# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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|---|---|---|
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# General Information

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

Mission

The San Diego Cooperative Charter School supports a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity and academic excellence flourish.

There is not one area or community member of SDCCS that has not been impacted by the COVID-19 pandemic.  As a school we were prepared for the shutdown weeks in advance so we were ready to implement a distance learning plan so that students would not miss one day of school.  Our staff began distance learning on the first day of the shutdown. The staff had to become experts on distance teaching including learning new methods to meet the needs of students with a wide range of needs, learning styles, and home support. Staff had to quickly learn to use technology to continue to teach and monitor student learning. The work load not only changed but it significantly increased because the pressure to be available for students and families were great.

In addition to carrying the weight of creating a new the educational program, teachers also felt the tremendous stress of providing support for student's social-emotional well-being as students leaned on staff for emotional support.  Students found teachers to be safe people to confide in and to express concerns and fears. Parents also needed a lot of support from the teachers as they faced the uncertainties of living with COVID such as job loss, illness, and managing working from home while trying to support students. with distance learning. Parents often confided their fears and anxieties to the teachers.

Teachers were working long hours while managing their own stress and trauma in response to living with COVID-19. Some of our teachers experienced death in their families due to COVID, some were infected themselves and others were taking care of their families from home while continuing to work long hours supporting the school community while teaching their own children. The struggle of managing personal trauma with the cognitive overload of learning to teach and support students in a completely new way took a huge toll on teachers. Many of the teachers experienced periods of anxiety, fatigue, and depression that is typical of those who support others while experiencing trauma.

Working parents were disproportionately impacted by the increased need for their attention to be given to their students during the work day to support distance learning. In surveys some parents indicated that they had a lot of success in working with their children and even took the opportunity to gain more knowledge about their child's learning styles and needs, but a majority of parents felt varying levels of frustration and expressed that managing their child's distance learning was so stressful that it effected their health and well being. Parent participation is a cornerstone of the SDCCS community. The parents and families at SDCCS are highly engaged in a variety of volunteer and educational opportunities. Prior to COVID-19 many parents were on campus volunteering on a daily basis and as we moved into quarantine these opportunities were no longer available leading some parents to feel very isolated.

Parents who were experiencing financial hardships prior to the COVID-19 faced even greater financial insecurity as people were laid off from jobs and faced possible eviction. Our administrators and support staff delivered devices, educational materials, food and essential items such as diapers and money to help famlies cover expenses.

All students were faced with uncertainty, frustration, inequities and families that were facing uncertainties.

Administrators worked around the clock to ensure there was a full understanding of new compliances, regulations, politics and protocols. Keeping up to date on the guidelines for supporting students with IEP's was a time consuming endeavor. The administration team attended virtual IEP's and SELPA webinars to ensure we were serving all of our students with needs. Daily emails as a part of the pandemic plan were sent to families for the purposes of communication and shared information. In addition they were meeting with and supporting teaching teams, altering distance learning plans, supporting parents and established a fund to support families in need.

SDCCS believes in fostering growth in the whole child, providing a multi-dimensional education to develop each child academically, socially, emotionally, physically, artistically, and culturally. In addition to an academically rich environment, students enrolled at SDCCS attend art, music, PE, and dance classes weekly. We were able to maintain these programs with some even offered in the evenings to support student engagement in fun and entertaining ways. These programs helped to keep our school community intact through open mic nights, art and dance nights, and reader's theater.

Our two full time counselors transitioned quickly to support kids in crisis and those who were trying to fall off the grid. These roles were especially important inequity and making sure to be available to students whose parents were unavailable.The counseling team worked closely with the teaching staff to stay in contact with students who were struggling emotionally. Counselors offered small group and individual meeting for students on a daily basis. The counselors created a mental health and social and emotional resource webpage for parents support their children who were experiencing the effects of trauma, and with our bilingual school psychologist, hosted a parent night to share resources for the summer.

The collaborative spirit of SDCCS extends beyond our learning community. SDCCS currently has a strong working relationship with University of San Diego, as another Ashoka Changemaker school located in Linda Vista. SDCCS has an ongoing partnership with USD for their Artsbridge program and host 5-10 college students on campus each year. The college students had their programs interrupted when the schools closed but our staff was able to work with the college students and involve them in the online classroom so they could complete their programs.

SDCCS is a thriving community of students and the adults who support them. The school is a  well-established learning institution with over 18 years in operation.  The staff and administration believe in the continuous growth of students, and of the educators who teach them. Our school is always preparing for the future, while keeping our Mission and Vision at the center of our work.  Distance learning has been a challenge for the entire community in a variety of different ways but we are a strong community that stands together and supports one another. Many parents, students, and staff have expressed that the connection to our school community helped them through the hardships brought on by the global pandemic.

# Stakeholder Engagement

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

SDCCS has held a weekly Zoom meetings to engage parents and staff in transparent decision making as we move into the 2020-2021 school year. The Blueprint for Reopening has been translated and published in both English and Spanish sent to all parents via email and posted on the website. The purpose of these meetings was to improve our understanding of the needs of the families and informing parents about the school requirements due to COVID-19 as we plan the school year. The parents were able to voice their concerns and ask questions and this led to building trust among all stakeholders.  Parent partnership is celebrated at SDCCS and we have worked on making ourselves available in multiple ways and taking care to translate and reach out to engage all in the community in our communication plan.

SDCCS is a cooperative school and stakeholder feedback is essential in building our program. We have sent three different email surveys since March as well as held weekly summer Zoom meetings through the end of June and all of July for parents and staff to engage in the decision making process. Staff had additional meetings to have a space to discuss reopening plans without parents.  There have been monthly presentations to the board as well as a board review and discussion of the LCAP Written Update.

In order to increase parent participation, we have shifted the responsibilities and pay rate of two employees to allow them dedicated time to reach out to families who have not been attending the meetings. In addition to encouraging parents to attend the meetings, we have provided

ways for parents to give their feedback to our staff to record on surveys to make sure that their voice is heard even if they can't attend meetings.  Our staff members called families to increase parent attendance, translated written materials as well as providing live translation for parents during the zoom meetings.

The purpose of the public hearing gives an additional opportunity for our stakeholders to give public testimony or comment regarding our program creation and delivery.  We encouraged participation in multiple ways and will provide translation, encourage live and written comments to be given at this event.

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

We provided weekly parent and staff meetings for five consecutive weeks to get feedback and to share information.  We had an official public hearing at the beginning of our August board meeting on August 11th.  We created time at the beginning of the meeting that was held via Zoom for any parents who wanted to give the board feedback to either write their comments or give the to the board by unmutting and giving their public comment.  We have given many opportunities for feedback since February.  All stakeholder feedback has been given remotely through Zoom, Facebook, email, board meetings and a public hearing.  All meetings were sent to parents through email with translation at least 72 hours in advance.

We have invited parents to email the Executive Director in any language, weekly with a response time of 24 hours with recommendations, needs and considerations as we move forward with our plans.

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

Parents have given feedback on a variety of different issues that range from how to improve distance learning programs to what their hopes are for a safe return to site-based learning.  The parents felt that a more structured distance learning would be beneficial.  They have expressed a clear desire for more stuctured expereinces between students and requested more small group meetings for kids to engage in, 76% of respondents indicated that they felt like their students need more time with other kids.  Another common theme in the parent feedback showed a desire for for additional learning clubs to assist in mitigating learning loss. Parents and stakeholders indicated that they wanted more support in both math and reading to help students to close the gap on learning loss experienced during distance learning. Feedback from families was overwhelmingly positive and parents indicated that they were impressed with both school communication and the dedication of SDCCS staff to teaching beginning day one of the school closures and all through the spring semester.

We will continue to use parent and teacher feeddback to improve upon our distance learning program including continuing creating equal access to learning for all of our students as we move into the fall.

Some specific data that we have gleaned going into the new school year is:

86% of our families have the technology needed as we move into the next school year as we allowed students to keep their technology over the summer, we will shoot for 100% by the first day of school
9.7% of parents indicated that they needed additional technical training before we enter into distance learning
42.9% of parents of foster or homeless students asked for a more structured distance learning program
42% of parents of foster or homeless students asked for more small group meeting times
26% of parents of students with special needs indicated that they wanted more individualized attention

The feedback and suggestions given by parents were not surprising as we are a close community with many opportunities for communication.  The suggestions given were valuable and will only strengthen our program for the 2020-2021 school year.

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

Parent and staff feedback is essential in creating a successful program.  Beyond all of the ways we have reached out to parents we have created a space were parents and staff can express themselves and their voices are heard in healthy dialogue.

On a parent and staff Zoom meeting one of the parents indicated that they would like the schools help in connecting them to other students and families from our community.  Joining a school during COVID can be especially difficult.  In response to this feedback we created a summer learning series that engages new families and supports them in learning about our school culture, expectations and ways to connect with other families from SDCCS. One of our staff members was given a stipend to be the liason to new families and to connect new families with families who have been in our school community for a while.

Additionally some of our families indicated that they were struggling engaging their kids during the summer.  We created seven courses for summer learning with fun academic options that range from cooking with fractions, poetry and bookclubs and parent classes to support social emotional wellness and healthy routines.

We have worked closely with our families in the past and during this pandemic so that their voices were intertwined with ours.  We are a community together building the safest protocols and procedures to keep ourselves safe.  We have chosen the safest return as stakeholders have indicated is the highest priority for the fall.

We will follow the attendance requirements set forth by state guidlines but we will do our best to support working parents by scheduling synchronous classes at consistent times and recording lessons each day so parents and students can revisit academic content at a time that is ideal for them. Many of our familiies with young children in K- grade 2 gave feedback that they wanted their students to have less time on the computer and more time engaging in hands on learning activities and our teachers quickly responded to the parent feedback by adjusting the schedule and curriculum to better meet the needs of younger students based on the parents responses to the surveys given by teachers.

Our scheduling commitee is working diligently to schedule synchronous learning in a manner that will support parents with multiple children and challenging work schedules.  We have developed a master schedule for school wide scheduled lunc times and engaging, academic

read-aloud at the end of the day. The developmental need of our students have been considered when scheduling classes including ideal time of day for student learning and an appropriate amount of time between synchronous and asynchronous learning.

We used the feedback from 6 Zoom meetings, three surveys and an LCP Public Hearing to build a distance learning plan that meet the needs of families and students.

# 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.]

In-person or site-based instruction will be offered when Local Health Officials indicate that it is safe, when our building is complete, when teachers feel comfortable returning and we have adequate PPE to keep the community safe.

Protocols and policies will be in place to ensure the safety of our community. These plans have been created considering physical distancing, disinfecting and other safety protocols. There are many considerations and decision-making recomendations we have considered in creating these plans. First and foremost, planning for the instructional schedule model needs to focus on ensuring student learning and competency development while also considering a student's social-emotional well-being and physical safety.

10 Step Plan for Reopening

1. Organize and mobilize.

Create a cross-functional team to manage programmatic, staffing, facilities, budget, and communication implications of reopening schools. Empower this team to prepare for re-entry, set and manage metrics that matter most in each domain, and ensure performance for:

maintaining health, wellness, and safety of the entire school community (e.g., PPE availability, compliance with distancing);
maximizing student learning and ability to thrive (e.g., access-gap reduction, academic growth);
supporting educators and staff to adapt and respond (e.g., family satisfaction); and
securing a strong financial and operational future (e.g., days of cash on hand).

2.  Develop reopening scenarios.

3.  Embrace financial stewardship in the face of uncertainty.

Most schools and districts will see a decline in revenue for several years. SDCCS must set principles for making hard choices, including how best to balance legal obligations (including maintaining the provision of free and appropriate education) under various resource scenarios. A dynamic and iterative scenario-planning process is required to navigate this unprecedented level of uncertainty.

4.  Staff and schedule for flexibility and differentiation especially taking into consideration the learning models laid out below.
SDCCS re-entry planning must be guided by the health, safety, and welfare of each member of the school community, as well as their family members.

5.  Reconnect and reassess.
The first weeks of school is a good time to reconnect with students, rebuild culture, and reassess academic and social and emotional growth. The fall is an opportunity to meet learners where they are, support individual learning plans, and shift to competency-based progressions.

6.  Practice agency and prioritize engagement.
Learner agency—including self-awareness, self-management, self-directed learning, and good decision-making—is critical to success in school and life. SDCCS classrooms will work to create agreements or norms that will be observed during distance learning.  The lessons will have specific outcomes and students will know who to measure their success while engaging in the assignments.

7.  Make use of data and systems to improve educational continuity.
The last few months have also underlined the need for every school to have a learning platform to manage content and communication, assignments, and feedback. Tools that will helps teachers understand student learning, growth, and mastery. These few months have also shown how valuable it is to have secure and reliable video-conferencing systems for morning meetings, synchronous classes, advisory sessions, tutoring, and counseling.

8.  Reimagine approaches to core school systems.
SDCCS would like to take the opportunity to rethink education by placing the needs of complex learners at the center.

9.  Iterate and communicate.
Update academic, schedule, technology, and facilities plans based on what's working. Reopening presents the opportunity for us to make these improvements reality.
We will work to translate an ambitious and hopeful vision into a well-rounded, feasible plan.

10.  Consider the worst but model the best.
If anything, this crisis has taught us to expect the unexpected. No one imagined a pandemic that would shut down the global economy. We will anticipate that things will be different—and prepare contingency plans for heightened needs.

We must prepare for re-entry in the shadow of the second wave of virus resurgence. Strong re-entry plans will "all come together" when systems to maintain school community health prove resilient in the face of such resurgence.

School Configuration For Fall 2020

We have created three different plans that will all run simultaneously.  Parents will be able to choose the program that works best for their students and families needs.  These choices will be made in August when they have had opportunities to ask questions and seek clarifications.

In the Distance Learning model, students will primarily learn at home in an online formats using a variety of tools.  We will have a dedicated staff for our distance learning program that will coordinate and co-plan with on-site teachers.  Our staff will provide a variety of instructional strategies including live virtual instruction. Teachers will also provide virtual as well as in person, office hours. Students will have the ability to participate in school activities and elective courses.  Our dedicated distance learning program includes instructors, IA's and Special Education Case Managers.  These plans will be adapted from the lessons the students are receiving in class but modified for distance learning.  We will have staff available to meet daily and give guidance and answer questions and lessons will be both synchronise and asynchronous.

The HyFlex model is perhaps the most flexible and for many will be the most attractive. It is also possibly one of the more difficult approaches for faculty. In this model, courses would be taught face-to-face two days a week with a focus on instruction, application of the lessons taught in class will be done in small groups outside of the classroom two days a week.  This might look like project work, writing, editing, completion of math assignments or possibly science readings.  On the final day of the week the kids will be engaged with all elective courses in a distance learning model.  The student electives will be both asynchronous and asynchronous manner.

Teachers in this model will teach half of their class on M/T and the other half on Th/F.

A Hybrid learning model combines on campus and virtual learning at home. This model provides students with flexibility to meet their instructional needs and maintain school connections, while providing more opportunity for social distancing when possible. Similar to the HyFlex model, students will be on campus 2 days per week for in-class instruction, assignments will be given, clarified, and fully explained. Aplication of skills such as project work, writing, editing, and completion of assignments will be completed at home, with one day for elective courses.

Hygiene and Cleaning

Research suggests that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools.  U.S. Centers for Disease Control and Prevention's recommendations for frequent hand washing and cleaning of commonly touched surfaces to mitigate the virus will be applied to our daily routines.  SDCCS will follow recommendations from OSHA on the use of disinfectants and allowable chemical use in schools.  Handwashing, masks and cleaning will all assist in keeping staff and students safe.

Masks

As of right now, masks are required at all times for teachers and students K-8th grade.  We will be asking all students to wear them on campus and will make exceptions for students with special needs regarding ability to remove the mask themselves.  For students and staff that do not have masks the school will provide students and staff with both disposable and reusable masks to wear at school.

Handwashing

Frequent handwashing is recommended sometimes as often as every 2 hours.  Teachers at SDCCS will both teach to and schedule these times into their day, safety will be a priority. Teaching of healthy habits, and guidance requires school employees to receive training on hygiene standards which will be provided before school.
https://www.youtube.com/watch?v=X0OxrsgAP2w&app=desktop

Cleaning

SDCCS will wipe down high-touch areas, such as doorknobs and desks, and railings every 2 hours while students are present.  Our new HVAC and filtration system will exceed the recommended filtration system with a pleated filter with minimum efficiency reporting value (MERV) 13 for the air handler units that continuously circulates air from the outside.

Shared materials are discouraged, but when used they must be cleaned before being used by other groups of students. Toys must be washed twice daily, and those that cannot be cleaned easily should not be used. Computers or tablets, when needed, should be shared only by two students.

Cleaning and Disinfecting Protocols

Perform thorough cleaning on high traffic areas such as break rooms and lunch areas, and areas of ingress and egress including stairways, stairwells, escalators, handrails, and elevator controls. Frequently disinfect commonly used surfaces including doorknobs, toilets, and handwashing facilities.

Provide time for workers to implement cleaning practices during their shift. Cleaning assignments should be assigned during working hours as part of the employee's job duties.

Adjust or modify hours to provide adequate time for regular thorough cleaning and disinfection of school spaces.

Avoid sharing phones, other work supplies, or office equipment wherever possible.

Where such items must be shared, disinfect between shifts or uses, whichever is more frequent, including the following: shared office equipment such as copiers, fax machines, printers, telephones, 6 keyboards, staplers, surfaces in reception areas, shared workstations, etc., with a cleaner appropriate for the surface.

Never share PPE.

Ensure that sanitary facilities stay operational and stocked at all times and provide additional soap, paper towels, and hand sanitizer when needed.

When choosing cleaning chemicals, employers should use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions. Use disinfectants labeled to be effective against emerging viral pathogens, diluted household bleach solutions (5 tablespoons per gallon of water), or alcohol solutions with at least 70% alcohol that are appropriate for the surface.

Provide employees training on manufacturer's directions and Cal/OSHA requirements for safe use.
Workers using cleaners or disinfectants should wear gloves as required by the product instructions.  SDCCS has acquired handless hand sanitizers for portable use outside of classrooms.  Additionally we have purchased Glissen Chemical Nu-Foamicide EPA Registered all purpose cleaner and portable ULV foggers to assist in dissinfecting large areas freequently.
The air filters have been upgraded to MERV 13 in the new building.

Assessments

As students are working remotely, we must assess what they are learning and  identify areas of struggle and learning gaps. Assessments allow the teaching team and all stakeholders to understand what the students know so they know so teachers know what they need to teach and where resources need to be focused. Additionally, distance learning puts a spotlight on the lack of equity among the different home learning environments. By leveraging thoughtful assessments, schools can direct resources where they are needed most.

NWEA MAP testing

NWEA will be prepared to support partners who wish to use MAP Suite remotely in the fall. We believe MAP Growth and MAP Reading Fluency offer significant value in identifying what students are ready to learn after missing instructional time due to COVID-19, and MAP Accelerator offers a way to develop personalized learning pathways that fit individual student needs.

https://s3-us-west-2.amazonaws.com/cdn.nwea.org/docs/KAP5222+Remote+Testing+Guidance+Overview+MAY20_D04.pdf

Teachers will use specific formative assessments appropriate to the each grade level and metrics aligned to essential learning to measure the impact of interventions and to determine curriculum & instructional approaches.  They will use assessments to develop clearly identifiable learning goals for individual students. Teachers create goals and develop lessons that include ways to measure student growth towards those goals. Students will be taught the skills and given the resources to assess their own learning such as serlf reflection and assessing themselves using rubrics. Teachers will compare student self assessments with teacher assessments to determine if students are actively particiapting in monitoring their own learning in distance learning including how often and how well students are participating in distance learning.

General education teachers are working closely with special education teachers use online programs for students that provide teachers with data about student progress on learning goals. Teachers can assess reading skills by looking examining student data for programs such as Lexia, Raz Kids, and Newsela. SDCCS is continuiing to use the Orton Gillingham approach to teaching reading,spelling, and writing. Students in grade K-2 are formally assessed using OG assessment tools at the beginning of each semester and the K-2 teachers continued to assess students through distance learning. Students who were identified as struggling or at risk for learning problems were also assigned Lexia to support their learning.

Teaching teams use data from ST math, Reflex math and Kahn Acadamy to identify student growth in math. This year SDCCS has invested in a high quality math program, Illustrative Math. The program will help teachers to assess student knowledge through tracking student work as students complete work and then offer immediate feedback. LearnZillion is a platform that will allow teachers and students to assess their progress on math goals, give real time feedback, and to develop interventions for students who are struggling. Illustrative Math provides resources to help teachers to mitigate learning loss identified when looking at student data.

What is Equitable Learning Recovery?

As we strive to address the learning gaps caused by school closures, it's important to acknowledge that COVID-19 has exacerbated the existing disparities in our education systems.

To ensure that our most vulnerable students are not disproportionately affected we must create learning recovery plans that are:

Centered on understanding and meeting the needs of students and families traditionally underserved by public education informed by data and diverse stakeholder perspectives
Focused on describing and solving for unfinished teaching and learning
Structured to support teachers' capacity to deliver instruction in a more equitable way
Built on an asset-based mindset and curiosity of how your system can "know more and do better"

Academic learning and progress.

By using thoughtful assessments, SDCCS can accelerate learning by focusing resources where they are needed most. Below are considerations for how to rethink assessments when learning is offsite.

Start with what you have and build from there:

Teacher knowledge, pre-closure test scores, surveys, past distance learning work, formative assessments, and online curriculum data are all important for understanding what students know and need to learn.

Remember, helpful assessments don't have to be in the form of tests. Writing samples, projects, collaborative work, or even brief verbal check-ins can give timely information about student comprehension and progress toward their learning goals.

SDCCS staff will continue to host one-on-one conferences and use digital tools as appropriate to assess reading comprehension and monitor math progress, and gaps.

Best practices suggest meaningful and intentional assessments and not to continuously add new assignments for a distance learner who is far behind, as without support they will most likely give up.

SDCCS Considerations

Inventory current tools available for assessing learning pre- and post-COVID-19 (diagnostics, common, interim, and unit assessments, student work, conferences, summative assessment, advisories, parent feedback)

Select or create initial assessments for the following students: Returning and new students to determine skill level and placement in courses and or interventions. Incoming students to inform planning for intervention (elementary,and middle school.)

Determine appropriate assessments for various learning models (on-site, distance learning, blended learning model). Examples include but are not limited to:
Written, verbal (recorded), feedback, student self-reflection tools and resources
Virtual assessments provided online and/or completed one-on-one or small group that include multiple ways to show knowledge such as Flipgrid, video or voice recordings using tools such as Seesaw,  Whole and small group informal assessments using tools such as Kahoot and Slido
In-person assessment when appropriate to assess students for learning disabilities or language proficiency

Create common assessments, aligned to essential standards (from spring 2020) across content areas to determine learning gaps and to identify students needing additional supports
Teacher calibration for monitoring student progress:

Collaboration by grade level and curriculum teams
How to report progress
Course work and student work on assignments
Review assessment data and/or student work to identify strengths and needs (content concepts/ skills that need to be addressed)
Ongoing monitoring of student progress
Determine which data points will be monitored
Establish a monitoring system to be used to asses student progress
Establish data protocols for disaggregation of data
Establish timelines for assessing students and monitoring their progress

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

| Description | Total Funds | Contributing |
|---|---|---|
| Increased cleaning and sanitization services and materials | 44,669 | No |
| Learning platforms like Learnzillion, Mystery Science and Newsela. | 25,000 | Yes |
| Additional staff to accomodate for physical distancing and different learning models. | 25,000 | No |

# 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.]

Planning For Instruction and Accelerated Learning

SDCCS will be working to add additional small groups or individual leaning on flex days and the staff planning day where possible.  We will be adding additional staff to our OG program to assist in facilitating additional reading groups every afternoon.

Our new math curriculum, Illustrative Math will be taught school wide as well as with our distance learning students.  The schedule that reduces the numbers of students present in the class should support small group instruction and fantastic opportunities for individual attention.

Curriculum Matters

The research recorded on the difference that a knowledge-rich curriculum can make for student learning is extensive and growing . As SDCCS prepares for the challenge of restarting face-to-face as well as hybrid models, a coherent pathway for learning recovery and acceleration needs to include greater reliance on high-quality materials and instruction, and completing the circle with curriculum based assessments.

1. Courses are designed to be conducted online

One of the most important characteristics of a quality online education program is the fact that the courses were designed specifically for online delivery. Learning modules are built to be effective and engaging online experiences.

When designing an online program, it's critical to have a single, fundamental design implemented across all courses in the program. Effective online courses are often structured in a weekly cadence, with regular activities and due dates that allow students to establish a weekly rhythm of effort, assignment completion and interaction.

2. Opportunities for student engagement are embedded

An obvious drawback of distance learning is the lack of direct interaction between students and their teachers as well as their peers. While it's difficult to replicate the face-to-face collaboration that exists in an onsite learning environment, a quality online program will have practical alternatives intentionally designed into the classes.

Three levels of interaction that are important in distance learning programs:

Student-to-Teacher/Staff interaction: Opportunities for students to have contact with Staff. This can be done through discussion boards, email, virtual office hours, phone calls, texting, Seesaw, Flipgrid and thoughtful assignment feedback.

Student-to-student interaction: Providing ways for students to connect and collaborate with their peers. This can take place via group assignments, synchronous learning sessions, discussions boards, break out rooms and email. It can also help build a sense of camaraderie within a classroom.

Student-to-content interaction: Dynamic learning materials that require active involvement from the student. This could come in the form of animated or clickable images or more complex interactive simulations.

3. Instructors are trained to teach in an online environment

It's not surprising that many students polled in the Simpson Scarborough survey felt their newly-remote courses weren't measuring up to their site-based counterparts. One likely culprit is the fact that most of those instructors never intended to deliver that course content virtually.

SDCCS teachers and staff play a critical role in the success of a distance learning program. All SDCCS staff received training on how to effectively instruct through distance learning knowing what it will take to be effective educators in an online modality. Teachers will be given 8 days of Professional learning that will support them in delivering a high quality distance learning program that includes math and ELA lessons that help students to learn new skills in the distance learning model. Lead teachers are participating in high quality workshops that identify how to adapt to teaching in an online model including deliver interactive and engaging lessons, how to increase student engagement, participation and learning, and how to use data to adapt when necessary.

All certificated staff have been offered money to participate in trainings over the summer or materials that will assist in growing their knowledge around distance learning.

4. Assessments are structured to be delivered virtually

One of the most challenging parts in the shift to remote learning has been figuring out how to deliver effective, valid, and secure assessments. This critical component is typically an area of intense focus when designing a quality distance education program.

Three important elements that should be incorporated in every online course:

Formative assessment
Building in opportunities for monitoring student learning throughout the term, providing ongoing feedback so they can measure their personal learning progress.Teachers will be continually offering formative assessments in the distance model such as quick exits slips after Zoom instruction using tools such as Slido for students to quickly show what they have learned to help teachers gauge the effectiveness of their lessons. Teachers will also use tools such as SeeSaw to have children record a brief message about that they learned or stiil don't undertand. Teachers will use online surveys to help students reflect on their own learning process and learn metacognition skills. This is a big part of our formative asssements in our person learning model and we are learning ways to be successful in incorporating it into our distance learning.  Education Specialists are using tools such aa Lexia and Reflex math to provide ongoing data of student progress on skills.

Summative assessment
Evaluating student achievement of course-level learning objectives. Teachers will continue to use assessments for monitoring student learning at the end of specific units or skills. The Orton Gillingham approach offers summative assessments that have been adapted to assess reading, writing, and spelling skills. Illustrative Math offers assesments at the end of each unit.

Authentic Project-Based Assessment
These methods tend to be most effective for online delivery. Teachers will use tools such as Flipgrid so students can create vidoes to showcase their project work.

5. Support is easily accessible

Just because students aren't on campus doesn't mean they should be on their own. A successful distance education program is backed by support for students and staff alike. This helps ensure technology or accessibility issues won't disrupt the learning process.
In the asynchronous world of online education, problems occur on any given day or night. Having robust technology support provides peace of mind for students, allowing them to focus on their learning.
The best distance education programs also offer other types of support catered to online students. This can include access to tutoring options, additional small group networking opportunities, evening engagement activities and more.

Accelerated Learning Considerations:
Identify essential learning needed
Name the knowledge and skills students must master by the end of the year
Map out the curriculum scope and sequence to include spiralling of skills
Anticipate possible learning barriers and build in options and scaffolds using Universal Design Learning (UDL) principles to increase learning access for all students
Determine content/concepts that will be taught in person at school and content/concepts that will be developed via virtually at home
Determine metrics to monitor student learning
Develop a schedule based on equitable access for vulnerable student groups determined by student & family need/data versus equal access for all
Develop a flexible calendar based targeted student acceleration determined by student need/data vs traditional calendar

Determine what curriculum resources are available and what is needed to reopen and support instruction for all, some and few.

Curriculum support for:
Gap-filling curriculum
Distance learning
Instructional supplies (considering students cannot share materials) identify what materials need to be distributed
Learning environment- materials that support learning while allowing students to maintain physical distance (i.e. individual white boards for each student, etc)
Reflect and refine the scope and sequence, curriculum maps, and/or pacing guides on an ongoing basis to determine where acceleration can occur with students
Identify the curriculum, resources, and/or supplies needed at school and home
Ensure access and equity of curriculum

Student Equity Considerations:
We must work toward climbing out of this crisis with a focus on racial equity so that the state and the hardest hit communities – especially Californians of color and low-income Californians – can recover. The educational systems in our state must be rebuilt so that they facilitate access and opportunity  with more equity than ever before.

Social-Emotional Learning Considerations:
Infusing Social-Emotional Learning into teaching and distance learning is intended to create safe spaces for learning and help address the global trauma we are experiencing, but not substitute for crisis counseling by a professional. SDCCS will develop and share clear processes and resources with teachers for when a student or family needs follow-up support, including points of contact for referral. Students will have access to counseling staff by self-referral, teacher, staff, or parent request. The counseling staff will utilize research-based social emotional curriculum including Second Step, Mindfulness, Responsive Classroom, and trauma-informed practices.

## Access to Devices and Connectivity

In addition to providing devices, internet access, and appropriate levels of web-content filtering, SDCCS has developed and implement a remote technical support program to help students and staff when they experience technical issues with their devices and network access. Among the primary solutions, SDCCS technology staff could provide include traditional, synchronous, "real time" communications by telephone. While this method may be beneficial, it should be coupled with additional channels for two-way communication with students and staff. Such channels could include the use of instant messaging or a text based chat feature included as part of the school's web-based technology help desk ticketing system.

SDCCS will assess how all students will be able to access e-learning, looking at all of the following factors:
Do they have access to the internet?
Do they have access to a device or what alternatives exist for them to access a device?
How familiar are your students with the device and necessary support to ensure they are familiar with navigating its features?

We have gleaned from our surveys that 86% of our families have the technology needed for distance learning in the fall. We will be working to provide necessary hardware and connectivity to be successful with distance learning. In addition to the need for devices we also inquired about needed training on the devices to assist students, 91.2% indicated that they felt that they were adequately trained to support their students. We will make sure to offer support and training to those who needed additional support.

## Pupil Participation and Progress

While students are fully remote and cannot come to SDCCS campus, data can be a critical tool to connect what students have done and what they need.

Formative assessments occur within a course or lesson and are used to determine how well a student is learning the material. They're best when they are ongoing, consistent, and provide critical feedback to learners.

Summative assessments are sometimes referred to as a final exam and measure what the student has learned after completing a course. They can validate how well your content supports the course's overall learning goals. It is important to choose what and when to assess carefully. Assessment fatigue is real and we want to make sure to glean the most important information from our assessments.

Some of the ways teachers can monitor students are but are not limited to:

1. Online Quizzes
2. Open-Ended Questions
3. Drag-And-Drop Activities

4. Online Interviews and Discussions
5. Dialog Simulations
6. Online Polls
7. Game-Type Activities (Quizlet or Kahoot)
8. Forum Posts

SDCCS is dedicated to student connection and knowledge of where kids are at and where they need to go.  It is essential in figuring out next steps.  We will be assessing our program along the way to ensure equitable access for all students and families. These assessments will include but not be limited to:

1. Access to distance learning curriculum and tools
2. Support for family and student well-being
3. Engagement in learning
4. Access to social-emotional learning and support
5. Communication structures and processes that support families
6. Attendance

Using this information, SDCCS staff will be able to identify students who are not accessing, engaged, or progressing in their learning. Teachers will use teaching and communication logs and students will use learning logs to monitor participation and quaintity and quality of student engagement. Teachers will communicate and collaborate with school staff about students who need support with work or  who have poor attendance.  School staff including counselors, instructional coaches and administrators will follow up with students and families to identify areas of need and provide supports to increase the students' participation, engagement, and learning.

Teachers will be providing live instruction daily and indicating on their lesson plans and communication to the students and parents the designated time values for each assignment. Schedules will be developed to support time for synchronous learning, independent work, targeted supports, peer and group work, social-emotional learning, and office hours for individual support.

## 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.]

Before moving into distance learning professional development it is essential to take a step back to assess the basic hierarchy of needs for our community. We will take an initial look at 6 focus areas and when those are all met move to conduct a rich professional development program for our teachers and staff.

We will be using a hierarchy of needs to build and assess SDCCS areas of focus.

Focus 1 Get Organized - How will we get and stay organized and intentional

Focus 2 Safety - Solution-focused approach to student and staff safety, including food distribution and other urgent concerns.

Focus 3 Policy - Understand key policy issues, including employment, financial payments, state requirements, and special education considerations.

Focus 4 Engagement and Relationships - Determine systems of communication and frequent connection with students

and families and clarify expectations for families.

Focus 5 Access - Take stock of student and staff access to home broadband and devices and problem-solve to find solutions.

Focus 6 Learning - Determining the safest model of instruction

Professional development will be an essential key for success at SDCCS. Our teachers will be trained in effective distance learning elements, health and safety protocols, trauma informed practices, suggestions for increased effective communication as well as self care and compassion fatigue.

Elements of the plan include, but not be limited to, the following:

How to monitor the safety, health and emotional wellness of students

How to provide high-quality instruction for all learners

How to build and maintain a positive class/school community culture

How to provide actionable feedback to students and parents

Considerations:

What percentage of students have consistent access to a digital resource such as a phone, tablet, or computer?

What accommodations need to be made to support students with disabilities?

How will students with inconsistent access to technology or consistent internet services be supported?

How will you ensure to balance student support and self-care?

Ongoing Staff Development at SDCCS

Educators will be provided ongoing support to develop their capacity to meet the remote learning goals. SDCCS has a myriad of ways in which to support staff and should focus on essential skills needed for daily success. Ideas to get started are:

- Survey educators to understand their needs during remote learning and, subsequently, create tiered, small-group, virtual professional development workshops to build the capacity and meet the needs

- Provide educators with accessible, free and paid resources to help them shift from a face-to-face teaching model to a remote one

- Update and agree upon communication guidelines and educate parents, students, and staff

- Provide training on the impact of trauma and stress to remind teachers how children maybe responding during this time

- Remember, we are in this together. Our best resource is each other! Consult or collaborate with other charters to provide professional development (PD) on remote learning tools

- Establish teacher leaders to create podcasts, videos and other materials that demonstrate ways in which teachers can develop effective and engaging remote earning lessons that engage all learners. Teacher leaders can also host virtual

professional development workshops, virtual Q&As, and offer other supportive strategies to engage and develop staff and parent capacity.

- Make available video examples of model remote learning lessons at varying grade levels for the spectrum of learners in a school (e.g., English Learners, children with IEPs, gifted and talented students), and across disciplines

Staff professional development will be delivered through synchronous and asynchronous systems, including live whole group sessions, recorded information, articles, book study, content teams, grade level teams, and mentor/mentee meetings.

Before school begins teachers will have eight days of professional development. Two full days will be dedicated to learning our new math curriculum that will strengthen our math program in both on-site and distance learning models. Learnzillion will be added to our IM math program to strengthen the feedback that students receive during distance learning.

We will also be training our teachers in the use of Mystery Science, Newsela and other Google applications.

Tools:

The Distance Learning Playbook, Frye, Fisher, Hattie

https://drive.google.com/file/d/1qKAOnI4wznsVXiQ8YPUeJJXtkBmnSxaw/view

https://drive.google.com/file/d/164QWSKrdk9KaF3g96ExDbPXL-6sXTzm_/view

Creating a Sense of Presence in Online Teaching: How to "Be There" for Distance Learners by Rosemary M. Lehman and Simone C.O. Conceição

Lessons from the Virtual Classroom: The Realities of Online Teaching by Rena Palloff and Keith Pratt

## Staff Roles and Responsibilities

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

We have changed and shifted responsibility of our staff as a result of COVID-19.

Cleaning Staff:
In an awareness of what it takes to keep students and staff safe we have increased our cleaning staff. We have doubled our cleaning staff and created a schedule for them to clean through out the entire day while staff and students are present.

Distance Learning Staff
We have hired additional staff that are dedicated to distance learning to meet the needs of our stakeholders who want to continue to distance learn for the remainder of the year.

Tiered Re-engagement Staff
We have reworked the responsibilities of our front office staff to assist with re-engagement efforts. This staff knows our student and parent community well having created strong relationships and are able to communicate in the home languages necessary.

ELL and Orton Gillingham Support
We have increased our supports and focus on ELL and evidence based reading instruction.

Summer Learning Series
We have engaged teachers and staff to run a six week learning series that supports student engagement with staff and students. These courses engaged with reading, math, cooking, fractions, spanish language and creative writing.

School Counseling
We have moved from 1.5 school counsellors to two as we anticipate student needs rising as well as a need to educate our staff on trauma informed practices throughout the year.

Enrichment

Our music teacher shifted the program to offering two evening sessions focused on creative performances and live readings which were open to all students for community building, self-expression, and engagement.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We must work toward climbing out of this crisis with a focus on racial equity so that the state and the hardest hit communities – especially Californians of color and low-income Californians – can recover. The educational systems in our state must be rebuilt so that they facilitate access and opportunity much more evenly than ever before.

PROMOTE INSTRUCTIONAL EQUITY

1. Ensure equitable access to learning materials. SDCCS will be prepare to provide instructional materials in order to keep students engaged and learning. We should not rely on remote or distance learning unless we have previously provided all students with access to required materials, including technology, it will be an immediate priority.

2. Work closely with teachers and counselors to provide support. SDCCS will engage teachers in preparing instructional materials to continue students' learning. This can include providing grade- and instruction-appropriate periodicals, texts, audiobooks and links to instructional videos, and take-home activities. We will also work with school counselors to anticipate and meet the socioemotional needs of students.

3. Address the specific learning needs of students with disabilities, English learners, and students in temporary housing. SDCCS should ensure that the learning materials made available meet the specific needs of students with disabilities, English learners, and students in temporary housing. To support English learners, schools should also ensure that information about resources and support is available to families in multiple languages. Office staff and adminstrative team will work together to provide families with resources and support that will give students equal opportunities to engae in learning. Resources may include technology devices including a hot spot for internet connectivity, food or information about how to get food such as food banks, school lunch programs, or food stamps or pther resources listed to protect student well-being.

PROTECT STUDENT WELL-BEING

4. Provide breakfast and lunch to students who rely on school meals. SDCCS should work with their food service providers to make meals available for students who are low-income for the duration of any school closure. SDCCS will work to support families at our food pantry and throughout the upcoming school year.

5. Coordinate with trusted community partners. SDCCS will work with community-based organizations, faith communities, after-school providers, and other trusted partners to ensure clear and consistent communication to students and families about accurate coronavirus information and the resources and supports available.

6. Connect families to other services they may need. While schools cannot be expected to do everything, they are a vital and trusted hub for students and their families in a time of uncertainty. SDCCS will work with their local government partners so that they are able to point families to health, housing, legal, and other resources.

English Learners:

English language learners have been disproportionately impacted during the pandemic by losing English language exposure and supports that assist both language development and the ability to learn subject matter content. Furthermore, what works for English learners is great for all learners. That means that our schedules and handbooks, resources and curriculum tools must also align with best practices for ELs. SDCCS will work to understand culture and elevate home languages as students spend time learning from home.

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides SDCCS with four guiding principles to support and embrace the English learners they serve:

Principle One: Assets-Oriented and Needs-Responsive Schools
Principle Two: Intellectual Quality of Instruction and Meaningful Access
Principle Three: System Conditions That Support Effectiveness
Principle Four: Alignment and Articulation Within and Across Systems

These principles should continue to guide SDCCS in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that we support English learners' social–emotional well-being and embrace English learners as the assets they are while also providing them with the support they need to succeed.

English Learner Support Needs
Progression of the lesson
Appropriate Curriculum
Clear Expectations
Predictable Routine
Supports and procedures for Specific Activities
Frontloading
Content knowledge and comprehension
Emotional challenges

Special Education:

SDCCS is dedicated to serving all students. Students with special needs should be taken into special consideration whether it be meeting their learning needs or planning a program for them if they are immunocompromised.

The United States Department of Education's Supplemental Fact Sheet released on March 21 states:
To be clear: ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction.

For students with individualized education programs (IEPs), SDCCS will ensure that students have access to the educational opportunities and will provide the special education and related services identified in the IEP, to the greatest extent possible.

Regardless of whether we are using a digital, print-based, or blended approach, great teachers remain the most critical factor in student learning, and that holds true most of all for students with higher needs.


Some approaches SDCCS will use are:

Implement universal design for learning (UDL). The CDE has named UDL one of the most effective tools for serving students with atypical learning profiles. This still holds in a distance-learning setting, and students can still have multiple options for engaging with content.

Supplement UDL lessons with individualized and targeted interventions when data shows students need more support to meet learning objectives and IEP goals.

Encourage collaborative problem solving. We will take a hive-mindset approach, tapping our community of staff, kids and parents to band together in coming up with creative solutions.

We will explore ways to deliver and adapt services in a new setting. Ed. Speicalists will use research based programs to support student growth on IEP goals. SPED providers will meet with students individually or in small groups using Zoom and the SPED team will work with general education teachers to adapt and/or modify curriculum in distance learning to meet the needs identified on student's IEP's.

IEP meetings can be convened remotely with family involvement and will be scheduled whenever possible.

SDCCS will train and support staff to provide remote support. Staff will adapt and learn options for delivering services and supports to students during virtual learning, including FERPA considerations. Specialized service providers such as physical therapists, occupational therapists, and speech pathologists should continue to provide services remotely as much as possible.

We will budget and plan now for compensatory services (e.g., physical therapy, one-on-one support). Despite our best efforts to ensure that students with disabilities get the support and services they need through distance learning, some students will likely still need compensatory services to make up for the loss of in-person support during this time.

SDCCS will put the most at-risk first. We will rally teams of administrators, teachers, case managers, counselors, and instructional assistants to focus on the needs of our most at-risk students and develop a plan for them first.

SDCCS will monitor engagement and attendance. We will involve everyone in our school community— from school leadership to the front desk receptionists—in our efforts to monitor and encourage engagement and attendance. Leverage whomever individual students have close relationships with, not just their classroom teachers.

SDCCS will ensure accessibility by making sure students have the technology and supplies they need to learn.

SDCCS will work with caregivers. We will connect with and support caregivers directly we will work to train them in how to support their students in accessing the online curriculum. The modifications will have to be implemented in the home as opposed to in the classroom. We will work with caregivers to plan online services at times that are ideal for families of students with exceptional needs.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Increased technology and internet services for families who do not have internet. | 50,000 | Yes |
| Additional staff to mitigating learning loss. | 182,280 | No |
| Additional professional development days to conduct professional development around math and distance learning. | 49,792 | No |

# 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 SDCCS strives to address the learning gaps caused by school closures, it's important to acknowledge that COVID-19 has exacerbated the existing disparities in our education systems.

To ensure that our most vulnerable students are not disproportionately affected SDCCS will create learning recovery plans that are:

1. Centered on understanding and meeting the needs of students and families traditionally underserved by public education informed by data and diverse stakeholder perspectives
2. Focused on identifying and solving for unfinished teaching and learning
3. Structured to support teachers' capacity to deliver instruction in a more equitable way
4. Built on an asset-based mindset and curiosity of how your system can "know more and do better"

Academic Learning and Progress.

By using thoughtful assessments, SDCCS can accelerate learning by focusing resources where they are needed most. Below are considerations for how to rethink assessments when learning is offsite.

Start with what you have and build from there:
Teacher knowledge, pre-closure test scores, surveys, past distance learning work, formative assessments, and online curriculum data are all important for understanding what students know and need to learn.

Assessments don't have to be in the form of tests. Writing samples, projects, collaborative work, or even brief verbal check-ins can give timely information about student comprehension and progress toward their learning goals.

Consider one-on-one conferences to assess reading comprehension, progress, and gaps.

Be mindful not to continuously add new assignments for a distance learner who is far behind, as without support they will most likely give up.

SDCCS Considerations and Actions:

Inventory current tools available for assessing learning pre- and post-COVID-19 (diagnostics, common, interim, and unit assessments, student work, conferences, summative assessment, advisories, parent feedback)

Select or create initial assessments for the following students:
Returning and new students to determine skill level and gaps in learning and inform interventions

Determine appropriate assessments for various learning models (on-site, distance learning, blended learning model).

Examples include but are not limited to:
Written, verbal (recorded), feedback, student self-reflection
Virtual assessments provided online and/or completed one-on-one or small group
In-person assessment (when allowed)
Create common assessments, aligned to essential standards (from spring 2020) across content areas to determine learning gaps and to identify students needing additional supports

Additional Considerations

Teacher calibration for monitoring student progress:
Collaboration by grade level/department or course-alikes
Systems for reporting on progress
Course and student work on assignments
Review assessment data and/or student work to identify strengths and needs (content concepts/ skills that need to be addressed)
Ongoing monitoring of student progress
Determine which data points will be monitored
Establish timelines for assessing students and monitoring their progress

Assessment will be ongoing and as stated before not all assessments are tests.  Our teachers are well versed in how to assess children what we will focus on during distance learning will be establishing a safe environment and trust so that students are comfortable sharing their work.  When considering English language arts and English language development and math we will use NWEA MAP as a baseline assessment, this will guide us in targeting instruction to mitigate learning loss.  MAP assessments will be given three times a year as a summative assessment.  In between these assessments teachers and staff will be constantly evaluating learning.  The ways we assess students changes slightly depending on their unique demographic needs but it is truly staff knowledge of where they are, what their needs are and a strong connection that allows us to track learning.

## 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.]

Even before school begins we have created a 6 week Summer Learning Series that was created to engage kids to learning again in fun ways.  The series included cooking with math, lower elementary L. Arts workshop, Middle School math and book club series as well as a

series that teaches Spanish while teaching how to independently cook Mexican cuisine. This series teaches and uses Spanish to engage with ELL and students who speak Spanish as a primary language in their home.

SDCCS will be working to add additional small groups or individual learning on flex days and the staff planning day where possible. We will be adding additional staff to our OG program to assist in facilitating additional reading groups every afternoon.

Our new math curriculum will be taught school wide as well as with our distance learning students. The schedule that reduces the numbers of students present in the class should support small group instruction and fantastic opportunities for individual attention.

Curriculum matters. The research record on the difference that a knowledge-rich curriculum can make for student learning is extensive and growing . As SDCCS prepares for the challenge of restarting face-to-face as well as hybrid models, a coherent pathway for learning recovery and acceleration needs to include greater reliance on high-quality materials and instruction, and completing the circle with curriculum based assessments.


Examples of subgroups that we will give special monitoring attention to and tools that could be used to assess their growth. Some assessments that can be used formative assessments, quizzes, video reflections, digital exit tickets and tools utilized can be Quizizz, Kahoot!, Schoology quiz, Google Forms, Socrative.

English Language Learner -
Monitor and track use of academic vocabulary
Use assessments using pictures and videos where necessary
Assess language proficiency in reading, writing and speaking
Create varied formative assessments related to language and content goals.

Students With Exceptional Needs-
Assessements will be driven by learning goals individually set up for students.
Accomodations for learning and assessment will be considered and implemented depending on individual needs.
Data will be shared with all IEP team members to develop a learning plan to meet IEP goals for students with

Foster Youth, Students Experiencing Homelessness as well as Low-Income Pupils
Assessments of accessibility and engagement will be first steps
Connections to teachers and staff will be essential
Individual plans will be created to support engagement and NWEA testing will assess academics along with teacher and ongoing work assessments.

Targeted supports will be provided utilizing our Orton Gillingham curriculum, Illustrative Mathematics "Just in Time" support, and Writer's conferences. Certificated staff and well-trained instructional assistants will work with students in small groups or individually to provide the supports.

## 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.]

We will be measuring the success of our Summer Learning Series when we survey the parents of the students that were involved.  The goal of this series was re-engagement or as we call it dipping their toes back into learning.  We will continue to survey parents to see what programs that have supported their children in meaningful ways.  Especially during distance learning parent opinions and needs will be especially helpful in building programs that address learning loss.

Once school begins in September we will begin our cycle of initial and ongoing assessments.  Teaching teams will monitor growth and impliment necessary interventions for students who are not showing expected growth.  We will be using NWEA  Map assessments multiple times a year to show growth and identify areas of need. Targeted supports will be delivered in flexible groups depending on progress and need.

In addition, we will be monitoring the number of counseling referrals to assess student mental health.  By monitoring this we will be able to assess if the social-emotional programs being put into place are appropriately meeting students increased needs.

SDCCS will closely be monitoring student attendance and the number of students referred to the Multitiered Reengagement Plan and their success in getting students involved again in their learning program.  As there are many levels in this program we will look closely at which are most effective and respind according to the plan.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Increased counseling to support students who are suffering from COVID related trauma. | 19,476 | Yes |
| Increased staff time to implement ELPAC in accordance with county recommendations and restrictions due to physical distancing requirements. | 13,615 | Yes |
| Summer Learning Series to mitigate learning loss. | 4,200 | Yes |

# 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.]

At SDCCS emotional well being is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed Social-Emotional Learning (SEL) to care for ourselves, our students, and their families. Because our communities have experienced trauma to various degrees, we must first address Maslow before focusing on Bloom. Students need to feel connected to school and caring adults—especially when they are remote. This kind of assessment requires trust but will be essential in meeting student and family needs.

First and foremost, teachers are not trained counselors, psychiatrists, or social workers and should not be expected to perform the same duties associated with those roles. Infusing Social-Emotional Learning into teaching and distance learning is intended to create safe spaces to help address the global trauma we are experiencing, but are not a substitute for crisis counseling by a professional. We develop and share clear processes and resources with teachers for when a student or family needs follow-up support, including points of contact for referral.

During these difficult times, it will be critical for us to develop trauma-informed crisis response systems that are particularly sensitive to the emotional needs of families, students, and staff.   SDCCS staff will think about creative ways to leverage all adult-to-child interaction. For example: think in new, expansive ways about who, among all adults that typically work in schools, could be assigned to groups of students for regular check-ins and follow-ups

Connection comes first. Prioritize maintaining connection with students via text, phone, live video, small groups, or one-on-ones, leveraging adults with strong existing relationships with students.

Create space for informal conversation and fostering connection among peers are critical for addressing social-emotional needs for all students.
Provide families with information on services available at school and beyond. Work with all staff to identify families who need extra support. Reach families who require urgent attention weekly (or more often, as needed).

Additionally, we will work to train parents in ways they can be supportive of their child.  Some education will be around making schedules, mindful activities, getting outdoors in fun ways, understanding what behaviors are communicating and how to help your students regulate.

Offer an employee support plan to address staff SEL needs. Support staff members experiencing secondary trauma or compassion fatigue.

Trauma-Informed Teaching Strategies
1. Expect Unexpected Responses
2. Employ Thoughtful Interactions

3. Be Specific About Relationship Building
4. Promote Predictability and Consistency
5. Teach Strategies to "Change the Channel"
6. Give Supportive Feedback to Reduce Negative Thinking
7.  Recognizing areas of strength in students
8. Limit Exclusionary Practices

Considerations:
Consider heirarchy of needs and what is most important right now for students?
What do I want students to walk away with at the end of the lesson, activity, or practice? Inform students of learning goals and involve them in monitoring their own learning.
Must this be teacher-led or can students engage in this independently?
What lessons and skills are the most pertinent in the middle of a pandemic? Dedicate majority time and efforts into ELA, Math, STEM, and SEL.

# 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.]

Educational equity is a core value throughout the SDCCS community. There can never be true equity until there is meaningful engagement with representation from all stakeholder groups. This is particularly important during disruptive and significant change, when future planning is taking place, and when vulnerable or underserved learning populations are affected.

Meaningful engagement starts with empathy. Empathy requires understanding, informed by deep listening to the concerns, fears, hopes and dreams of each educational community stakeholder group. Whether that group is students, teachers, staff, parents, businesses, or any other community partners, all people want and need to be heard.

There are many elements of SDCCS's education program that support positive attendance. Some of these include strong relationships with families, extensive communication, individualized attention, positive realtionship building, and possitive community building.

The COVID-19 crisis presents an opportunity for SDCCS leaders to demonstrate the empathy needed to build their engagement and equity muscles throughout the planning process for the historic 2020-21 school year. Effective engagement allows the voice of all stakeholders to

be heard. That stakeholder voice can lend to and help inform critical planning decisions that have not been mandated by the county or the state.

Reengagement Strategies are intensive supports offered to the students facing the greatest challenges to getting to school. All levels of strategies involve core principles such as:
- Monitor data,
- Engage students and families,
- Recognize good and improved attendance,
- Provide personalized outreach and
- Remove barriers.

SDCCS has created a multi-tiered re-engagment plan that includes a focus on all students with a special focus on the most vulnerable populations. The initial assessenents of engagement will come from the classroom teacher.

Our re-engagement plan begins with the teacher. Our teachers take attendance daily obesering their activities in both synchronous and asynchronous learning. Once a teacher documents more than three days of disengagement not due to illness they will:

1. Work to engage the student through email, phone, google hangouts or text

2. A second day of teacher engagement with efforts of contacting student or parent at this time

3. Day three of engagement the Instructional Assistant and school counselors will work to contact student or parents

4. Day four our Re-Engagement Coordinator will make a concerted effort to contact parents or other contact information with the purpose of connecting and problem solving.

Once a family has engaged in the process we will work to identify and eliminate barriers to learning, support families and communicate common expectations of student engagement. We have staff that will be further dedicated to attempting to contact students in the future for reminders of expected behaviors and learning times during distance learning.

# School Nutrition

SDCCS contracts all food services through San Diego Unified Food and Nutrition Services. They have been and will continue to conduct a drive thru / walk-up distribution of daily prepared meals. Meal distribution times at Linda Vista Elementary are Monday through Friday, 11:00 a.m. to 1:00 p.m.

In addition to our food services we ran a food pantry to supplies supplies and food to families in need during the pandemic. We had to discontinue these services as in person, on site congregating was not allowed but we have full intentions of re-implimenting our food pantry once we resume on-site services.

While the district does not serve food on the weekend, it is distributing one extra breakfast and one extra lunch on each Thursday and Friday of the week. That allows each child to receive two breakfasts and two lunches on these days.

Children do not need to be present during food pick-up, but a student ID and/or photo of the child/children will need to be shown.

There will be no congregate feeding; all food is to be taken and consumed offsite. See social distancing guidelines to stay safe.

In addition to the school nutrition program that we contract the school has collected donated funds that can be distributed to families in need. We assess these needs through responses to newsletters, outreach and surveys. Families can respond out through email or by calling the school. Every parent that has reached out in need has received a $200-$500 dollar check from donations to assist with acute family needs.

Additional Resources:
https://feedingsandiego.org/programs/feeding-kids/
https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/documents/FADall.pdf
https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/CommunitySectors/Schools_Colleges_and_Universities/resources-for-staff-and-students.html

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

| Section | Description | Total Funds | Contributing |
|---------|-------------|-------------|--------------|
| N/A | SDCCS has been working hard to create plans that meet the needs of all stakeholders due to restrictions around COVID-19.  This includes building three different learning plans that include 100% Distance Learning, Hybrid Learning (2 days a week) and Hyflex Learning (4 days a week).  We have had to staff appropriately so that all students are well supported while maintaining necessary precautions for safety.<br><br>In addition to the above actions we have increased our teaching staff in order to appropriately meet the needs of students and families who have selected the distance learning option for the remainder of the school year. | 15,000.00 | No |

# 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 |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 7.24% | $300,030 |

## 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.]

English learners and low-income students have unique learning needs specific to their situations. Foster students who have a complex set of needs and trauma can be intensified during the stress of the global pandemic. Our school counselors, teachers, ed. specialists, and administrative team work closely with our foster youth and foster parents to help manage stress and anxiety during distance and in person learning. Our staff implements trauma informed strategies to support foster students which can include but is not limited to journaling emotions, providing meditation and physical activity resources to help manage stress, and extra social and emotional supports and accommodations for completing work and assignments. Many of our foster youth have IEP's and we work closely with families, and special education services providers and teachers to ensure our foster youth have all of the appropriate, tools, accomodations /modifications and strategies and services that are listed on IEP's. We work closely with foster families to encourage outside of school counseling and therapy when social and emotional needs of students fall outside of the expertise of school staff.

Our English Language Learner students have a committee of people on staff who are looking out for the specific needs of students and families who fall in this subgroup. The ELAC team works closely with teachers and instructional aides to make sure they are implementing tier one interventions that specifically address the needs of English Language Learners such as front loading vocabulary, sentence frames, providing visual aides and connecting English vocabulary to their native language. We have designated specific instructional coaches who will work with ELL students in break out rooms prior to whole group instruction and are available after instruction to clarify learning objectives and assignments for ELL students.

The EL committee has worked closely with the administrative team to determine the specific needs of ELL families based on feedback from parent surveys that were translated into the different languages. Communications to families are translated in the languages of our ELL families to keep communication open and inform parents. The teaching staff have implemented online reading resources such as Newsela that will adjust to student's reading level and have many visual cues to help build vocabulary and reading comprehension of ELL students. We have a team of staff members who are bilingual who make phone calls to support ELL families to help gauge student needs and barriers to learning. Our teaching staff and administrative team have done extensive work on disaggregating data for our student sub-groups and many interventions have been put in place such as implementing an Orton Gillingham approach top explicit instruction in the English Language such as morphology, syntax, and semantics for all students. Tier one interventions and UDL such as the OG approach,Illustrative Math, and using online tools such as Newsela, Lexia and Reflex math, Quizlet and video resources to help teach concepts such as Brainpop and National Geographic reach all students and have a positive impact on ELL student's academic and language progress. Our school EL committee works with teachers to monitor ELL students to makes sure students are progressing in their learning, being held to high expectations, and not being disproportionately referred for SST or assessment for SPED.

Many of the strategies we are implementing are best practices in education and address the needs of our foster youth and ELL students are also successful with students who come from low-socioeconomic backgrounds and many of these students fall into several sub groups. Students who are in low socio-econimic subgroups will be supported with food through free and reduced school lunch and offering resources to food banks and low cost food services for families in need. The school has purchased educational materials, devices, and hotspots and internet for families who need financial help. Some of these materials have been delivered to families. Teachers have been

instructed to be mindful of what supplies students will need to complete assignments and school staff will provide and deliver supplies to low-income families.

Our school is a close knit community and parents have reached out to our community to ask for help and our school community has heard the call and has provided much needed reources to those in need. We are aware more and more families may experience job loss and financial hardships so we are contiually updating services and resources available to those in need and our counseling team has included these resources on their webpage.

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

As with all students we are beginning with relationship as it is a foundation of our educational beliefs and will be the essential aspect to keep our students connected.  All students needs will be greatly considered moving into the school year but SDCCS recognizes that the students who are English learners, foster or homeless youth have been disproportionately affected by the COVID-19.

We have identified a member on staff who will give increased support and coordination around students from the subgroups listed above. This staff member will coordinate supports between the teacher, the support staff, Orton Gillingham staff and the students.  This kind of coordination will allow for front loading before lessons, systems of support needed to engage in distance learning and especially the connective piece that allows for students to make progress.

We have plans to meet the needs of these student with front-loading, additional meeting times and support with English language development however it will take ongoing formative and summative assessment for us to know if our program is working.  Assessment will drive next decisions in regards to programs.  If we are seeing positive numbers with assessment we will continue to improve our initial support program.  If we do not see positive numbers we will need to reassess our program and make necessary adjustments to meet student needs.

Students in these subgroups also have increased access to school counselors and instructional coaches. Office staff works closely with the administrative team to check in with families in these subgroups to learn about barriers to learning and participation and develop a plan to help students have high rates of attendance and academic success.

In 2020-2021, San Diego Cooperative Charter School is projecting it will receive $300,030 in LCFF approtionments based on the enrollment of foster youth, English learner, and low-income students. San Diego Cooperative Charter School will demonstrate the planned actions and services will increase or improve by 7.24% for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students.