

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

All county schools closed in March.
Local cases have remained low - Siskiyou County not on monitoring list - but cases are starting to rise.

What worked:

We are an independent study school, so families already had much of what they needed to work with their children. Any in-person instruction or enrichment time was transferred to Zoom sessions. Every effort was made to maintain the same times for classes and tutoring sessions. Teachers were also able to effectively expand their use of Google Classroom as a tool to give and receive assignments. Tutoring sessions that had been happening at one of our learning centers were transferred to Zoom. Similarly, learning record meetings between staff, students and parents were no longer held in-person, but were also transferred to Zoom.

What didn't work:

We provided fewer meals than we had before closing.
Some students were harder to remain in contact with.
Zoom with TK/K through grade 2 was not ideal.
Focus on mental and emotional health may have resulted in learning loss.

How to address what didn't work:

Outreach to families
Consider delivery of meals in some cases.
Zoom meetings between staff and parents of younger students to help guide them through using the curricula with their children.
Regular assessments and interventions to address learning loss.

Stakeholder Engagement

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

Surveys were sent to families during the spring semester with questions relating to the level of success and/or struggle of both parents and students after we closed our learning centers.

Regular staff meetings every Friday via Zoom during the time we were closed in the spring. Regular meetings with teachers in July to complete specifics of the reopening plan relevant to the facility in which they worked. Weekly meetings with administrators of schools throughout the county.

Board meetings in June and August allowed time for stakeholder input into our reopening plan. In-person option available for families without access to the internet. To date, we have no non-English speaking families. In the case that we do, we have a Spanish instructor who can provide translations of documents and discussions. In September, we will hold a public hearing to allow further input. 72 hours after that meeting our board will vote on the plan.

Northern United - Siskiyou Charter School does not have any bargaining units. We do not have an ELAC or DELAC group, but translated documents were provided as needed.

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

All of our board meetings are streamed live via Zoom. The link to join is posted on the agenda on our school website. The agenda for each meeting is also posted at each of our facilities. We have an in person option available for each of our meetings for those who do not have access to the internet. In addition to the agenda and the background information posted on our website, the minutes of each meeting are posted on our website once approved by the board. Recordings of all meetings are also posted on our school website. If someone does not have access to the internet, they can phone us and printed copies of any board documents will be made available to them, either to be picked up or sent to them via USPS.

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

We are an independent study school, so most of our families are already educating their children at home with resources and instructional support from our school. However, we do have one small elementary program that has over time developed a four day a week instruction model. Of those families, 75% of respondents said that they felt successful in managing their child's education during the closure in the Spring. Other families that are already providing daily instruction to their children noticed little change or disruption in their schedules. Feedback from both parents and staff told us that Zoom was not an effective tool to use with TK/K through students in grade 2. They had a hard time focusing on what the teacher was presenting. Additionally, we found that our focus on mental and emotional health rather than academic rigor may have resulted in learning loss.

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

Based on feedback from students, families and staff, we determined that for very young children, packets were more effective than digital meetings and for students with higher levels of need, we feel in person meetings will be most effective. Because in the spring we approached grading with a more holistic approach and put more emphasis on mental health rather than academics, we feel the need to increase and emphasize academic rigor to reduce learning loss and to create a more normalized educational setting for our students, staff and parents. This feedback was all considered prior to finalizing the plan.

Continuity of Learning

In-Person Instructional Offerings

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

We will be completely home-based independent study during the fall semester. Students who have also had in-person classes at one of our learning centers will continue to receive instruction via Zoom. Students who have regular in-person tutoring sessions will also receive their tutoring via Zoom. Students without a computer and/or internet at home will be provided Chromebooks and/or internet hotspots. When the above is not viable or not allowable in the case of special education services, in-person one-on-one sessions will be made available at one of our centers. Anyone entering the building will follow the strict protocols outlined in the reopening plan that was submitted to the Siskiyou County Department of Public Health.

To determine the level of learning loss experienced by a student, we will use STAR-Renaissance assessments in English and math. Results of those assessments will then determine what interventions might be needed. Formative assessments will include both STAR and CAASPP Interim Assessments throughout the year. Summative assessments will include STAR, CAASPP Summative, and end of course assessments.

The school counselor and school psychologist have regular office hours in which they are available for consultation and counseling services. They compiled a list of resources for mental health support. This resource list is shared with all staff and on our website for family and student access. It is kept up-to-date as new resources emerge. The counselor and school psychologist meet via Zoom with students needing support. In addition, counseling support is available through referral through Children First & Lassen Counseling Services.

Once we are able to resume in-person classes, the following protocols will be followed:

Any in-person instruction that occurs will be on alternating days of facility attendance with pods or cohorts of students. For high school students, the master schedule has been altered to allow for more classes to be completed online only. NU-SCS has limited the reasons that

families and visitors may enter a facility, allowing for more teleconferenced meetings. Additionally, some staff will continue to work from home either full or part time.

Students will be grouped in grade band cohorts that will be present at a facility no more than two days each week. The remainder of their week will be home-based independent study. Staff will remain with a limited number of students whenever possible.

To maximize the safety for our students, families, and staff, all of our students will begin the year on independent study and online learning. Once we are able to resume in-person instruction on a limited basis, furniture in classrooms and common areas will be rearranged to allow for a maximum distance between students. Recess times will be staggered to isolate cohort groups. Start times, as well as drop off and pick up times, have been amended to decrease the number of students and families on campus at a time. Meals will be eaten by students at their desk within the classroom.

NU-SCS will limit foot traffic patterns within the facilities with barriers and signs. The windows will remain open, as weather allows, for increased circulation. Our only facility with playground equipment will start the year 100% distance learning and independent study. Additionally, staff will ensure physical distancing of students on playground equipment by staggering recess times to limit the recess to one cohort at a time and to ensure students remain three to six feet apart.

Staff will physically distance from each other and from cohorts of students with whom they are not working. They will avoid congregating in all community areas, such as break rooms, staffrooms, and bathrooms. Staff will also avoid in-person training and development through use of virtual training. If in-person is required, staff will ensure physical distancing and mask wearing. Staff schedules will be altered to accommodate new student schedules. Staff will remain with a cohort of students to the greatest extent possible. Furniture will be rearranged in staff work spaces, as needed to meet physical distancing guidelines.

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

Description	Total Funds	Contributing
Hire extra custodian or cleaning service as necessary when in-person instruction can resume	\$6,750	No
Purchase additional masks, face shields for staff and students.	\$2,050	No
Purchase hand sanitizer and cleaning supplies	\$1,900	No
Extra counselor and psychologist office hours with an emphasis on unduplicated and other high risk students	\$13,240	Yes

Description	Total Funds	Contributing
Training all stakeholders on our learning center Covid-19 safety protocols	\$0	No
Training all stakeholders about the signs and symptoms of Covid-19	\$0	No
Training all stakeholders in proper hygiene and use of PPE	\$0	No
Provide bus passes to students as needed	\$400	Yes

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.]

As an independent study program, much of what we do will not change. Parents are going to be the primary instructors for their children. We provide needed supplies, materials, and instructional support. Instructional and enrichment supports that have previously happened at one of our learning centers will now happen via Zoom. Students will have regular Zoom meetings and classes to attend. Teachers will also create Zoom meetings among themselves and parents so that they can provide support to each other. Parents and students meet every four weeks, at a minimum, to compile a learning record for that period. This provides an opportunity for staff to have a dialogue with each student and parent with regard to how they are feeling about what they are doing. In these meetings, staff also discusses student progress and perform formative assessments. Staff can then provide guidance to the student and parent with regard to how to support their child's learning in any areas in which they are struggling. Extra tutoring sessions via Zoom might be warranted if parents are struggling to provide the instructional support needed.

As an independent study school, we currently use curriculum resources that are families-friendly, designed to support parents instructing their children at home. The in-person instruction that takes place within our school is primarily in support of and enrichment of the home-

based instruction. Curriculum resources have typically remained the same regardless of an in-person or home-based independent study delivery model.

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.]

At the time we closed in the spring, our teachers reached out to students and families to determine their technology needs. Chromebooks and internet hotspots were provided to all students who requested them. As new students have enrolled, they were also asked about their needs in this area. Chromebooks and/or hotspots will be provided to all who request them.

We also provide computers, Chromebooks, hotspots, and document cameras to teachers as needed. Both our teachers and our IT department are available to provide help to parents and students struggling with technology use.

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.]

As a nonclassroom based, independent study program, our attendance is determined by assessing the amount of work completed rather than physical attendance at a facility. If a student is found to be falling behind in their assignments, a meeting will be held, as outlined in our missed assignment policy, to determine how we can better support students in completing their assignments at home.

We will also be tracking contacts with students, as well as their participation in Zoom classes and tutoring sessions. This data will help us determine which students are not taking advantage of the extra instructional supports we are providing and will be helpful when having a missed assignment policy meeting.

As part of our missed assignment policy and procedures, if a student, through observations and/or common assessments, is determined by their teacher to be not progressing or participating, the teacher will contact the parents, as well as an administrator. A meeting will be held with the family to determine what barriers exist to impede participation or progress and a plan will be developed and implemented to reduce these barriers and get the student back on track.

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.]

Many of our teachers attended summertime professional development sessions offered from CUE pertaining to various Google products such as Classroom, Drive, Forms, and others. Teachers also attended sessions on best practices for online teaching and student engagement in their grade level. Additional professional development will be delivered at our pre-service, all school meetings, as well as staff

meetings throughout the year. This professional development, as well as the following list are the types of PD that we regularly provide to our staff since we are a nonclassroom based, independent study charter school.

- Ongoing PD for Google Classroom provided by in-house experts
- Interim Assessment Training provided by our CAASPP Coordinator
- Apex Learning (LMS) training provided by in-house experts
- Zoom training provided by school staff who have demonstrated effective instructional practices using this platform.
- How to effectively use a document camera
- How to support parents technology use

Technology support will be provided by our IT department, teacher leaders and administration.

Staff Roles and Responsibilities

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

Since we are already a nonclassroom based, independent study program, much of what we do will not change, with the exception of increasing the frequency of interaction and engagement with their students beyond what is normally required by independent study contracts. Staff will need to become even more attuned to the emotional and mental health of their students. Staff may also be making more deliveries of supplies and meals to students' homes than they normally do.

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.]

Additional supports will be provided to assist students with unique needs in the following ways:

- **EL Students:** We do not have any EL students at this time. If we have an EL student enroll, the EL Coordinator will assess him or her and the student's teacher will provide targeted language acquisition instruction daily through Zoom.
- **Students with disabilities:** Resource specialist time will be delivered primarily online whenever possible or allowable. When in-person resource time is needed, students will come to our learning center for in-person sessions. Similarly, extra tutoring will be available online, and in-person as needed. Speech services are delivered online.
- **Foster and Homeless Youth:** Our foster youth/homeless liaison will reach out to each foster and homeless student to determine specific needs and to provide resources as needed, including support in receiving public assistance services, laundry, food and supplies. Our school counselor will also contact these students regularly. Tutoring services will be provided as well. We will work with the Siskiyou County Office of Education Foster/Homeless Youth Coordinator to provide additional supports and services.

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

Description	Total Funds	Contributing
Provide Chromebooks to students	\$37,650	Yes
Provide hotspots to students as needed	\$4,500	Yes
Provide IT support to students and parents	\$0	No
Deliver curricula, materials, and supplies to families.	\$500	Yes
Provide professional development to staff regarding effective integration of curriculum in an online learning environment.	\$0	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Our primary means of addressing learning loss will be through the use of STAR Renaissance and CAASPP Interim assessments given at regular intervals throughout the year. The focus of our common assessments will primarily be in English language arts and math. English language development assessments will also be given as needed. Assessment results will be used to determine which students need extra support through our SST process. Additionally, our teachers are developing a list of essential standards that they will be monitoring for each student throughout the year.

Each of our teachers already meets with every student and parent a minimum of once every 20 school days, or more, as determined by the independent study contract to determine progress towards standards. These meetings will provide a regular opportunity to monitor a student’s progress and determine any extra support that may be needed. If a teacher feels that a student is in danger of falling behind, they

may decide to meet more often with that student and provide other supports. Extra tutoring sessions may also be arranged in the case that a student is struggling to achieve standard benchmarks.

For foster youth, homeless students and students who qualify for free or reduced lunch, meals, school materials, curriculum, and supplies will be delivered to them by staff. Community resources will also be provided as appropriate. The school homeless liaison will meet with all homeless families to determine appropriate needs. Counseling will be provided if needed. For EL students, translated documents will be provided for their families and targeted ELD instruction will be provided daily. The ELPAC will be administered when available and appropriate. Any students who require face-to-face instruction will be offered it on a case-by-case basis.

All students who receive special education services will be contacted by special education staff to determine face-to-face instructional needs. IEP meetings will occur to document any changes in instructional placement. Special education one-to-one aides will be utilized per IEP team direction.

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.]

Administer STAR Renaissance and CAASPP Interim assessments.

Regular staff meetings to review and discuss assessment results and informal observations about students

Regular meetings with parents to monitor student progress

Regular review of SST documentation

Make in-person tutoring available to students struggling with the Zoom format

Provide bus passes to students who need in-person instruction and with whom transportation is a barrier

Provide in-person meetings, when needed, with specialized academic instructors for students with IEPs

Make our wireless networks available outside our buildings to students after hours as a way to target homeless students who may not have access to internet

For students suffering from mental health struggles that may be a barrier to academic achievement, provide social and emotional counseling as needed.

Provide food to low-income or homeless students whose hunger might be a barrier to academic achievement.

Targeted daily ELD instruction for EL students

Use IXL for intervention

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of our learning loss mitigation strategies will be determined by reviewing results of regular diagnostic, formative and summative assessments, and in a review of learning records, in which each student's progress through State Standards for each four week

learning period is documented. Additionally, anecdotal assessments of students, parents and teachers will be considered in order to implement in-person tutoring and other targeted interventions. The SST process will be implemented as needed.

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

Description	Total Funds	Contributing
Administer STAR renaissance diagnostic and formative assessments	\$3,250	Yes
Administer CAASPP Interim assessments	\$0	Yes
Initiate SST for students as indicated by assessment results and teacher/parent observations	\$4,100	Yes
Provide Zoom tutoring sessions and in-person tutoring sessions as needed	\$8,900	Yes
Provide IXL as an intervention tool	\$2,613	Yes

Mental Health and Social and Emotional Well-Being

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

Teachers will play an important role in monitoring the mental health and social and emotional well being of students. Through regular online interactions with students and discussions with parents, teachers and other staff members will have ample opportunities to assess students’ well being. We will have regular staff meetings in which we will discuss our observations. This will allow a time for teachers to share their concerns with other staff, counselors, and administration and put a plan of action in place to provide support to students who need it. We also contract with an internet filter company that not only monitors student searches, but also student emails, looking for words or statements that suggest a risk for self-harm. We will revisit PD for our staff in trauma-informed teaching practices.

The school counselor and school psychologist have regular office hours in which they are available for consultation and counseling services for students and staff. They compiled a list of resources for mental health support. This resource list is shared with all staff and on our website for family and student access. It is kept up-to-date as new resources emerge. The counselor and school psychologist meet via Zoom with students needing support. In addition, counseling support is available through referral through Children First & Lassen Counseling Services.

Pupil and Family Engagement and Outreach

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

Tracking of student engagement will be completed through Zoom class attendance and documentation of school work completed as required for attendance in the independent study instructional model. In order to maintain the highest level of student engagement, we have a multi-tiered strategy for pupil engagement. Tier one includes weekly Zoom meetings with students and families, phone calls to families of students who miss Zoom meetings, regular messaging to parents using Remind platform, and home visits when a student or family can't be reached by phone or text. In order to outreach to families, a comprehensive list of community resources will be posted on our school website, and translations will be made available of all communications, as needed.

After one missed class or scheduled meeting, or a series of missed assignments, we begin our tier two strategy. The first step is that the teacher has a verbal conversation with the parents and student about missing class time and/or assignments and the reasons this is concerning. Barriers to the student engaging and potential solutions to overcome these barriers will be discussed. Our Missed Assignment Policy will be reviewed with the parent at that time. It states that after one missed assignment, the teacher, at his or her discretion may initiate a process to determine if independent study is an appropriate educational setting for the student.

If the problem persists, tier three begins. The administrator will contact the family and request a conference. The parent(s), student, teacher and administrator and, if appropriate, counselor will attend the meeting. The purpose of this meeting is to determine how best to support the student. At the meeting, specific goals regarding expectations of work completed and attendance of scheduled meetings will be decided and written. These goals will include a timeline and a date to reconvene.

If for some reason, we no longer have any contact with a student or family, a wellness check by law enforcement will be requested.

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.]

Families will be notified at teacher meetings and through Remind that anyone who wants to be provided meals can make a request. Arrangements will be made for food to be provided to students who request it on a weekly basis. For those that cannot make it to one of our facilities to pick up food, delivery will be made available.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Provide additional counseling through Children First & Lassen Counseling with an emphasis on unduplicated and other high risk students.	\$4,000	Yes
Pupil Engagement and Outreach	Train staff on the process for pupil engagement.	\$0	Yes
School Nutrition	Deliver food to families as needed.	\$400	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.28%	\$298,113

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.]

The actions and services in Northern United - Siskiyou Charter School's LC & AP are targeted toward supporting students with the greatest need and/or the lowest performance. Because of the school closure during the 2019/2020 school year due to COVID-19, some students experienced a learning loss. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless, and/or low income are continually over-represented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled throughout Siskiyou County. Each student who is not meeting expected outcomes or has experienced learning loss has a need for tiered services, higher skilled teachers, and access to a strong Common Core-Based instructional program. Through focused actions and services through school wide or targeted services as appropriate, we intend to increase the rate of student success and reduce effects of learning loss.

The LC&AP includes actions and services intended to support both academic and social-emotional growth and success for students in either home-based or in person independent study. Programs or services targeted to specific groups are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of where they are served. These actions/services are principally directed to the unduplicated students and are effective in meeting the needs of the unduplicated count.

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

The following actions/services are contributing to increased or improved services principally targeted to foster youth, English learners, and low-income students are being provided on a school-wide basis:

- Extra counselor and psychologist office hours with an emphasis on unduplicated and other high risk students
- Provide bus passes to students as needed
- Provide Chromebooks to students
- Provide hotspots to students as needed

Deliver curriculum, materials and supplies
Administer STAR Renaissance diagnostic and formative assessments
Administer CAASSP Interim Assessments
Initiate SST for students as indicated by assessment results and teacher/parent observations
Provide Zoom tutoring sessions and in-person tutoring sessions as needed
Provide IXL as an intervention tool
Provide additional counseling through Children First & Lassen Counseling with an emphasis on unduplicated and other high risk students
Train staff on the process for pupil engagement
Deliver food and supplies to families as needed