

# **Sonoma Charter School**

## **2020-21 Learning Continuity & Attendance Plan**

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

### **Impact the COVID-19 pandemic has had on the SCS community.**

Sonoma Charter School (SCS) was founded in February 1993 (state charter number #009) by a group of Sonoma Valley parents, teachers and community members who were seeking an alternative educational opportunity that could serve the families within Sonoma Valley and the surrounding areas. SCS operates as an independent charter authorized by the Sonoma Valley Unified School School (SVUSD) and serves approximately 205 students in grades is a TK-8.

As a result of the COVID-19 pandemic and under the guidance of the Sonoma County Public Health Department and the Sonoma County Office of Education, SCS announced to families the necessity to transition to remote learning during Spring Break (March 16, 2020). This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities remotely, receiving instruction primarily through digital means.

The impacts to the community from COVID-19 include isolation and loss of income/employment. All aspects of family life have been subject to ongoing adjustments and changes including varying means to provide supervision while staying home with remote learning. SCS contracts with SVUSD for the school meal program and became a food distribution point for the community in the spring throughout the summer.

Because students were unable to participate with in-person instruction in classrooms during the spring, progression of learning grade-level content across all subject areas was affected. We were unable to collect year-end performance data with our universal screener. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction remotely. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was stressful for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased the activity level of our students.

Having to re-open the 2020-21 school year with distance-learning carries the risk of decreased student engagement and learning loss.

## Outreach to Stakeholders Seeking Input for Re-Opening Plan

SCS conducted a series of surveys to parents and staff in the spring and summer to assess needs and seek input on a variety of re-opening plans for the 2020-21 school year. Following county guidelines/restrictions to public gatherings, the SCS Governing Board meetings were held remotely with shared online public access. Results of the Parent/Staff Surveys and development of Re-opening plans were discussed during the online Governing Board Meetings.

Outreach to Spanish-speaking parents to explain changes and personally gather input was also facilitated by the school's bilingual liaison.

State, county, and local news related to school re-opening plans was regularly shared by the Director to the SCS community through ParentSquare (online messaging/communication system). The topic of school re-opening was an agenda item at the following Governing Board Meetings:

- May 11 , 20 ,
- June 8 , 15 , 22 , 29
- August 3 , 17 , 31
- September 14

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### Options for Remote Participation in Public Meetings

Governing Board meetings were open to the public online via Zoom due to the shelter-in-place order. All meetings were open and accessible for anyone via remote participation. The agenda link is emailed to all families and staff.

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### Summary of the feedback provided by specific stakeholder groups

Parents continue to see connectivity as a challenge in their homes, even though hotspots and devices were provided to all students who requested them. Due to limited bandwidth in remote areas, some families are unable to ensure learning can take place when there is more than one child on-line at a time -- both connectivity and quality of supervision of instruction from home are factors that have been reported privately and in meetings.

Meetings have been held since June 2020 with staff and Governing Board to discuss a variety of Re-Opening Models based on different public health guidelines scenarios for the start of school:

- A. Distance-Learning Model** (no on-campus learning due to health guidelines)
- B-1. Hybrid Model** (students allowed on campus in small, socially-distanced pods)  
All students on campus placed in small learning pods (each classroom divided into two pods). One pod from a class would be with the classroom teacher for live instruction. The other pod from the class would be with support staff supervising the pod as it interacts with teacher via video-stream. Students would be on-campus Mon-Thu and at home for distance-learning on Fridays.
- B-2. Hybrid Model** (students allowed on campus in small, socially-distanced pods)

Each class would be divided into two pods. Only one classroom pod would be on campus. The other classroom pod would be doing distance-learning at home. The two pods would rotate on-campus Monday through Thursday allowing each pod to be on-campus two days per week (Mon and Wed or Tue and Thu). Students not at school would be doing distance-learning at-home. Friday would be a distance-learning day for all students.

Although the majority of parents preferred the Hybrid B-1 Option, multiple logistical elements (i.e., limited facilities/support staff and budget shortfalls) put the plan out of reach. It was decided when it is deemed safe for students to return to campus with social-distancing, it will be done using Hybrid B-2 Option.

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### **Aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.**

Key takeaways from the Spring/Summer Surveys included the need to provide:

- Daily, live, synchronous instruction,
- Increased connection to staff and peers and sense of belonging at school, and
- More resources for parents to support their students learning and use of technology.

**Development of clear expectations for daily, live instruction for all students every day:** This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The plan also reflects the expectation that some lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from re-watching instruction as well as a support for those students who may not be able to attend specific lessons.

**Development of Social Emotional Learning (SEL) lessons:** The lessons focus on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

As a result of stakeholder input, the school is incorporating structure, consistency and engagement strategies into the development of learning plans. Staff are meeting in collaborative teams to create responsive plans to meet the needs of students.

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# Continuity of Learning

## In-Person Instructional Offerings

**How the Plan will 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.**

The State provided a waiver process to allow for in-person instruction for students in need. In addition, the State introduced a COVID-19 Blueprint with tiers for re-opening counties. Prior to applying for the waiver, the applicant must (1) consult with labor, parent, and community organizations, and (2) publish elementary school reopening plans on the school website. This waiver was discussed at the August 17, 2020 Governing Board Meeting.

**Specialized Cohorts** -- On August 25th the state introduced another opportunity for specialized support cohorts. These small-group, in-person cohorts are intended for “specialized services, targeted services and support” for students at both elementary and secondary schools. The school-based targeted, specialized support and services include but are not limited to: 1) occupational therapy; 2) speech and language support; 3) medical and behavioral services; 4) and educational support services as a part of targeted intervention strategy or assessment, including those related to English learner status, Individualized Education Plans, IEPs, Response to Intervention, RTI, and other required assessments. This guidance urges the local educational agencies to prioritize small-group cohorts to serve the needs of students with disabilities, as well as English learners, and other identified “at-risk and high-need” students (e.g. students experiencing further learning loss or not participating in distance learning, students experiencing homelessness and/or abuse or neglect, and foster youth) when considering whether to offer small cohort in-person services.

**Comprehensive Distance-Learning** -- SCS is committed to providing instruction to students through a comprehensive remote learning plan that requires students’ active engagement every day. Based on the feedback that was received from multiple stakeholder groups, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

**Students will engage in online learning through various digital programs** that will assist teachers in monitoring student progress and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the school will ensure that all students in need of a device are provided one and all families in need of internet access are provided a hot spot. Teachers will implement the regular assessment calendar that includes STAR Assessments and Performance Tasks in reading and math each trimester to help determine progress towards standards. Teachers will follow a process to check on and monitor students who seem disengaged during remote learning. Teachers will communicate regularly regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions.

Teachers, the Director, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family. Throughout the period of remote learning, the school team will keep track of these students, documented strategies tried to increase their participation, and note follow-up actions that would be needed in the fall, such as academic interventions and counseling support. The school will enhance these efforts by consistently developing and implementing a plan for all students.

**Safety is of utmost importance for students and staff. The following personal protective equipment (PPE) will be provided:**

- Disposable face masks for staff and students
- Cloth face masks for staff and students
- Face shields for staff members
- Touchless thermometers
- Hand sanitizer dispenser in each classroom
- Plexiglass shield in school offices and portable plexiglass partitions for each teacher
- High-quality air filters being installed or HEPA air purifiers
- Food grade sanitizing spray for all sites
- Outdoor learning areas
- Visual markers and signage

**Additionally, we will implement the following:**

- How Safety Measures Will Be Implemented
- Continue to follow protocols and guidance from Center for Disease Control (CDC), County Health & Human Services and Sonoma County Office of Education (SCOE)
- Personal Protective Equipment (PPE)
- Hand hygiene and frequent hand washing
- Indoor and Outdoor Learning Spaces
- Physical Distancing
- Ventilation and Circulation - Exterior windows and doors
- Outdoor learning areas
- Air Ventilation and Circulation
- Outdoor air circulation
- Exterior door and windows
- Outdoor learning areas

We will follow our Hybrid Plan B-2 (see previous section) when it is safe to bring students back to campus in a socially-distanced manner.

Teachers shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback, and reporting non-participation to the site administrator for additional outreach and follow-up.

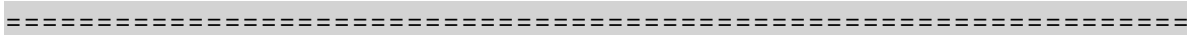
Grade-level, standards-based interactive instruction will include content that requires student interaction with their teacher/classmates, content that engages a student in making a response, content that engages students in a visual way, and provides the teacher opportunities to provide the student encouragement and feedback.

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## Actions Related to In-Person Instructional Offerings

*Funding provided SCS through CARESAct (\$143,000 total)*

Description	Total Funds	Contributing
<b>Purchase of PPE</b>	<b>\$ 8,000</b>	No
<b>Technology -- Purchase Hot-Spots</b>	<b>\$ 1,000</b>	Yes
<b>Technology -- Purchase ChromeBooks for Students</b>	<b>\$ 30,000</b>	Yes
<b>Technology -- Purchase Laptops for Teachers</b>	<b>\$ 12,000</b>	No
<b>Technology -- Purchase Digital Literature Library</b>	<b>\$ 5,000</b>	Yes
<b>Professional Development Coaching for small group instruction strategies in multiple learning environments</b>	<b>\$ 20,000</b>	No
<b>Instructional Assistants providing targeted intervention for special populations and students with learning loss</b>	<b>\$ 82,500</b>	Yes
<b>School-based Counselor (1-day per week)</b>	<b>\$ 15,000</b>	Yes



# Distance Learning Program

## Continuity of Instruction

**How SCS will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of similar quality for students if a transition between in-person instruction and distance learning is necessary.**

In a distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98.

All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students.

Prior to the start of the trimester, teachers will post class expectations and information sheets with information on accessing the teacher's Distance Learning platform (e.g. Google Classroom), and contact information. The Director will be provided access to all virtual classes and learning plans.

When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Synchronous learning is whole class, where direct instruction, discussions, and supervised work time occur, and small groups or 1:1 meetings with instructors, where differentiation and extension occur. While some students are meeting in small groups or 1:1 with instructors, remaining students are engaging in asynchronous learning activities.

In addition to core academic instruction, each class will also have a live lesson each week with the school's Specialist in Art and P.E.

The school will continue to provide Special Education services, English Language Development classes, intervention sessions, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

Teachers are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning.

**Technology Supports** -- Teachers design and deliver lessons through a digital platform (Google Classroom and Seesaw). Teachers are also checking in with students through phone calls, texts, and emails and use Google meet and Zoom to provide face to face experiences such as direct instruction, video of lessons, read-alouds, and guided instructional practice.

**Professional Learning** -- School personnel provided professional learning for teachers and support staff in the transition to a distance learning model. Topics have included the basic and advanced use of a learning management system, use of live video conferencing with students, creating screencasts, use of core digital learning platforms, as well as the use of new platforms teachers and students are using during remote learning.

**Sharing Progress with Families** -- Teachers will share information regarding student progress with parents through progress reports, email, phone calls and video conferences. Progress reports and report cards marks for each trimester are sent home to each family.

**Assuring a Guaranteed Viable Curriculum** -- Teachers will be using core curriculum to meet the needs of students. All students will be set up in digital platforms for core curriculum from the beginning of the school year.

**Supplemental Curriculum for Acceleration and Mitigation of Learning Loss** -- In addition to the core curriculum, SCS uses STAR ELA and Math Assessments for all students in grades TK-8 and Lexia/ELA for TK-4 and DreamBox Math for TK-8. STAR is on the list of the California Department of Education (CDE) approved diagnostic assessments. CDE states the following about STAR "Star Early Learning is a bundle of Star Early Literacy and Star Reading. Together, these literacy assessments measure both literacy and numeracy in a single assessment, providing information about phonological awareness, phonics, word recognition, fluency (including estimated oral fluency), vocabulary, and comprehension. Star Early Literacy tests a child's understanding of word knowledge and skills, comprehension, meaning, and numbers and operations. It is normed for grades pre-K-3. Star Reading measures a student's understanding of vocabulary, ability to comprehend texts, and ability to analyze, understand, and evaluate literary and informational texts. It is normed for kindergarten-grade 12. Star Math assesses a student's grasp of concepts including numbers and operations, algebraic thinking, geometry, measurement, data analysis, statistics, and probability, Star Math is normed for grades 1-12." We will be using these personalized pathways to create an equitable learning environment for our students.

**Instructional Models** -- Lessons will be a mix of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will provide students and families a weekly schedule in advance to allow students to plan for work completion, and also allow families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance learning simultaneously. The school provides a sample learning schedule that gives examples of synchronous learning in whole group, small group and individual settings.

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## **Access to Devices and Connectivity**

### **How SCS will ensure access to devices and connectivity for all students to support distance learning.**

SCS shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work.

SCS conducted a survey to assess the technology needs of every family. All students were provided Chromebooks and hotspots as needed during Spring 2020 school closure. Use of school equipment and access to online learning was extended to families during the Summer Break.

All staff have access to their classrooms, resources, and connectivity throughout the year.

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## **Pupil Participation and Progress**

**How SCS will assess student progress through live contacts and synchronous instructional minutes, and a description of how participation and work will be measured.**

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the School.

**Attendance/Daily Participation** is used to track attendance and ensure daily engagement by all students in learning activities. Documentation may be met through daily live interaction or virtual assignments. In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SchoolWise).

**Student Engagement** is the new form of attendance-taking during distance-learning.

Engagement can be met through the following:

- Participation in online activities
- Completion of regular assignments
- Completion of assessments
- Contact between employees of LEA and parent/guardian
- Other methods of verification determined by LEAs

Teacher recording of student engagement can be completed daily, weekly, or bi-weekly. Teachers must sign attendance reports.

A student is absent if there is no participation or evidence listed above by the end of the day (actual day, not school day). A student who does not participate in distance learning (is absent) on a school day shall be documented as absent for that school day. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall participate in a re-engagement process as outlined by school policy.

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## **Distance Learning Professional Development**

**Professional development and resources that will be provided to staff to support the distance learning program, including technological support.**

SCS uses a Coaching Specialist Model for the professional development effort of certificated and classified staff. Literacy and Math Coaches are on-site two-days per week to work with staff. Coaches also work with staff before the start of school. Teacher Specialists, Assistants, and support staff were included in pre-service Professional Development.

Coaching this year is focused on helping teachers transfer their practice to a digital world. Coaches worked with teachers as a group and individually to set-up their digital classrooms using Google-Classroom, Zoom, and SeeSaw along with a new suite of digital content and assessment programs to help measure student performance. Coaching related to instructional design will focus on how to create, manage, and assess learning in small groups in different learning environments (distance-learning and hybrid-learning).

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# Staff Roles and Responsibilities

## Description of the new roles and responsibilities of affected staff as a result of COVID-19.

The School has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:

Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

Certificated employees have been tasked with engaging with students and delivering instruction from a distance. Teacher variations of distance learning include:

- Direct instruction face-to-face via online tools.
- Reading to students through online applications.
- Demonstrating learning activities through the use of technology.
- Engaging students in multiple subject areas through applications on school provided devices.
- Managing student behavior while working through distance learning.
- Providing social emotional services through online interface to support anxiety and disengagement.

Classified employees' have been asked to provide service outside their regular job description. Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:

- Providing academic support and intervention to students struggling with this learning format.
- Reading stories to elementary students through online tools.
- Handing out food through our Nutrition program to ensure students have access to healthy food.
- Sanitizing work areas between use to minimize the spread of germs.
- Supporting childcare programs by providing additional supervision.
- Delivering technology and instructional materials to student homes when families were not able to come collect it or were having difficulty connecting online.
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.

School Director's roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year.

*All protected employees, per SB98 are paid and provided the opportunity to work even if their position is unnecessary in the moment.*

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# Supports for Pupils with Unique Needs

**Additional supports SCS will provide during distance learning to assist pupils with unique needs, including English learners, students with exceptional needs served across the full continuum of placements, students in foster care, and pupils who are experiencing homelessness.**

**English Learners (EL)** will receive 30 minutes of English Language Development at their level from the designated EL teachers. Student progress toward English Language Development will be monitored by formative assessments and the ELPAC (English Language Proficiency Assessment for California) will be administered per State mandate. EL teachers will collaborate regularly with the general education teacher.

**Intervention supports will be provided to all students 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 who are below grade level and meet the criteria as measured by universal screening measures. Administrators will ensure on-going progress monitoring and appropriate services.

**For students with exceptional needs**, special education case managers will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil's IEP goals and address the mode and method of service delivery. The DLPs will also contain a schedule of service delivery as well as the method and schedule for consultation with the pupil's parent/guardian. IEP services for students will be provided via live, remote instruction and pre-recorded videos as appropriate to IEP goals.

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## Actions Related to the Distance Learning Program

*Funding provided SCS through CARESAct (\$143,000 total)*

Description	Total Funds	Contributing
<b>Purchase of PPE</b>		<i>See Actions for In-Person Instruction</i>
<b>Technology -- Purchase Hot-Spots</b>		<i>See Actions for In-Person Instruction</i>
<b>Technology -- Purchase ChromeBooks for Students</b>		<i>See Actions for In-Person Instruction</i>
<b>Technology -- Purchase Laptops for Teachers</b>		<i>See Actions for In-Person Instruction</i>
<b>Technology -- Purchase Digital Literature Library</b>		<i>See Actions for In-Person Instruction</i>
<b>Professional Development Coaching for small group instruction strategies in multiple learning environments</b>		<i>See Actions for In-Person Instruction</i>
<b>Instructional Assistants providing targeted intervention for special populations and students with learning loss</b>		<i>See Actions for In-Person Instruction</i>
<b>School-based Counselor (1-day per week)</b>		<i>See Actions for In-Person Instruction</i>

# Pupil Learning Loss

**How SCS will address student learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how to assess students to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.**

It is important to state that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. SCS teachers will assess students to measure learning status, within any instructional delivery model, particularly in the following areas:

## **English Language Arts Assessments (each Trimester) --**

- STAR Early-Lit/Reading Assessments
- Independent Reading Language Assessment (IRLA)
- Performance Task -- Local on-demand ELA assessment designed to predict performance on the California Assessment of Student Performance and Progress (CAASPP).

## **Math Assessments (each Trimester) --**

- STAR Math Assessments
- Performance Task -- Local on-demand Math assessment designed to predict performance on CAASPP.

**CAASPP** -- Additionally all 3rd-8th grade students will be administered the CAASPP in accordance with state testing. The Smarter Balanced Summative Assessments are comprehensive end of the year assessments in English Language Arts (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English Language Arts (ELA) and mathematics and measure progress toward College and Career Readiness. The tests capitalize on the strengths of computer adaptive testing--efficient and precise measurement across the full range of achievement and timely turnaround results California Science Test (CAST).

**ELPAC** -- English Language Learners will be assessed according to state guidelines. State and Federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. ELPAC consists of two separate assessments: one for the initial identification of students as English Learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. LTELS are being identified and the ELD Coordinator is case managing students to ensure ELD growth in distance and in person learning.

Students performing below grade level will receive Tier 1 instruction and interventions with the classroom teachers and tier 2 instruction with the RAMP (Reading and Math Program) teachers to provide additional small group instruction. Students will be re-assessed to monitor progress towards standards.

The School will develop a MTSS (Multi-Tiered Systems of Support) plan which will include a Universal screening of all students, a RTI model for all three tiers of instruction and intervention and a comprehensive tiered support for behavioral supports and interventions.

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## **Pupil Learning Loss Strategies**

**Actions and strategies SCS 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.**

The school will provide professional development and support for teachers and staff during the 2020-21 school year to address learning loss and accelerate learning progress in a distance learning model to improve Tier 1 instruction.

Staff will receive ongoing Literacy & Math Coaching connected to the school's Grade-Level Proficiency Project. Coaching work will continue refining digital practices and how to develop intervention plans for struggling students.

Director and certificated staff will ensure student progress for all students and specifically traditionally underserved populations (ELL, low-income and foster youth, pupils with exceptional needs, and foster youth & those experiencing homelessness) through universal screener processes and interventions. Progress monitoring will take place every 10-12 weeks and additional supports will be provided as necessary.

Strategies for English Language Learners differs from typical learning with the addition of designated support provided by the Sonoma County Office of Education.

Strategies for Low-Income students will differ for students by partnering with families to determine specific supports for students, strengths of the child, focus on social emotional well-being and receiving support from a crisis support team. Strategies will be focusing on better communication and collaboration, resourceful solutions for addressing needs and focus on equitable access for learning. Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students.

Additional support will be provided over extended break for students to access learning supports.

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

**How the effectiveness of the services or supports provided to address learning loss will be measured.**

A new representative Teacher Leadership Team will be formed to help guide Professional Learning Community action research in the areas of curriculum implementation, instructional strategies efficacy, assessment data trends, and development of a multi-tier intervention system. The Leadership Team will meet weekly and will include the Literacy and Math Coaches as members. The Team will plan and facilitate staff development/inquiry sessions once per month with all staff.

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# Actions to Address Pupil Learning Loss

Funding provided SCS through CARES Act (\$143,000 total)

Description	Total Funds	Contributing
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N/A

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## Mental Health and Social and Emotional Well-Being

**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.**

The school has provided training for educators to instruct them how to monitor and identify student mental health and address trauma and the other impacts of COVID-19. The mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness. Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students.

**Key responsibilities of educators to monitor/support mental health and address trauma include:**

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties

Distance Learning, Well-Being, and SEL surveys helps us analyze how students are doing with both the synchronous and asynchronous portions of distance learning and will help our site and school level teams to identify barriers interfering with student participation and act to alleviate them. The surveys also help us to identify how students are feeling emotionally. This allows us to provide students who are experiencing negative emotions with targeted supports.

SCS utilizes SEL strategies that are implemented by all teachers in both a synchronous and asynchronous format. Students engage in *SecondStep* curricular lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons are taught each week and reinforced daily. Student Distance Learning, Well-Being and SEL surveys will be administered, and site and school teams will analyze data to identify student needs and address these needs with interventions.

School-based Counselor will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

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## Pupil and Family Engagement and Outreach

**Description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the school 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 school determines the pupil is not engaging in instruction and is at risk of learning loss.**

The School provides outreach to all pupils and their parents and guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the school determines the pupil is not engaging in instruction and is at risk of learning loss.

The School has procedures for tiered reengagement strategies for pupils who are absent from distance learning, laid out below.

Attendance Guidelines: Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine is requested.

**Attendance/Daily Participation** is used to track attendance and ensure daily engagement by all students in learning activities. Documentation may be met through daily live interaction or virtual assignments. In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SchoolWise).

**Student Engagement** is the new form of attendance-taking during distance-learning. Engagement can be met through the following:

- Participation in online activities
- Completion of regular assignments
- Completion of assessments
- Contact between employees of LEA and parent/guardian
- Other methods of verification determined by LEAs

Teacher recording of student engagement can be completed daily, weekly, or bi-weekly.  
Teachers must sign attendance reports (digital signatures or electronic certification acceptable)

A student is absent if there is no participation or evidence listed above by the end of the day (actual day, not school day). A student who does not participate in distance learning (is absent) on a school day shall be documented as absent for that school day. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall participate in a reengagement process as outlined by school policy (below).

School teachers, office staff, and the Director have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are provided attendance accounting protocols to ensure equity and consistency throughout the school. The automated messaging system may make phone calls for each day a student is marked absent by the teacher. Teachers or the attendance clerk will attempt to make contact with the student and parent. Attendance information will be available for parents through the Student Information Portal.

**Engagement** -- Defines how a student was present – documents “whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning” (CDE Distance Learning FAQ)

**Engagement record should be completed weekly showing:**

- Whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning
- Verify daily participation
- Track assignments

**Daily Live Interaction** -- Ed Code 43503: “two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers.” (CDE Distance Learning)

- Required unless alternative plan has been developed by governing board or body of the school with parent and stakeholder input
- Purpose is to provide instruction, monitor progress, and maintain school/social connectedness
- Contact must include certificated employee and peers

**Tier 1 -- Identification**

- Measuring Attendance During Distance Learning

**Teachers will document daily attendance** using the school’s Student Information System (SchoolWise) and based on student participation in synchronous and asynchronous activities.

To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value which equal the mandated instructional minutes at each grade level. Students are logged as present if they attend the first virtual meeting of the day, then have more opportunities to engage for positive attendance such as turning in work electronically, phone or email contact with the teacher. This accounting allows for student engagement analysis at the school, grade, and classroom levels.

- Automated messaging system may make home contact for each day a student is marked absent by the teacher.
- Teachers (or the attendance clerk upon request) will attempt to make contact with the student and parent.
- Attendance information will be available for parents through the Student Information Portal.
- Attendance Tracker: Teachers use an attendance tracker sheet and make a master copy and use a different copy or tab each week to track attendance. They fill it out at the end of each day. The remaining section must be filled out for students who do not have a mark in the first section, indicating live learning for the day. The teachers share their information with the Director. A Negative Attendance Tracking Sheet is used to track absent students.



## **Tier 2 -- Re-Engagement Strategies**

At the beginning of the year, teachers verify all contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site Student Attendance Clerk contacts families who have not engaged during a school day to verify the reason for the absence.

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and school principal. As part of the re-engagement strategy, the school site attendance clerk or principal will attempt to reach out and determine the cause for the absence and will:

- Ensure that communication with the parent is working, phone dialer, emails, and internet access
- Determine if there is a breakdown in communication and make any corrections
- Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved
- The parents will be informed that continued absences from distance learning will include a conference with an administrator

Other forms of support will also be discussed, such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions, as well as alternative education programs.

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk. As part of the re-engagement strategy, the school site attendance clerk will attempt to reach out and determine the cause for the absence and will:

- Ensure that communication with the parent is working, phone dialer, emails, and internet access
- Determine if there is a breakdown in communication and make any corrections
- Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved

The parents will be informed that continued absences from distance learning could include:

- A conference with an administrator
- Other forms of support will also be discussed, such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions
- Discussion of the intervention of the student being removed from Supported Home Study or Home Learning (for homeschool or hybrid schedule)

## **Tier 3 - Intervention**

The school administrator may develop an Attendance Plan that includes:

- Teacher engagement
- Both reward and consequences for further attendance
- Review of the family circumstance for outside connection with health and social service

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. Site administration supports the Student Attendance Clerk when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration works with the site counselor to improve engagement. If a student continues to not respond to supports, the site administrator will reach out deploying additional re-engagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family. If the student violates the SART contract the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

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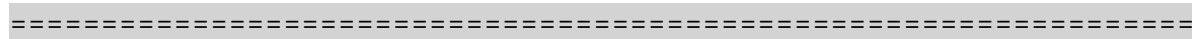
# School Nutrition

**How the SCS 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.**

Sonoma Charter contract Food Service with Sonoma Valley Unified School District (SVUSD). SVUSD received all funding for SCS free/Reduce-Lunch students and manages all outreach and records. SVUSD provides staff for meal distribution. SCS provides staff assistance as needed during school year and during free meal distribution from the school during the pandemic.

The school provides 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.

Physical distancing shall be maintained between students, between staff and students, and among all staff during their lunch period(s). When school facilities and weather conditions allow, students will eat outside. In a cohort model, students will not eat lunch at school but all students will have access to the lunch program throughout the 2020-21 fiscal year.

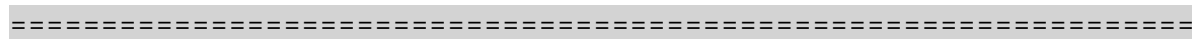


## Additional Actions to Implement the Learning Continuity Plan

*Funding provided SCS through CARESAct (\$143,000 total)*

Section	Description	Total Funds	Contributing
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N/A



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

Percentage to Increase or Improve Services

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students

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N/A

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## Required Descriptions

**For the actions being provided to an entire school, provide 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.**

- Differentiated learning to address academic needs of all students; close the achievement gap with underperforming students
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- Strengthen parent involvement and communication
- Monitor EL student progress
- Reading and Math Support
- Designated English Learner Support Time

Low-income students and foster youth will receive targeted supports and services, as needed. To access digital instructional platforms, the school will ensure all students in need of a device and wifi are provided one. The school will ensure all families in need of Internet access are provided a hot spot. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device. The Student Services Director has contacted all families who have foster youth to determine if there is any additional support we can offer to students and families. We have offered academic, social emotional and nutritional resource support. We will continue to coordinate resources identified for these students.

Students who participate in the Reading And Math Program prior to the school closures will continue to receive this intervention during remote learning.

Teachers, counselors, administrators, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as support. Counselors will meet with students individually and in small groups to help them manage their stress, anxiety, and other feelings they were experiencing. Also, students participating in the National School Lunch Program will be provided access to lunch each day.

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

Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery.

Additional instructional assistant time for English Learner group support to focus on the needs of these students is provided. Increased services in the area of Social Emotional support through counseling services to support students and families during this time that so many families are experiencing difficulty.

In order to support our foster youth, English Language Learners, and low-income students who need additional community resources, we will increase support through added staffing. The focus will be connecting families with community programs and county resources, home visits, and targeted case management and follow up.

The Director will communicate with families of foster youth to ensure responsive actions to support learning.

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