals, SPS will communicate in multiple languages the availability of meals as widely as possible. Communication strategies will include: email blasts, social media messages/posts, personal phone calls, automated phone calls, and website announcements.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
N/A			

## 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
[Insert percentage here]%	[Insert dollar amount here]

### Required Descriptions

Intervention teachers- While intervention teachers are being provided across the district, intervention will be provided to students most in need and most susceptible to experiencing learning loss or encountering challenges accessing/engaging in Distance Learning, including foster and homeless youth, English learners, and low income students.

Supplemental curriculum to counter learning loss and accelerate learning- Supplemental curriculum is available to all students, but due to the individualized nature of the resources, teachers are better equipped to meet the exact learning needs of students, including foster and homeless youth, English learners, and low income students. Furthermore, much of the supplemental curriculum provided this year includes social-emotional components that are particularly important for our students most likely to have experienced trauma.

Devices for access and connectivity- Foster and homeless youth, English learners, and low income students are prioritized for receiving resources and supports such as Chromebooks and Hotspots.

By meeting the individualized needs of diverse learners (including foster and homeless youth, English learners, and low income students), through additional instructional supports, individualized learning plans through the curriculum, and ensuring access through devices and connectivity, we are working to ensure that all students, particularly those most vulnerable, are receiving and have full access to the full array

of educational experiences offered at SPS. Furthermore, we regularly progress-monitor to ensure both engagement and achievement, and regularly solicit feedback from stakeholders to ensure the services, resources, and supports we are providing are meeting the needs of our students and families.