

# 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.]

Our school community has been tremendously impacted by the COVID-19 pandemic. Given that over 75% of our community is considered economically disadvantaged, our families have experienced many additional hardships throughout this time. Families have experienced food insecurity, housing instability, job loss, all of which contribute to stress and uncertainty for our students. Families who were already in difficult situations (homeless, low-income, foster) were faced with yet another hurdle, creating even more concern. Given these circumstances, we are greatly concerned about our students’ emotional wellbeing. We are including socio-emotional learning components to our reopening plans to ensure this is addressed thoroughly. Additionally, we continue to be concerned for student academic achievement and growth. While most of our families were able to access some form of distance learning option, whether by using their own devices, borrowing devices from the school, or using paper documents provided by the grade level teachers, we know that a small percentage of our students did not access curriculum during the spring due to a variety of reasons. As a result, we know that some learning loss has occurred in some of our students and we are prepared to address and remedy this. Our intervention teams acted quickly to reorganize schedules to support EL students, Tier 2 students, and students with IEPs, however meeting their needs from a distance is difficult and a learning curve exists to find solutions to these complex issues. We have developed solutions to ensure students needing additional support do not miss homeroom teacher content delivery and can have a schedule that allows them to receive all supports. Finally, the tech divide impacts our families tremendously during this time. Families who have high levels of comfort with technology are able to access communications and information better than those who are less familiar with technology. We are working to support families who fall into this category

## Stakeholder Engagement

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

Throughout the school closure period and the summer leading up to the 2020-21 school year various parent groups have consistently met to provide feedback on the preparations for the upcoming school year and distance learning that was conducted in the spring. School groups such as English Learner Advisory Committee (ELAC), PTA, African American Parent Advisory Council (AAPAC), School Site Council (SSC) continued to meet during their regular meeting times throughout the school closure virtually. Accommodations were made for parents who needed translation or a different form of communication to ensure all families who wanted the information were able to access it. During the

summer, invitations were sent out to parents to join a task force that would meet weekly to make plans for the reopening of school and provide a parent's perspective on what student's need to be successful through distance learning periods. Special attention was given to ensure families from the ELAC, AAPAC, and parents of those receiving SPED support services participated in these committee meetings to get community feedback that resembles the population of our school. In addition, all families were sent an online survey to complete that provided feedback on distance learning conducted in the spring, as well as needs for the upcoming school year. Data from this survey was shared with the task force team and considered for revisions to the distance learning plan. Teachers were also provided the opportunity to give their own feedback through a survey on what they believe students need to learn virtually. All teachers were offered the opportunity to participate in task force meetings and small group committees as well.

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

Stakeholders have a variety of options with regards to participation in public meetings. As mentioned above, parents and teachers had the opportunity to participate in task force meetings. These meetings are held over Zoom and conducted in both English and Spanish to provide the chance for all of our families to participate. In addition, for families who were unable to attend meetings, summary reports of work conducted in these meetings are sent out to all families. For families unable to access zoom, we have also utilized the option of telephone calls to connect families to the zoom meeting via this tool in real time. The school's messaging service, Bright Arrow, serves to provide all families with direct access to information about the school, developing plans, and opportunities to gather in virtual meetings regularly.

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

Parents serving on the site's reopening task force have had multiple opportunities to provide feedback. Some things that have been discussed include: having clear schedules for distance learning for students beginning in the fall that are cohesive with other programs/services to be uninterrupted (EL, Tier 2 support, SPED), providing more communication with families to give them updates on status of the learning programs and student offerings, more opportunities for small group learning during virtual gatherings with teachers, attention to the socio-emotional component of teaching and learning, and support for parents who need help accessing technology or supporting their children learning at home.

A survey was sent out via our school messaging system in both English and Spanish. Approximately a quarter of our families responded. Demographics from those who responded closely resembled our school population, with a similar percentage of parents of EL students and students with IEPs participating. Results from the parent survey showed very similar themes to those of the task force representatives. Parents would like to see more small group or individual meetings for students with teachers. While parents are certainly concerned about academic development during this period, they are also very concerned about the social development of their children. They would like to see more ways for students to interact with each other and offered suggestions for ways that this might happen outdoors. They would also like to see clear schedules and more learning directly from teachers.

Teachers were surveyed through their union organization to gather information regarding levels of comfort to returning to school in-person, as well as their feedback on our site's distance learning. The vast majority of teachers feel unsafe to return to school right away and would prefer to start with remote learning then slowly transition into the classroom. Teachers echoed many of the sentiments of parents, including wanting to see a clear schedule that is used schoolwide to allow for intervention and other activities to occur seamlessly. In addition, teachers would like to continue to see efforts to improve home-school communication and utilize all school resources to do so. Teachers would also like to see more

participation of students through efforts to increase accountability with attendance and participation in distance learning portals. Finally, teachers expressed a need for support in the realm of assessment to gather student data from a distance.

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

Nearly all working parts of the Learning Continuity and Attendance Plan were influenced by stakeholder input through the task force committee, survey results, and general communications to the school. While the curricular offerings and statute-regulated pieces for the school day cannot be modified, any part of the plan that can be modified has been taken into consideration based on the feedback from all stakeholders. This includes scheduling that supports families schooling at home and also allows for intervention to be conducted seamlessly, options for in-person vs. remote assessment, methods of instruction (whole group, small group, individual), socio-emotional learning needs, methods and programs used for online learning delivery, opportunities for family engagement with teachers, and grading. We continue to work with our team to identify needs and address these needs as they come up, as things are constantly changing and require constant revisitation.

# 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.]

TECA has developed a phased approach to the reopening of our school site and to provide in-person instruction. While we know that in-person learning cannot be completely replaced and is ultimately best from an academic and socio-emotional standpoint, we also know that we must prioritize the safety of our community and all stakeholders agree with this sentiment. Of those who responded to the survey, 43% of our families and 70% of our teachers expressed that they would either be unsure about returning without having more COVID-related health data or not likely to send their child or feel comfortable working on site. 57% of families expressed that they would be interested in in-person learning in a hybrid environment, if it is safe to do so. Given this information, the school has decided to continue with the 6 phases of a return-to-school until our health officials make it clear that it is safe for families and staff to return. Within each phase of the plan, instruction at TECA will continue to focus on content standards, follow a Project Based Learning model (PBL), provide Spanish instruction for those students enrolled in the Dual Language Program, provide EL/Tier 2/SPED support to those students who need it, provide a socio-emotional learning curriculum, and provide arts/movement enrichment for all students daily. These basic tenants of our school will be modified in terms of delivery according to the phase of reopening we find ourselves in at any given time, but not compromised. Movement between the 6 phases of the reopening plan will be based on data and guidance from the local, state, and federal educational and health agencies regarding the spread of the Coronavirus and complete implementation of required safety measures at the school. The first phase of our plan will engage our community in 100% distance learning. We have been continually working to further improve our distance education program since the school closure initiated in March 2020. We will ensure that our students will benefit from a robust and rigorous curriculum throughout the Phase 1 distance learning. Those students who are most at-risk for learning loss (ELs, RTI, SPED) will receive any intervention remotely, and trained staff will meet their needs via online support. The daily schedule in all grade levels includes a protected time in the day where intervention will be conducted to ensure this time cannot be

used for other purposes to guarantee services will be provided to those who need it. During Phase 2, we will gather baseline assessment data for all students to provide teachers with data to inform instruction and to allow us to prioritize students with the highest risk for learning loss. Students will complete assessments remotely, when possible, or in-person with no contact, when absolutely necessary. Benchmark assessments in both Reading and Math will be administered to all students K-8, and in Spanish when possible for those enrolled in the Dual Language Program. Accommodations for students with IEPs, 504 plans, and EL students will be provided and built in to the assessment system. During Phase 2, all students will continue to receive remote instruction. In order to move into Phase 3, all indicators must demonstrate that it is safe for students and staff to commence in person learning with our phased approach. Once it is deemed to be safe from local and state health officials, we will move into Phase 3, during which those students identified as highest at risk during Phase 2 assessments will begin to come on to the school campus for Tier 2 & 3 services, as well as English Learner supports. Meeting the needs of these identified students is a top priority for TECA in order to ensure that we do not contribute to the widening of the achievement gap and prevent any further learning loss. During Phase 3, as well as all subsequent Phases that include students and/or staff on campus for in-person instruction, TECA will follow all public health guidelines, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning to ensure physical health and safety on the school facility. For any students who may return to campus during Phase 3 who has a compromised immune system or other health issue, the Health Aide will work closely with parents to review special needs that should be addressed. If needed, additional or alternative PPE will be provided. Approximately 2-3 weeks following this initial in-person instruction period, we will begin Phase 4 and bring in TK-2nd grade students to the campus for split in-person and distance hybrid learning, in addition to those students identified as high risk who were on campus in Phase 3. TK-2 will be prioritized in this phase because we know that online learning is not developmentally appropriate for students at this age and learning in this way is very difficult for them. We aim to prevent any further learning loss by welcoming them onto the campus as soon as it is deemed safe. During this period, any family who opts out of in-person instruction will receive 100% distance learning, along with all other grade levels. We will also continue with all safety and sanitary protocol described in Phase 3. In Phase 5, we will organize hybrid learning for all grade levels. As with the previous phase, any family who opts out of in-person learning will continue to receive 100% distance learning. Finally, once it is clear that we are safe to do so, we will move into Phase 6 with complete in-person learning for all grades. At this phase we will have heightened safety precautions similar to prior to school closure, and distance learning will be provided for any family who does not feel comfortable coming into the school site. One important note is that this movement through the phases is flexible, data driven, and may not be linear depending on the data available to us. Given an outbreak or any other conditions that impact safety, we will revert back to distance learning for all.

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

Description	Total Funds	Contributing
Heightened safety precautions- additional cleaning materials, and increased cleaning staffing	\$265,000	N
Additional staffing to support small group work	\$42,500	Y

Clorox wipes, hand sanitizer, personal protective equipment for classrooms and staff	\$100,000	N
Plexiglass dividers for students in classrooms- unknown for now		
High office manager desk and plexiglass dividers to limit traffic in offices and contact with families	\$1,000	N
Additional safety and cleaning supplies for SPED working with a variety of students from various classrooms for frequent change out, as well as alternative protective gear for students needing different forms of protection (face shield instead of mask, for example)	\$50,000	Y
Ventilation supports for classrooms		

## 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.]

The TECA team has been preparing for a distance and in-person learning combination throughout the summer leading up to the school year. The instructional subcommittee of the reopening task force developed materials to support teachers who will be preparing for the year of instruction. Some items in this plan include guidelines for how to approach teacher curricular planning. Teachers met in vertical alignment teams (the teachers from the grade levels above and below their grade) to begin the discussion of what standards would need to be re-taught or included in the upcoming school year due to students not accessing the content during the initial school closure period in Spring of 2020. This will help teachers in the 20-21 school year to be able to spiral in curricular content from the previous grade level to support their students in building on this knowledge to access current grade level content. Teachers will be meeting in grade level groups to view standards and identify highest priority standards that will be prioritized for remote instruction. These will be the standards that are most critical to moving forward to the next grade level and are the foundational building blocks for the academic year. This preparation for the year will support both teachers and students to ensure that any variations in method of delivery of instruction will be standardized across grade levels and content will be very carefully selected to ensure that students do not experience learning loss and are not impacted in future years of instruction. A robust resource and curriculum guide has been created so that teachers are able to utilize the variety of options available to them, which will serve for both remote instruction, as well as for in-person instruction when we get to that point in the year. In addition to this curriculum mapping and preparations, there will be standardization in terms of teacher websites, google classroom pages, and what content and resources should be present in each platform that students and parents access. All content and lessons will be Common Core State Standards-based. Teachers will

continue to use grade level planning time to collaborate across classes, which will support them in keeping all grade level content, strategies, and enrichment consistent across the grade level. Schoolwide schedules have been created in a manner such that they will function the same whether the students be learning remotely or on-site. This very much supports a continuity of instruction model and provides consistency and routine for students, which are very important for children. Built into this schedule are protected intervention times. This protected time cannot be modified by teachers and allows for any student needing additional Tier 2 support to receive this support within the school day, but not interfering with their general course content delivered by their homeroom teacher. In addition, ELD has been built into daily grade level schedules to ensure that whether onsite or remote, all students needing additional language support services will receive it. A library of leveled tiered supports has been created by the Student Support Team as a shared resource for small group instruction. The resources are aligned with our IRLA and ENIL reading assessments to target reading instruction to each student's instructional level. Special Education support and intervention services will be provided by trained staff on a consistent schedule that can be reproduced whether learning remotely or in-person. Our students who receive additional support will be the top priority for a physical return to campus for in-person learning, so it is especially important to maintain their regular schedule to ensure continuity of learning. All of these factors will help so that once students transition into hybrid instructional delivery they will be able to utilize all resources whether in-person at the school site or at home.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

During the spring 2020 closure TECA issued Chromebook laptops to any student needing to access technology at home. We were able to distribute over 300 laptops to our families. Since notice was given to families that the 20-21 school year will start remotely, we have notified families that anyone needing to access a computer will have the opportunity to borrow one from TECA. As the school year progresses, staff will be reviewing attendance logs and begin to contact families who are not accessing online content. These families will be surveyed to identify what barriers are preventing them from accessing this instruction and TECA will provide the support necessary to begin their at-home instruction. We are prepared to provide IT support, technology loans, as well as internet access resources. We have identified programs that will support providing internet to those families who do not have it at home thus far and will guide families in accessing this resource. We are purchasing additional Chromebooks to provide a cushion so that any tech issues that arise with student technology can be addressed, without removing the access to daily learning for these students. Additionally, our homeless liaison and parent liaison are in frequent contact with at-risk families to ensure they receive the supports needed to facilitate at-home learning. Our SPED team is also in constant communication with families of students with IEPs to ensure the same level of access. Should any student show a need for an assistive or alternate technology support, especially if amended to their IEP, the site will review and provide support, working with the family, as needed. Additionally, considerations for accessibility of platforms have resulted in some changes in technology programs. Due to Seesaw being more developmentally appropriate for our younger students, TECA will use the Seesaw platform for grades TK-2nd while continuing to utilize Google Classroom for grades 3rd-8th grade. Additionally, in response to our students' social emotional needs and the need to build systems around this during distance learning and continuing through the physical return of students, Flipgrid has been introduced as a platform that connects students via video safely each week.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

TECA has developed a schedule that was built in accordance with state guidelines and regulations and meets the required minimum number of minutes of instruction daily. We will monitor pupil progress throughout the year through a variety of assessments, informal and formal observations during synchronous learning time, evaluation of assignments completed during asynchronous work time, a weekly engagement record, as well as notes from any additional 1-on-1 meetings or family contacts. Attendance will be taken daily to ensure students are participating in synchronous learning activities. Teachers will closely monitor their Google classroom (3rd-8th) or Seesaw (TK-2nd) platforms to review student work to gauge engagement and participation in assignments aside from synchronous interactive lessons. The Supervisor of Attendance will work with staff to regularly identify students not attending virtual class on a regular basis (less than 40% of the week) and create plans to assess the needs of these families and provide the supports required to re-engage them in the curriculum. The families of students who are chronically absent (3 or more absences a week) from these synchronous lessons, or do not show participation in completion of assignments, will be contacted by staff members and surveyed as to the reason for their lack of participation and what support the school can provide to bring the student into the virtual classroom, whether it be technology support, scheduling support, or other means. Additionally, our homeless liaison and parent liaison will continue to be in frequent contact with at-risk families to ensure they receive the supports needed to facilitate at-home learning, and our SPED team will continue to monitor participation and engagement of students with IEPs to ensure high levels of participation. EL students will have regular targeted meetings with homeroom teachers, as well as EL support from the EL coordinator to ensure language needs are met during distance learning. The goal is to provide intervention early to prevent any further learning loss. For families for which, after multiple attempts to engage, it is not possible to complete the online learning components we will create an Alternative Distance Learning Plan which will include paper materials for pickup at the school site and regular telephone check-ins with both teachers and counseling staff. We also plan to continue to teach to the whole child throughout this distance learning period by continuing to offer enrichment activities through the arts, as well as including socio-emotional lessons regularly. These enrichment programs will add to our monitoring of students to provide us with a more in-depth picture of each child.

## **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.]

TECA prides itself on having a robust Professional Development program, and plans to continue the integrity of this program throughout the duration of distance learning and transitioning back into an in-person setting once deemed safe. Professional Development is always considered when building schedules each year, and grade level teams at TECA have common planning time built in to their daily schedule to support each other and build on the weekly PD received together. Administrators also push in to these meetings to provide another ear to bounce ideas off of and contribute to PD and student achievement discussions. This year as the school year begins with distance learning, teachers will continue to have these supports built in to their schedules. A survey has been shared with teachers, which includes information regarding PD needs in general, as well as unique to this upcoming year. Data from this survey will be the basis for the development of the PD yearly schedule to ensure teachers have access to the resources they feel they are most in need of to be successful in reaching all students during this period. The most common themes for needs in PD for the upcoming year are distance learning support, additional PD on socio-

emotional learning, anti-racist teaching, as well as trauma-informed practices. All of these are directly related to what our children will be most in-need of during this period of unusual learning settings and we aim to provide this support as much as possible to support both our teachers, and, in turn, our students and families. For Dual Language teachers, additional PD specific to teaching and learning in the Dual Language environment will be provided, as this has been identified as an additional area of need during distance learning. All PD that is provided to teachers includes an equity component where staff learn how to adapt/modify/apply the new learning to support our diverse learners. Additionally, PD at TECA is selected and delivered with adherence to the Quality Professional Learning Standards.

### **Staff Roles and Responsibilities**

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

Many roles at TECA have been shifted to meet the growing needs of our community. As our students left our site, family outreach became more of a priority because we know this will result in student engagement and attendance. The cleaning of our facility became a more in-depth process to allow for operational staff to continue to work on-site. Additionally, a more robust staff was required to meet the needs of our students with special needs. Finally, as the socio-emotional needs of the community became deeper following the period of social isolation and additional hardships and trauma, our needs for counseling of students and families increased. All of these contribute to the emotional health of our community, which has become an even greater priority for us this school year. To turn the focus to family outreach, office staff such as secretaries and assistants began to add regular phone calls to families whose students were not showing engagement online to their daily routine. Similarly, the tech team began to focus on supporting families through the distribution and regulation of student chromebooks, while also offering tech support to families who may not have as much knowledge about technology to ensure students have access to online resources. Yard and security staff have switched gears to also support families by distributing supplies, paper worksheet packets for families unable to complete online learning, and supporting the additional cleaning and sanitary monitoring needs of the school. Our cleaning crews have taken on additional responsibilities and increased the scope of their cleaning due to the increased safety measures needed to keep our on-site staff working on school operations and family outreach safe. Teacher aides have also changed the scope of their work and are now supporting the Special Education department by serving as paraprofessionals supporting students with IEPs. They have taken on families to their caseload and been the direct contact for these families, and are working with their students to ensure they are able to access the content being taught by their teachers. An additional counselor was hired to provide much needed socio-emotional support to our community.

### **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.]

During the period of distance learning, TECA is making strides in supporting pupils with unique learning needs. To support our English Learner (EL) students, our EL Coordinator is working closely with homeroom teachers to ensure that they are aware of the language needs of each EL student, and that they have regularly scheduled designated and integrated ELD time built in to their schedules. Students who have newly enrolled at TECA who have a home primarily language other than English as identified in the Home Language Survey completed at enrollment will receive the Initial ELPAC Assessment within the window required to meet CDE regulations (typically within the first month) to ensure we are able to identify any student who needs support in reaching a high level of fluency in English. Additionally, students who may be eligible for



reclassification will also be assessed with the Summative ELPAC portions that were not completed in the Spring during the initial closure period so that we can work to reclassify anyone who is eligible. Finally, any student identified as a Newcomer (less than 12 months in a US school) will receive direct instructional support from the EL coordinator on a regular basis to support with their language acquisition transition. The EL Coordinator collaborates with classroom teachers of Newcomer students to support teachers in modifying assignments and instructional methods to meet students' needs. Additionally, the EL Coordinator supports with outreach to families of Newcomer students. Our students with IEPs continue to work with our Special Education teachers, as well as the additional paraprofessionals who have been onboarded into this team, to receive their Tier 3 services and work to meet the goals outlined in their IEP. The SPED team is working diligently to ensure that all of their students on their caseload are participating in online learning, accessing classwork assigned by their teachers, and have their basic needs met at home. Students who typically have received Tier 2 support services through the Response to Intervention (RTI) program will be assessed within the first two months of school to provide new, updated data for process review. Those students identified through the initial benchmark assessment as needing additional support will be added to small groups to receive instruction by a certified teacher or paraprofessional support provider on a regular basis. All EL, SPED, and RTI students will receive first priority to return to the in-person setting once deemed safe.

Students identified as being homeless or foster students are receiving support through our Parent Liaison. This support includes regular direct contacts to gauge current needs, counselor direct contacts to provide counseling support, food pantry resources, home and school supplies, as well as housing supports and resources. Due to the fact that many of our families' needs have changed over the course of this pandemic, we are asking that all families submit an updated housing survey that will help us determine if new families have become homeless and need additional support.

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

Description	Total Funds	Contributing
Chromebook Laptops for students, including other hardware (keyboards, chargers, etc.) required, additional iPads	\$80,000	Y
Additional support for school programs during distance learning	\$87,000	Y
School support aides to provide support for families and students during distance learning (parent information, translation, providing student learning packets)	\$83,000	Y
Student benchmark assessment and data review programs (NWEA, MAP Accelerator, MMARS, American Reading Co)	\$20,300	Y

Additional counselor	\$95,000	Y
Providing materials, supplies and resources for homeless/at risk families	\$1,000	Y
PD for distance learning, SEL, antiracist teaching	\$40,000	Y
Materials to support the creation and distribution of paper learning packets for students to supplement their virtual learning program. (Paper, Ricoh copier servicing, ink)	\$20,000	Y
Digital learning subscriptions to support and enrich student learning during school closure and distance learning	\$39,000	Y
Computers for teachers to support distance learning from home	\$20,000	Y
Wifi hotspots to provide internet access to families without	\$20,000	Y
Additional support for SPED during distance learning	\$82,000	Y

## 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.]

TECA is working to develop a comprehensive assessment plan that will ensure we receive current, real data from our students to get a clear indication of who is of highest need, and what additional supports may be required for all students. For our English Learners who were previously identified as such, we will continue to provide designated and integrated ELD from their homeroom teachers, as well as additional services as needed from our EL coordinator. Any new student who speaks a language other than English will have the initial assessment for English proficiency (Initial ELPAC) administered to them as soon as it is available for us to begin, typically within the first month of school (this will depend on the testing guidelines released by CDE). This will ensure that any new student who is an EL will also receive these supports as soon as possible to prevent having that barrier to access grade level content. In the meantime, all new students with a home language other than English will receive EL support services until identified as not needing this support. As a part of Phase 2 of our reopening plan, all students will be administered a baseline benchmark assessment, NWEA MAP, in both Reading and Math. This will be conducted remotely so that we

can receive data for teachers as soon as possible and not need to wait for health officials to allow in-person interactions. This baseline data will not only provide teachers with individual and class level data showing what their students need and assist them in creating learning groups for additional support, however it will also provide a schoolwide view of student achievement and allow us to identify which students have the highest need for additional intervention. These identified students will be prioritized in our phased reopening plan in Phase 3 and be the first students allowed back on campus for in-person learning. Following this initial assessment cycle, students will be assessed in grade level content through synchronous and asynchronous methods by their classroom teachers. We will continue with MAP benchmark assessments on a regular cycle (3 times throughout the year) in both Reading and Math to gauge how our students are progressing, whether they are in distance or in-person learning at that point. We will use the data from the MAP assessments to plan lessons, and have also partnered with NWEA and Khan Academy to utilize the Accelerator program. This program uses MAP data to assign students to an individualized course of practice and guides them through lessons that will help fill in learning gaps and bridge learning to access current content being taught by their classroom teachers.

### **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.]

Strategies to address learning loss and accelerate learning for our general population include the work from the English Learner program, the Tier 2 Response to Intervention (RTI) Program, as well as a schoolwide Title I program.

With regards to the RTI program, using literacy data from the 2019-2020 school year we have identified students who would benefit from differentiated small group reading instruction. Across the grade bands we have scheduled time for scaffolded instruction with students who are currently reading more than a year below grade level. Instructional support is based on consistent assessment as students will receive targeted lessons catered to their individual reading needs. A staff of four highly qualified educators will instruct eighteen separate small groups and in which each identified student will receive a total of eighty minutes of differentiated instruction a week. Teachers will also provide students with access to leveled books, reading materials and online resources. Instructors will reach out to parents on a regular basis to convey each student's growth as well as to see how we can best support families and their individual needs. Throughout literacy teachers will be providing visual, auditory and kinesthetic instruction to facilitate phonological awareness as well as sentence frames, modeling and guided questions to aid comprehension.

With regards to the English Learner program, English Learners, as identified by ELPAC assessments as well as Home Language Surveys, will receive targeted support with language development in the form of both designated and integrated English Language Development. Designated English Language Development will take place through small group instruction. In Designated ELD, students are grouped according to their language development levels, in order to ensure that instruction will be tailored to their individual needs. In grades K-3, Designated ELD will be supported by Wonders Curriculum and ELD Standards. In grades 4-8, ELD will be supported by ELD Standards. ELD teachers will provide direct instruction and multiple opportunities for students to use English purposefully, interact in meaningful ways, and develop an understanding of how English works. In Integrated ELD, teachers will provide English language supports throughout all content instruction. Some English Learner supports include: small group, targeted instruction, sentence frames, visuals, gestures, multiple opportunities for talk and group/partner work, frontloading, supportive partnerships, SEBT (support in making connections with their primary language/prior knowledge). All teachers will take care to provide social emotional support that will foster safe, supportive

learning environments that encourage students to lower the affective filter and take the academic and linguistic risks necessary to learn. Spanish speaking English Learner students who are enrolled in the Dual Language program will have the opportunity to learn in their primary language and build connections between Spanish and English as they build biliteracy.

Differentiated instruction during small group meeting times from homeroom teachers will also enable teachers to focus on and provide support to their diverse learners throughout the week, whether a student may be performing below, at, or above grade level as measured by multiple measures of assessment. Teachers will be informed who their students in compromised situations (housing, food scarcity, etc.) may be in order to adjust their teaching strategies to meet each student’s needs, and to engage their families when necessary.

**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.]

TECA will be consistently reviewing student data and information to assure that our strategies of addressing pupil learning loss are working. This data includes student benchmark data that will be collected 3 times throughout the year (initially remotely), classroom grades and classwork completion, teacher informal and formal observations from synchronous learning sessions, student engagement and attendance, and collaboratively discussing at-risk students with instructional teams to ensure that the services and supports we are providing to our students are successful in meeting academic goals. Additionally, for students with unique learning needs we will review data specific to their needs. For students with IEPs the SPED team will review IEP goals and monitor progress closely. For EL students we will review their language assessment data to determine whether students may need additional support developing language skills or possibly be able to reclassify. For students receiving Tier 2 services in RTI we will review additional data collected by RTI teachers and add this to their learning portfolio.

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

Description	Total Funds	Contributing
Student benchmark assessment and data review programs to assess students, and use data to monitor student progress (NWEA, MAP Accelerator, MMARS, American Reading Co) *cross referenced in Distance Learning	\$20,300	Y
English Learner Coordinator to provide support to teachers to help provide resources for their students and provide small group ELD instruction to the most at-risk students.	\$98,000	Y
RTI Support Coordinator to develop and implement a targeted instructional plan to support students in Tier 2.	\$96,000	Y

Instructional Support and RTI Teachers on Special Assignment to provide teacher support and student intervention to make gains in student academic achievement	\$196,000	Y
Additional support for SPED during distance learning *cross referenced in Distance Learning	\$82,000	Y

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

During the summer, the Socio-emotional committee of the School Reopening Task Force created a detailed Wellness plan that will work to support our community's socio-emotional needs. Components of this plan include:

- Monthly theme from SEL curriculum- Teachers will use our Socio-emotional Learning curriculum to explicitly teach strategies for coping, problem solving, and relationship building. A new theme will be selected and taught each month.
- Community building events will be held virtually every month to continue to build community and allow families to connect and support each other. Some of these include family movie nights, arts-based community events, and community gatherings to celebrate ethnic groups and learn about their culture.
- A monthly wellness challenge will support our families by encouraging them to stay healthy and challenge them to focus on and improve or maintain this part of their life.
- Monthly assemblies for community building and acknowledgement of successes will help to celebrate our students and keep the community connection strong.

In addition to the Wellness Plan that supports our community, our Counselors and Parent Liaison continue to work with families identified as needing additional support to provide resources, provide counseling, or connect with other community members. The Counseling team is providing students with drop in sessions, which will be available by grade level. Drop in sessions will be student-led and supported by a counseling intern. To support in-classroom learning, the wellness task force committee also created a website for students and teachers to utilize which includes a virtual "peace corner" when students need a moment to themselves with guided meditation, breathing exercises, and reflection sheets to write or draw about how they are feeling.

Finally, teacher PD will be influenced by the current situation our families are in at the moment and will continue to focus on the socio-emotional needs of students through continued development of our SEL curriculum, trauma-informed practices and anti-racist teaching.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

TECA has begun closely monitoring our student attendance and engagement to ensure that our students are accessing content instruction to the best of their ability. There are several systems in place to support this.

Our outreach plan is supported by many staff members who have altered their roles to meet the changing needs of our community. Office staff have begun to play key roles in parent outreach and attendance. And all non-classroom staff have taken on bits of this role as well. The parent liaison is also critical in providing resources to those families identified through our outreach program as being in need.

Our communications system has been key in ensuring that important messages are reached by all. Our Bright arrow messaging system is how the site sends out bilingual whole-school notices. This includes important messages about food services, materials available to families and students, regular newsletters, and information about community meetings. Our website is a key source of information for all. This is where we post recordings from meetings, agendas and minutes from board and committee meetings, as well as post information about student class assignments, zoom meeting information, and teacher contact information. We will be moving forward with Seesaw for TK-2nd grade as our online platform for distance learning and google classroom for 3rd-8th. There are ways to communicate with students and families via these two platforms that we utilize as needed. This is an important form of communication directly from teachers to their students and families regarding academics and class activities. The RTI team will be using the Remind app to provide reminders to students and their families for their intervention sessions. This app also will be utilized by our older students who have their own means of communication and can be responsible for their own teacher meetings. Finally, the PTA has developed a community in the Konstella app. Families are grouped together according to grade level and/or class. Families are able to support each other real time in this communications app that has proved to be a great communication tool and support for families.

Our attendance and engagement team has developed a plan to monitor student attendance and engagement in online courses. This plan involves:

- Regular reviews of chronically absent students
- Team discussion about how best to support these families and their identified needs
- Connecting the identified families needing support with those who can support and offer resources (tech, nutrition, other resources)
- Review of the weekly engagement records submitted by teachers to identify any students who have limited participation in online learning and/or completion of online assignments to provide support
- Sending out truancy letters to families who are not able to maintain attendance in online classes

For those families who have been identified as unable to attend virtual learning sessions with their teachers, the family may enter into an agreement to participate in an **Alternate Learning Program**. This program will consist of the following requirements:

1. Students must complete the weekly packet assigned by the teacher each week. Packets will be picked up on Fridays and dropped off, completed, the following Friday.

2. Students must participate in office hours with the teacher on a weekly basis, having a regular phone or video check-in to see how their work is progressing and whether they need any additional support.
3. Students must also have a weekly check-in with a counselor to provide additional support that may be needed.

Students who complete the requirements in the Alternate Learning Plan each week will have their attendance counted for the week. Office staff will complete this attendance adjustment once completed work packets have been received and reviewed.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During distance learning, the food services manager and team will work to provide meals to families in need regularly. Twice a week families will be able to come directly to the site to pick up meals for the next 2 or 3 days. If families prefer to pick up a meal for the entire week once a week, we will work with them to do so. Families will collaborate with the food services team to arrange pickup times, and request the number of meals needed. Lunch applications are being collected and processed for all returning and incoming families to ensure that any family qualifying for free or reduced lunch receives this support. Food services staff are working with families to ensure this critical information is collected. In addition, any family who is in need of meals in addition to what the food services team is providing will have access to a food pantry service and groceries from the parent liaison.

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

Section	Description	Total Funds	Contributing
Stakeholder, Pupil and Family Engagement and Outreach	Partial salary for Parent Liaison	\$10,000	Y

Stakeholder, Pupil and Family Engagement and Outreach	Edlio website services to update families regularly and provide additional information to stakeholders, Bright Arrow servicing fees for parent email and text communications	\$7,870	Y
Stakeholder, Pupil and Family Engagement and Outreach	Written communications to parents including postage and paper/mailing supplies, Ricoh copy services, and ink for mass printing of stakeholder communications,	\$20,000	Y
Stakeholder, Pupil and Family Engagement and Outreach	Translation and Spanish communication services to reach non-English speaking families	\$27,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
Schoolwide Program	\$280,600

### 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.]

As a schoolwide Title I program (~74% low-income), the needs of our low-income students are always top priority when making decisions for our community and truly guide the development of schoolwide plans. Additionally, as more than 1/3 of our students are classified as English Learners, and even more are reclassified and still working to maintain their high levels of English proficiency, we use the lens of limited English proficiency as we prepare our plans, as well as consulting with the EL coordinator, when finding how to best support our community. While our population of foster youth is small, consultation with our Parent Liaison and Counseling team ensures that these students' needs are met and addressed in decisions around funding as well. Given that this plan is being implemented in the middle of a pandemic, access is a critical



component as well, for all of our students but especially our unduplicated pupils. Any action implemented must consider the majority of our families who have limited, or in some case no, access to virtual resources. For this reason, individualized parent outreach and support has become such a critical part of our involvement with the community to engage students.

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

TECA is ensuring that our unduplicated students have access and thrive in this new learning environment this year through the following:

- Parent outreach- of the highest priority this year is consistent contact with our families to ensure they are engaged and have the resources they need to access student offerings.
- Technology support- with the addition of new technology devices and wireless support we are working to get 100% of our families connected and comfortable with their new learning environment.
- Socio-emotional needs- Our expanded counseling department is working to make sure families' most basic needs are being met and referring them to support resources, or providing it themselves, if not.
- Translations- all of our families must be able to access and understand the critical information being relayed throughout this time. Translation is a top priority and increased Spanish speaking staff will help to make sure our families can understand what is needed of them to allow their children to have total access to learning materials.