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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General Information

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

There is no doubt that the start of this school year has been challenging, as we navigate the effects of the COVID-19 pandemic on our school and our community. Our approach to education this year has shifted greatly as we work to support our staff and families in working through this "next normal." We spent countless hours during the summer ensuring we prepared for a variety of scenarios that would ensure our students received a rigorous, continuous education, regardless of the modality by which learning would occur. The following guiding principles were established to ensure our work and decisions were grounded in what was best for students:

We are committed to grounding all decisions in the Bullis Charter School mission.

We are committed to a sustainable model that protects the health and safety of our students, staff, and families.

We are committed to being responsive and flexible in order to meet the needs of our students, staff, and families.

We are committed to meeting individual student needs, especially those of our most vulnerable populations, so that all students exhibit growth.

We are committed to preparing our teachers so that they feel confident and provide high-quality, rigorous instruction.

We are committed to fostering a strong community where students, staff, and families feel safe and supported.

We are committed to clear and frequent communication with our students, staff, and families.

With these guiding principles, we have crafted plans for instruction that include both a hybrid model for in-person instruction when appropriate, as well as a model for remote learning, when students and staff are not able to be on campus. Both models ensure that we continue to focus on providing aligned, rigorous instruction to all of our learners.

Stakeholder Engagement

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

Starting last spring, we recognized the need to ensure we captured feedback and input from a variety of stakeholders, in preparation for the most appropriate learning model moving into the school year. There were multiple opportunities for families to provide feedback to administration during remote learning in the spring, and this feedback was critical in helping develop the most effective and supportive remote learning environment to start the fall. Staff, too, provided feedback on spring learning plans via staff survey and via participation in a summer town hall. Additionally, team leads joined planning meetings during the summer to provide more specific details to feedback. More information on specific aspects of our plan influenced by stakeholders is included below.

In the summer, we developed approximately 10 different task forces aligned to the work around preparing to open campus in the fall. These task forces included parents and staff involvement, ensuring we had voices of multiple constituents present in making appropriate recommendations and decisions. Most of these task forces met weekly/bi-weekly, and many of these tasks forces are still meeting in some capacity, to ensure we are analyzing the start to the school year and making adjustments as appropriate. These tasks forces included the following topics:

Parent Communication
Operations and Health
Remote Learning
Facilities and Outdoor Learning Spaces
Supporting Wellness in Staff and Students
Technology
Teacher Support in Remote Learning

Additionally, throughout July and August, we held town halls on Thursdays (at 9:00am and 4:00pm) as a space to share updated information with families and to capture questions and input from our greater BCS community. We were able to utilize common questions and themes to ensure we were providing appropriate communication to families and making adjustments in planning as deemed appropriate.

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

As noted above, there were opportunities for families to participate in town halls as a means of soliciting input. These town halls could be accessed via phone and computer. Additionally, surveys released to families and staff could be accessed via phone or computer.

Zoom participation (and access via phone) was available for the August 3rd board meeting, where the first public hearing regarding the LCAP was held. Similar participation was available for the public hearing at the September 14th board meeting. Information on this meeting was advertised in the Mercury News and Los Altos Town Crier. Both advertisements referenced the ability for the community to be present in person - meeting all social-distance requirements - if Internet access was not a possibility.

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

With myriad opportunities to solicit feedback from stakeholders (families, staff, and students) we were able to identify key trends. The following trends were analyzed from feedback received during the stages of remote learning in the spring (March through June) and were critically important in developing our model for the fall:

Key feedback from Families:
Families desired rigorous online learning that still provided opportunities for students to connect with each other in social-emotional settings and in community building capacity.
Families desired a balance of live interactive time with teachers and staff members along with a balance of asynchronous opportunities for students to work, realizing the new-found challenges working from home can bring.
Families desired a cadence to feedback and communication that allowed their students to feel supported and parents to feel connected and knowledgable about the academic and developmental growth of their students.

Key Feedback from Students:
Students desired opportunities to connect with their friends - even if it had to be virtually - in order to build friendships and community. We know the socio-emotional needs of students during this unprecedented time are easy to overlook but critically important to their growth and development.
Students desired small group/one-on-one time with their teacher. Learning to engage within a virtual setting can be challenging and overwhelming, and creating space for students to have more individualized, targeted support can help them feel connected and successful.
Students desired components of the day that feel "normal." Whether that's specials class such as physical education or assemblies to celebrate classmates and show school pride, students desired opportunities to be part of the typical day to day structures, pre-COVID.

Key Feedback from Teachers:

Teachers desired opportunities to adjust content to meet the reality of new modalities while still meeting the needs of students. Collaboration is a key part of classroom alignment, and creating space for teachers to collaborate on a set cadence is important to their curriculum development.

Teachers desired opportunities to dig more deeply into what online learning platforms and opportunities exist, and to fine-tune their skillsets on platforms prior to launching with students. Spring was crisis learning; the opportunity to thoughtfully engage and practice in new platforms prior to launching with students allows teachers the opportunity to become more confident with varying instruction and structure to meet the needs of students.

Teachers desired support in managing the "new normal" we are encountering. With work happening at home and home happening at work, teachers need support in balancing priorities and ensuring they have opportunities to recharge and be their best selves in order to support our students daily.

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

As a result of analyzing the feedback from surveys as well as input from the town halls this summer with both staff and families, we developed six design principles to provide intentionality around what learning experiences look like for the school year, whether we are able to operate in a face-to-face environment, or remotely.   These principles are tied to our mission statement and our work around developing the skills, attitudes, and knowledge we want our students to possess.

1. Collaboration: A key component of our mission statement is that we offer a collaborative learning environment. We know that collaboration is a key skill for life -- college, career, beyond. It also helps build connections and relationships between students, which is essential when having to learn remotely. While much of the research pre2020 on effective remote learning focused on older students, the importance of collaboration and its role in relationship-building in an online environment was shown over and over again. This year provides us the opportunity to define what collaboration looks like outside of a classroom - how use of online teaching tools, synchronous and asynchronous settings - can provide different opportunities for students to collaborate with the teacher and for students to collaborate with each other.

2. Individual Student Needs: Our focus on meeting student needs is a core element of the Bullis mission and our role as educators. In remote learning, we are able to work with students in a variety of formats, including live and asynchronous learning experiences as well as different ways of grouping students: everyone, small groups, and 1:1. When we have the opportunity to be face to face with students, we know ensuring we are meeting social distancing expectations while still create opportunities for students to have their needs met in small group and one-on-one instruction will be necessary.

Additionally, through the use of technology, our students have the ability to learn anywhere and at any time. Working with their teachers and classmates in real-time, whether face-to-face or online, is valuable; being able to engage with content, classmates, and teachers asynchronously can allow students to make choices about what they learn, the medium through which they learn it, and how they choose to respond to it. Asynchronous learning also allows for a level of personalization that is not always available when working with a group and can

alllow instruction to be targeted to what the student needs next. In addition, for difficult concepts, it allows students to repeat a lesson or video as many times as they want.

3. Joyful Learning: As educators, we recognize that growth really happens when students are engaged and find joy in what they're learning. This might be a fun topic, due to an engagement strategy, or doing a task that creates a feeling of wonder or curiosity. Ensuring that our planning consistently honors this desire to spark joy in our students is a critical lens we ask our teachers to analyze the components and structures of their lessons. What works face-to-face does not always work online and so our teachers have been working on building up their toolkit to support the design of joyful learning experiences. In addition, sharing these strategies was a critical focus of our 10 days of professional learning for staff before the start of the school year with students. With key feedback from all stakeholders, we ensured our specials (PE, Art, Drama, Music and Languages) are a core part our remote learning expectations and are scheduled to happen consistently.

4. Sense of Belonging: Children must feel a sense of belonging within their learning community to be successful. With the feedback provided, we have designed a program that includes frequent opportunities for not only community-building but also for building a healthy sense of self in which each child is seen, heard, and valued. Our elementary school students start and end each day with live meetings with their homeroom teachers and peers. Our middle school students start each morning with an extended advisory (described more below in the Socio-Emotional section). There continue to be all-school assemblies, whether we are in-person or in the midst of distance learning.

5. Student Agency: Our mission focuses deeply on student ownership of their learning. This is especially important when students are not physically in a classroom and is key to developing the skills, attitudes, and knowledge to be a lifelong learner. Student agency often includes setting goals; initiating action toward those goals; and reflecting on and regulating progress toward those goals. Our teachers work through a goal-setting process with all of our students in order to make sure they are receiving the targeted support they need.

6. Socio-emotional Learning: More than ever, our students are experiencing extremely challenging times and we must ensure as educators that we are meeting their needs not only through a high-quality academic program, but also through the socio-emotional components of learning. Our elementary school teachers utilize an SEL curriculum with their students each day and our MS teachers utilize advisory space each morning to build connection and create a support network for students. Additionally, we have an on-site school counselor who is working to support not only students via referral, but also provided school-wide programming to all classrooms.

These design principles helped develop the in-person and distance learning plans, taking into account the adjustments and recommendations received from stakeholder feedback.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We have proposed a hybrid model - outlined below, that focuses on our special populations and our youngest learners coming back first.

As a single site campus, there are some unique staffing constraints that we face. We recognize our ideal model may adjust based on public health or staffing constraints. Ideally, we are planning on bringing back all students in grades TK through 3 for full-time in-person instruction. These will be in reduced-sized classrooms, and we recognize the fact that some families will need to do 100% remote learning, which we recognize will need to be available. With these full-time students, we will be emphasizing clear protocols for arrival, departure, bathroom use, handwashing, staggered recess and lunch, etc. and making sure these protocols are effective as we phase in more students. More information on our procedures and protocols is provided below.

Children in Grades 4-5 are elementary school students too, however, because we have larger class sizes in Grades 4-5 we'd like to perfect our protocols, including those around arrival, departure, lunch procedures, and staggering of recess times before bringing back these larger cohorts in full. Our plan is for students in Grades 4-5 to start the year in smaller cohorts, participating in a hybrid model in which they experience 2 full days of in-person instruction and 3 days of remote instruction each week. For students within special populations - including Special Education students, EL students, and Essential Worker students, additional in-person instruction would be available.

Knowing we are committed to prioritizing the health and safety of our students, staff, and families and knowing that the county guidelines require us to "reduce disease transmission risk by maximizing the space between student desks" for secondary students (and that these guidelines are consistent with the recommendations put forth by the American Academy of Pediatrics), we have planned for our Middle School to participate in a hybrid model similar to Grades 4-5. Middle schoolers would have 2 full-days of in-person instruction and 3 days of remote learning each week. For students within special populations - including Special Education students, EL students, and Essential Worker students, additional in-person instruction would be available.

Finally, based on commentary that we've read in the parent survey as well as our understanding of the public health scene, we know we will need a 100% remote learning opportunity for some students. We also recognize a need to continue to fine-tune this structure, as we anticipate points in the year where all students will need to continue remote learning

To prepare appropriately, we recognize the ability to return to in-person learning will be made with the strongest health and safety precautions, based on guidelines from California and Santa Clara County, as well as our discussions with BCS families and staff. When in-person learning is permitted, our on-campus precautions will include:

Cleaning and Disinfection:
An extensive classroom sanitizing process, and reduction of high-touch surfaces;

Required hand washing regimens will exist for both staff and students. This includes the expectation that hands are washed with soap and water for at least 20 seconds during the following times:

after arriving at school,

when entering or leaving a new space,

after using the restroom or helping a child use the restroom,

before and after eating,

after recess, and,

after removing/replacing a mask.

The teacher may determine other intervals where hand-washing is appropriate;

Signs will be posted in high visibility areas to remind students and staff of proper technique and other hygiene techniques;

Students will not be permitted to share devices or other resources.

Cohorting:

We will aim to keep TK-3 class sizes at 15 or fewer students initially and then scale up as safe to do so. Providing hybrid programs for grades 4-8 (e.g. one cohort coming for in-person learning on Tuesday-Wednesday, the other coming on Thursday-Friday) will also keep these class sizes smaller.

Each cohort will remain small and stable, and will stay together for all activities (e.g., instruction, lunch, recess). Cohorts will not mix with other cohorts. Bringing back classes in stages will provide us with the time we need to pressure test new protocols and systems with smaller groups in order to ensure they are appropriate and safe.

Entrance, Egress, and Movement Within the School:

We anticipate the need for staggered arrival and dismissal times, and will continue to adapt those times as more students return to campus;

One-way walking paths with direction markers will show students how they should enter and leave each classroom area, how they should walk to bathrooms and outdoor recreation areas, etc;

We will stagger times when cohorts will leave their rooms to go to outdoor areas;

Staff will not be permitted to eat lunch in staff rooms but will utilize outdoor settings or classrooms, weather permitting;

Families will pick-up/drop-off students in designated areas within a certain time frame;

Marked waiting areas will be designated to avoid crowding during drop-off and pick-up, and will be monitored by staff to ensure that students and families do not mingle;

Families will be instructed to remain in their vehicles during drop-off and pick-up, whenever possible. If in-person drop-off or pick-up is needed, only a single adult will enter the school facilities to pick up or drop off the child;

Parents must wear masks during drop-off and pick-up;

Only necessary visitors and volunteers will be allowed on campus, and we will limit the number of students and staff who come in contact with these visitors and volunteers;

Copiers have been relocated and include sign-up sheets, to ensure staff members in shared spaces are limited.

Health Screenings for Students and Staff:

Symptom screening for every student and adult will be required, prior to their arrival on campus. Screening will ask each student and adult if in the previous three days they have experienced any of the symptoms as the Santa Clara County Public Health guidelines, including:

Fever or chills,
Cough,
Loss of taste or smell,
Shortness of breath or difficulty breathing,
Fatigue,
Muscle or body aches,
Headache,
Sore throat,
Nausea, vomiting, or diarrhea.
Any student or adult exhibiting symptoms will be moved to an isolation area until they can be transported home or to a healthcare facility. For students, the family will be contacted to pick up the student within one hour. Students will be educated about not teasing or mistreating classmates who may need to go to an isolation area.

Healthy Hygiene Practices:
We have added multiple handwashing/sanitization stations, and hand sanitizer will be available in every classroom and workspace. All classrooms will have access to a sink. Their use will be promoted extensively and incorporated into the daily routines of all students and staff, as noted above.
Masks will be required for all adults and all students, including K-2. We have additional PPE on site, for students and staff who may need access to gloves, masks, etc.
Students exempt from the mask requirements include:
Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance, and students will special needs who are unable to tolerate a face covering.
Staff who are unable to wear a mask for medical reasons shall not be assigned duties that require close contact with students.

Physical Distancing:
In addition to the precautions outlined for "Entrance, Egress and Movement" above, all teachers and staff will remain six feet from one another and maintain six feet of distance from students when possible;
Students will be reminded to maintain six feet of distance from one another at all times, when possible;
Excess furniture will be removed from classrooms, providing more space;
All student desks/tables will be at least six feet apart, and will face the same direction;
Students will be required to use the same desk or table each day;
Our offices will be staffed with the minimum possible number of in-person staff, and only necessary parent volunteers will be allowed on campus.

Formative assessments and NWEA data gathered in early September will help establish baseline needs for students as they return to campus, allowing for staff to utilize both online platforms and small group instruction in person to assess and remedy any learning loss gaps. English language learners will receive integrated language development, along with the same academic content as students who are native

English speakers. The ability to have one-on-one check-ins and supports from teachers - particularly during reading and writing workshops - will allow for focused and targeted supports.

All students on IEPs will continue to receive their designated supports in small group/one-on-one spaces, with communication with families and teachers on a regular basis assessing any adjustments to supports that may be needed, given the learning environment.

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

Description	Total Funds	Contributing
Supplemental resources and materials for students in grades TK-5, to prevent the sharing of manipulatives between students and class periods.	7000	Yes
Additional staff - including assistant teachers and a medical clerk - to support the anticipated needs on campus.	130,000	No
Outdoor shade structures to provide space for students to learn outdoors	50,000	No
Additional health and safety supplies for staff on campus (PPE, disinfectant sprays, plexiglass stands, etc)	25,000	No
Additional funds to purchase resources or materials deemed necessary (including additional PPE, the rental of outdoor sinks, manipulatives and resources for students, etc)	50,000	No

Distance Learning Program

Continuity of Instruction

Development of our remote learning program is critical to successfully start our school year, recognizing the need for us to be prepared for multiple modalities and learning settings throughout the entirety of the year. Our aim is to consistently ensure that the curriculum and the delivery to our students is of the most, rigorous, aligned quality.

This summer, we utilized our ten days of professional development with our staff to plan for the development of curriculum and structures that could be adapted to an online learning environment, as necessary.

All students have access to core classes (Math, English, History, Science) as well as Specials and Languages, and the following components of the online learning schedule are included below:

School days will run the same length of time when offered remote as when offered in person: Kinder AM is 8:15-12:00, Kinder PM is 11:25-3:10; Grades1-5 is 8:35am-3:15pm; Grades 6-8 is 8:00 - 3:30. As a result, the required instructional minutes are met or exceeded for all grade levels, regardless of online or in-person learning. (180+ instructional minutes in kindergarten. 230+ instructional minutes in grades 1 to 3, and 240+ instructional minutes in grades 4 to 8).

Elementary school students will have a live, whole-group gathering at the beginning and end of each day, focusing on SEL and Community Building before subject specific instruction takes place for the remainder of the day. Specialists in elementary school will be meeting with classes on a regular cadence. This will allow for live instruction, when appropriate. This also allows for teachers to operate and adjust small group instruction throughout the day, as student needs arise.

Middle school students will have six (including a daily Advisory period) scheduled periods of instruction every day from 8:00 to 3:30. Advisory will focus on SEL, community building, and goal-setting. All middle school classes will meet with regularity throughout the week. These class periods include all core contents, a language and physical education, along with additional Specials.

The SeeSaw and Google Classroom platforms - along with additional platform licenses such as Literably, ST Math, Lexia, etc - provide teachers with a deep toolkit of online resources to supplement and support the teachers' curriculum development. Assignments will be pushed out through SeeSaw for K-2 students and through Google Classroom for 3-8 students, and these platforms will be the main way by which teachers collect and provide feedback on work assigned.

While there are a variety of formative and summative content-based assessment opportunities built in through teachers' units of study and through the components of Readers/Writers workshop, the NWEA assessment will be one of the main data collection tools by which we gather data on students' progress and potential areas for support. As the NWEA can assess growth over time, this data will be critically

important to analyze as we develop individual, focused learning goals for students and will allow us to target any students - particularly EL students - who may need additional supports via small group instruction or one-on-one work.

Access to Devices and Connectivity

Survey data was collected from all families over the summer regarding need of devices. Based off this data, additional Google Chromebooks and hot spots were purchased and distribution days were set up to ensure all families were able to pick up the equipment and connect appropriately. Additionally, as we started the school year online, we asked for teachers and parents to identify students who may still have an unidentified or unknown technology need and we offered additional opportunities for these families to come to campus and check-out equipment. All new families who joined after the summer survey were asked for their technology needs as well.

We maintain a full-time Director of Technology on staff, who has worked with families and teachers to continually troubleshoot any connectivity needs students have. All students have received a Google account (as noted above) and login via the Clever platform for additional protection.

Pupil Participation and Progress

There are a variety of platforms that we have adapted to the remote learning environment that allow us to continue to assess both work completion and student progress, as noted above. Completion of work is measured through the SeeSaw and Google Classrooms, with designated assignments and completion time being noted for students. Additionally, the attendance and participation tracker completed as part of the state requirements allows for teachers to daily track student completion and follow-up as appropriate. This will allow students who need additional supports to be identified and provided with these supports in the appropriate manner, whether through small-group setting for targeted skills or through an adjustment in content practice provided through online learning platforms.

With multiple live and synchronous touch points each day for students - both whole group and small group - teachers will be able to identify student needs and make adjustments, as appropriate, and as a response to data collection and student performance.

Distance Learning Professional Development

Prior to the start of the school year, our Director of Teaching and Learning organized and led ten days of professional development for all teaching staff (and an additional three days for new teaching staff) to provide them with the toolkits, time to adjust curriculum, collaborate with

peers, and learn the new online structures and adjustments from the fall. Staff continues to have bi-monthly Teaching and Learning sessions - led by the Director of Technology and Learning - to support with additional needs as they arise. Topics covered include access to Google Classroom and Seesaw as the main program platforms; adaption of The Reading and Writing Workshop from Teacher's College into an online structure; training on Lexia and NWEA online testing structures, etc. All teachers are assigned a laptop and have access to iPads and document cameras, as necessary.

A internal remote learning platform/page, provides a space where continual updates and adjustments - as well as best practices - can be shared by teachers and leaders.

Staff Roles and Responsibilities

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

As a result of COVID-19, we have added two additional associate teacher positions, recognizing the need for students to operate in smaller cohorts upon some return to campus. We believe these additional associate teachers will allow for us to be flexible in groupings, specifically providing additional support to students who may have learning gaps due to the remote learning challenges of the Spring and/or students who have circumstances which result in their having to remain in online learning for the entirety of the year.

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.]

As noted above, many of the learning platforms and programs utilized in day to day instruction will allow us to target and support students who have unique needs, including English learners. Platforms such as ST Math allow us to scale learning to the appropriate levels and needs of a student and provides the teacher with a lens on what skill they need to intervene at. The formative assessments provided via ST Math, Literably, etc. will allow teachers to identify and target the specific needs of all students.

For students having additional, non-academic needs, the SEL curriculum and supports provided each day in all K-8 grades via morning meetings and advisories seek to build a space where students can process and receive additional socio-emotional supports. Our school counselor is available for referrals and plans to design sessions to push out in all classrooms to support all students with coping during this time. Through our online town halls and weekly newsletters home to parents, we aim to continue to identify strategies and supports for all families.

All Special Education students will continue to receive their supports and minutes through online interactions, small groups, and check-ins with their assigned RSP. IEP meetings will be held via online video calls, to ensure continued support and communication with families to discuss the progress of their student.

Finally, English language learners will receive small group instruction, as developed through data analysis, and will will have access to asynchronous resources as part of the distance learning program, to provide opportunities to rewatch video and materials multiple times.

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

Description	Total Funds	Contributing
Purchase of Screencastify license to support teachers in creating asynchronous videos during remote learning	1000	No
SeeSaw for Schools - platform for K-2 learning needs	3000	No
Padlet license for K-8 to provide additional online teaching tools	1500	No
Brightbytes Teaching and Learning license to provide data analysis of teacher, parent, and student technology usage and identify potential gaps or needs	2000	Yes
EL Online/Summer Training for SIOP training - to support teachers in strategies to support their EL students, both online and in-person	3000	Yes
Literably license to provide an online reading assessment tool for elementary students	3000	No
The purchase of 175 additional Google Chromebooks, so all students who need access to technology at home are able to receive support from the school.	55,000	No
The purchase of 10 hotspots and service to provide all students with connectivity during distance learning.	500	Yes

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 noted briefly in our distance learning program design, we have a variety of online learning platforms that provide formative assessment data to help identify the learning loss needs for students as a result of COVID-19 in the spring. We will utilize ST Math, Literably, and NWEA data to help develop and formulate individualized goals for each student, to provide targeted support and development in the areas of English and Math. Through scheduled one-on-one and small group sessions with students - especially in the elementary school setting - teachers will utilize the formative data to develop the instructional focus and areas necessary to ensure any learning loss from the spring is accounted for in instruction.

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.]

For all main content areas, particularly in ELA instruction, our teachers will prioritize focusing instruction on building content knowledge along with continuing to support all students in the necessary foundational skills of phonemic awareness in the younger grades and reading, speaking, writing, and listening. For Mathematics, our teachers will utilize pre-diagnostic data from the spring to place students into appropriate Math cohorts (specifically for 4th - 8th grade) and will make adjustments to curriculum to identify key standards and content, with opportunities to spiral additional practice and instruction in for these key content areas, specifically in small group and one-on-one instruction. Data collected from the NWEA assessment in September will allow for additional adjustments to be made.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The development of Focused Learning Goals for each student will allow us to track and monitor progress towards academic goals with the student, teacher, and families on a personalized basis.

Additionally, data collected via the assessments noted above (including NWEA data) along with student progress and completion of tasks and assignments posted via Seesaw and Google Classroom will allow teachers to make adjustments in provided supports for students.

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

Description	Total Funds	Contributing
Student assessment platforms (e.g. Literably, Zearn, Lexia, etc)	28,000	No

Description	Total Funds	Contributing

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.]

Mental health and social/emotional well-being are critically important components in our mode, particularly with the recognition that supports for students and staff will be different this year.

For students, daily SEL lessons will happen during morning meeting and advisory times, always synchronous with students. Staff utilize platforms and resources to help guide these lessons. Students will also take a SEL-focused survey via Panorama at various points throughout the year, to help provide additional guidance and insight into areas where we can help support students and classes in proactive ways. Our School Counselor - along with a Community Health and Awareness Council (CHAC) intern - will be available for both full class/school support (via assemblies, classroom trainings, etc.) and individual one-on-one services, via student, teacher, or parent referral. The School Counselor provided information and support for. families during two town halls leading up to the start of the school year and will hold sessions for parents at Back To School Nights to provide additional tips and supports.

The mental health and social/emotional well-being of staff is critically important as well. A Wellness Task Force was formulated in the summer to ensure the school is capturing ways it can support teachers and students outside of the classroom. Additional outside wellness trainings/resources are being analyzed to determine an opportunity to provide staff with access and training.

Pupil and Family Engagement and Outreach

With the challenges of the online learning environment, we recognize there may be points when students need to be reengaged with the learning environment. Even in the remote learning world, our teachers continue to take attendance during live instruction each day (twice a day for elementary school students and during every period for middle school students). Students who are not present during live instruction receive follow-up from our front office team on a daily basis. If a student is absent three days without any follow-up communication from the family during a given week, the principal is brought into the conversation for additional follow-up. This will include a phone call home (a home visit, when appropriate/applicable) and the request to set up a meeting to talk about supports necessary with the family. Our front office team and parent organization have staff members and volunteers prepared to help with translation needs, when necessary.

Aside from ensuring students are engaged in live instruction each day, we will have teachers continually monitor and track student output and engagement in tasks and assignments. For students who do not engage with and/or complete assigned tasks, assessments, etc. assigned through the online learning platforms for two consecutive days - even if the student has been present during live instruction - teachers follow up with families and students directly. If this problem persists, teachers will loop in other team members and the principal to set up a team meeting with the family and discuss additional supports that can be provide to the student to support their success.

School Nutrition

We deeply recognize the importance nutrition has on a student's ability to learn effectively, and we are committed to ensuring we are supporting all students in having access to nutritionally adequate meals, whether we are in in-person or distance learning.

While in distance learning, we are continuing to supply our free and reduced lunch students with access to meal cards to provide their families with a weekly stipend for food related costs. Families are able to pick these meal cards up from our front office weekly, or we have arranged for mailing to families, if necessary.

Once we are able to bring students back in-person, we are working closely with our meal provider to ensure that all meals meet the highest safety criteria and are available daily:
1. All meals are sealed and prepackaged safely from a single source.
2. All meals are safely prepared, safely sealed individual packages, and safely delivered via contactless drop-off.

3. The meal supplier has been operating under Covid19 safety guidelines since March 2020.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional counseling services for students in partnership with CHAC	12000	No
School Nutrition	Continued meal support for qualified families during distance learning	5000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Online survey tool to assess student technology needs and overall online experience	2200	Yes

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
2%	101,138

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.]

Actions Related to Technology Access for Foster Youth, English Learners and Low-Income Students: Increased technology access - including hotspots and computers to check-out - contribute to the increased and improved service requirement as we recognize the importance of all families having consistent access to daily live instruction is a critical step in mitigating learning loss. Additionally,

Action: Implementation of Literably - online reading assessments. This is action is principally directed at supporting EL students, especially in the younger grades. Utilizing the online platform, we are able to zero in on reading scores to determine areas where students may need additional/increased support via small groups or one-on-one guidance. We believe that utilizing the functions of the online platform will allow for teachers to quickly gather and analyze data, so as to intervene appropriately.

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

Our model provides opportunities for individual goal setting, as well as increased opportunities for small group instruction. Additionally, professional development opportunities for staff - both at the start of the school year and continuing throughout the year on a bi-monthly cadence- provides the ability for us to focus on specific data analysis and adjustments necessary to provide the most aligned supports for all students.

Finally, continuing to focus on our school pillars and ensure opportunities for social-emotional learning exist in daily interactions with all students, support strong attendance and help meet the needs of students outside of the academic realm of the school.