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
Community Outreach Academy	Larissa Gonchar & Scott Jonard Principals	Larissa.Gonchar@gcccharters.org or Scott.Jonard@gcccharters.org 916-286-1950 or 916-286-1911

General Information

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

The COVID-19 pandemic has had a major impact on our in-person learning and interactions. The current pandemic has limited student accessibility to teachers, technology, materials, and interactions. In addition, the pandemic has had a drastic impact on our ability to provide in-person and inquiry based hands-on learning. Impact from the pandemic has also taken a toll on the academic and mental well-being of students, parents, and staff members. Other practices that have seen an impact include general instructional practices, grading and assessment practices, targeted instruction for our EL students and students with special needs, and teachers' ability to collaborate and plan together.

The challenges brought on by the COVID-19 pandemic has led to the development of a 3 model reopening plan based on the feedback and needs of all stakeholders as well as state and county requirements. The 3 model plan describes measures and actions for 1) full remote learning, 2) hybrid learning (in person and remote learning), and 3) full-time in person learning. All of these plans include options for families in the event that they need to remain home full time.

Stakeholder Engagement

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

In order to solicit stakeholder feedback multiple measures have been taken:
- Surveys to parents
- Targeted surveys to staff

- Surveys to students
- Virtual parent workshops
- Virtual town hall style sessions for parents and other stakeholders
- A newly added section on our school website that allows parents to ask questions and share concerns
- School App and social media
- Specialized measures such as phone calls to parents with special needs (ex. Deaf parents)

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

The public had an opportunity to attend a public hearing on this document on September 14, 2020. The Public Hearing was held as part of the regularly scheduled board meeting and was conducted via Zoom and live simultaneous broadcast on You Tube. Comments during the public hearing were accepted prior to the meeting and read to the Board during the public hearing portion of the meeting.

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

Based on the feedback received from parents, 5 common themes arose which impacted our plan. 1) Parents expressed that paper packets were perceived as too complicated or not the quality they would prefer, 2) parents expressed a high need for technology support, 3) parents expressed the need for flexible attendance and understanding with regards to their schedules, 4) parents expressed a want for their children to experience learning rather than complete worksheets, and 5) parents expressed a concern for screen time/independent work balance.

Based on the feedback from students, 8 themes were common which influenced our plan. Students expressed 1) feeling like they are putting in high amounts of effort, 2) mixed understanding of the work and assignments, 3) teachers were available and helpful, 4) enjoyment of physical education, 5) wanting more choice and interactive work, 6) wanting more one-on-one time with teachers, 7) confusion with Google Classroom and other platforms, and 8) missing their friends and teachers.

Based on feedback from staff, 5 commonalities arose which also informed our plan. Staff expressed 1) the need for flexible work options (from classrooms and home), 2) fear and unease, 3) the need for professional development centered on best practices for distance learning/remote learning, 4) the need for technology upgrades and support, and 5) the desire to be kept informed in a timely manner

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

The input from parents, staff, students, and other stakeholders has influenced a range of measures that are reflected in a 3 Model approach. The input led to increased deployment of laptop computers and Chromebooks as well as Wi-Fi hotspot devices for those in need. The input we received from parents has led us to set up parent tech support, themed parent workshops, virtual town hall style question and answer

sessions. Examples of these targeted support and training opportunities have included distance learning best practices for teachers, ways parents can support their child at home, and tutorials for parents regarding online platforms and programs.

As far as the combined input from staff, parents, and other stakeholders, we have taken holistic approach and based our entire plan off the sum of their input. We have designed our remote learning plan to be conducive for parents and staff experiencing various constraints ranging from work commitments, daycare balance, financial limitations, language barriers, and inability to leave the house. The plan is flexible and gives students off days for independent work. However, the input from students has shown us the importance of providing them a safe place to login every morning and see familiar faces. The plan allows for flexibility due to the barriers expressed. For example, if students are unable to attend class due to challenges with technology or other, we have taken measures to ensure students access to recorded lessons and materials.

The input received from these groups has also informed the ways in which administration, school leaders, and teachers talk to, and engage with, staff and parents. Positivity and understanding was a common request. We have decided to make Social Emotional Learning (SEL) a priority and use that as the lens through which we operate. Along these lines, empathy has come to the forefront as a key element for administration and school leaders to be conscious of.

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.]

When Community Outreach Academy returns to campus we will first be in a hybrid model. This means we will have two cohorts of students going on campus Monday/Wednesday and Tuesday/Thursday. On their off-campus days, they will be doing instruction and independent practice from home, this includes Fridays. Instruction and assessments will be planned accordingly based on the Core State Standards to make sure our instruction meets the needs of our students. Students will be assessed on these standards when appropriate based on our policy of standard based grading. In the classroom, students are insured to be safe by having dividers in between tables, practicing social distancing, as well as wearing masks and/or appropriate face coverings for all students and staff. Everyday our campus will ensure students and staff are safe by doing daily temperature checks as well as washing hands frequently. Staff will make sure to clean frequently touched surfaces and janitorial staff will clean and disinfect every building each night using appropriate cleaning solutions. Signs will be posted when a room needs to be cleaned as well as when it has been disinfected.

The way we will address the groups with significant learning loss is by continuing to utilize our RSP, intervention and ELD services. Also, teachers will gauge their instruction when needed to review certain content. Students will be grouped based on their learning levels so we can ensure all students get the best instruction possible. We will also ensure we give these students all the materials they need in order to be successful.

Throughout the instructional day, teachers will be utilizing intervention strategies as well as integrated ELD throughout their curriculum instruction. These strategies are embedded in the curriculum as well as our staff has been trained on how to ensure using these strategies when planning instruction. Designated ELD time is based off of our students' ELPAC scores and are placed in these classes during our enrichment block time.

Once the hybrid model proves effective and the number of cases don't escalate and staying on campus is safe, we will move to our 100% back on-campus model. This model will consist of all students on campus from 8:30-3:15 Monday-Friday. We will continue to use our safety precautions set up in the hybrid model of; having dividers in between tables, practicing social distancing, as well as wearing face coverings when appropriate. Along with making sure our students and staff are safe by doing daily temperature checks as well as washing hands frequently. Staff will make sure to clean frequently touched surfaces and janitorial staff will clean and disinfect every building each night using appropriate cleaning solutions. Signs will be posted when a room needs to be cleaned as well as when it has been disinfected.

In regards to curriculum and instruction: teachers will work with students throughout the day in a whole group model as well as small groups. Teachers will pull small groups throughout the day by level to re-teach or challenge students depending on their academic needs. They will work with the lower students and those struggling with academic loss to ensure they catch up to grade level. They will use California State Standards aligned curriculum to guide their ELA, Math, science and social studies lessons to ensure they are meeting all Common Core standards. They will also utilized the built-in (to their ELA curriculum) integrated ELD lessons to ensure they meet the needs of our EL students. Students who continue to struggle academically or who receive RSP services will be supported by RSP, math intervention and reading intervention teachers. As for our EL students, they will receive services from our designated ELD teachers if they qualify based on their ELPAC results. With the support of Para educators, specialty teachers and classroom teachers, we will ensure students receive what they need to get back on track academically.

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

Description	Total Funds	Contributing
Purchase PPE equipment: plexiglass, masks, face shields, hand sanitizer, gloves, antibacterial wipes, etc.	10,370.00	Yes
Custodial Training and Support COVID 19 Protocols	0.00	No

Description	Total Funds	Contributing
Purchased Laptops and Chromebooks	10,856.78	Yes
T Mobile Hot Spots	4,180.00	No Yes
Health and Safety posters/banners	1,000	No
Rearrange Classrooms for In Person Instruction	0.00	

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.]

Instruction during distance learning has been a mix of live instructional lessons over Zoom and independent practice that is given based on what the student has learned that day. All of our lessons are recorded as well so students can go back and re-watch them to ensure they understand the lesson that was presented. Our school made a schedule to ensure we were fulfilling the requirements of instruction throughout all subject matters. The way the instruction is planned is based off of our school adopted as well as piloted curriculum as well as the common core standards and framework. With our school sticking to the pacing of our curriculum we should be able to smoothly transition our students back into a hybrid model by having students split into two cohorts. The way we have set up distance learning, the students understand what independent practice means as well as have been able to adjust so when they have off campus days they already will be able to know the expectations.

Access to Devices and Connectivity

We are lucky enough at our school we have enough chromebooks/ laptops that families were able to access. There was enough for one per student. Families came to the school to pick them up. We do have hotspots for families that are having difficulty with their internet access during this time.

We are supporting our special populations by continuing with their services during our distance learning time as well as providing them with the materials they need.

Learning, work, and citizenship in today's world demand our graduates responsibly, ethically, and capably apply a variety of technology skills. By providing each secondary student a Chromebook computer to use at school and at home, Community Outreach Academy intends to enable an engaging, collaborative, self-directed, and empowering learning environment that supports students' preparation for fulfilling futures beyond high school.

Through rich and ample opportunities to use technology for learning in school and at home, it is our goal students will:
- access digital resources where and when they need them;
- proficiently and safely use information, media, and technology to succeed in a digital world;
- communicate with peers, teachers, and appropriate resources beyond the schoolhouse in support of learning;
- learn, share, collaborate and create to think and solve problems;
- manage work, equipment, resources, and time lines to lead to accomplishment; and
- take ownership of goals and apply resources to reach them.

Our school is highly encouraging the use of technology. If a student cannot access the live instruction that is why we have provided recorded lessons. If a family won't use a virtual learning platform we will work with them to ensure their students get the best instruction possible through independent study and check-ins with their teacher.

Pupil Participation and Progress

Daily attendance is taken for students who are engaging in live Zoom and Google classroom lessons and/or live recorded lessons posted in Google Classroom. Students are also participating in assigned online curriculum, assignments, and supplemental programs. All students have live contact with their teachers on a daily basis. Student participation, assignments, progress, and engagement are tracked in Weekly Engagement Log and Google classroom which are shared with school administration. Google classroom allows teachers and administration to track participation, assignment progress, assess students, and communicate.

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.]

Technology teacher and coaches will provide training for teachers and staff on the following;
Zoom, Google Classroom, SeeSaw, Benchmark, Aeries, National Geographics online, Go Math online, Lexia, MathWhizz, Navigating through technology issues. Teachers will also be trained in meeting students' Social Emotion Learning. Resources and cheat sheets will be provided for each online platform as well as videos on how to fill out weekly engagement log. In addtion we are contracting with curriculum providers and trainers to offered curriculum specific Distance Learning training.

Staff Roles and Responsibilities

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

While most positions responsibilities remain the same only virtual, some had to be adjusted. ASES paras are working with teachers and students in academic support and translations. All site clerks rotate working at the front desk. On days, they are not working at the front desk, they have attendance work that needs to be done, as they normally would while onsite. All custodians disinfect classrooms and school sites on a daily basis since some teachers use their classroom to teach students. They are also painting, moving, and rearranging classrooms for the new flexible seating furniture. Playground assistants coordinate printing and making copies of student packets to be given to parents. A few playground assistants are working with technology para in creating inventories of all technologies and helping prepare technology for students to use (fixing and cleaning). ASES Supervisor's new role is to support parents. She answers all parent questions via our social media groups (Viber, Facebook, Instagram, etc.) or emails. She is the person parents reach out to for various questions.

Student support service employee remains the person to contact for student support. She trains and support teachers in regarding social-emotional needs as well as supports families that teachers feel need some outside support. All teachers are required to have SEL lesson at least once a week. CKH and daily student podcast is played by teachers to support SEL of our students.

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.]

COA has many catchalls in place to make sure our students who are ELs, SED, Sp. Ed and homeless/ foster are taken care of and have all their needs met.

EL students receive designated ELD instruction with a certified ELD teacher. These students will work with an ELD teacher twice a week for 45 minutes in order to help support their needs. They will also receive ELD instruction from their classroom teacher during their ELA block.In

addition to designated ELD Support throughout their week EL student, they also receive integrated ELD from their classroom teacher during their ELA time. Integrated ELD lessons are built into our ELA curriculum.

Special Education students receive their required amount of instructional time via our RSP and/ or speech teacher. Students who need additional support and may possibly need IEP accommodations are monitored through the SST process.

SED, Foster/ homeless students are offered supplies to support their school needs. They are also followed and supported by our Student Services Coordinator to make sure if they need any assistance we are checking in and providing them with support.

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

Description	Total Funds	Contributing
Purchase PPE equipment: plexiglass, masks, face shields, hand sanitizer, gloves, antibacterial wipes, etc.	see prior action in person instruction	
Re Assign ASES ParaEducators and Playground staff to support student learning and technology	0.00	Yes
Purchase Computers	See prior action inperson instruction	Yes
T-Mobile Hot Spots	See prior action inperson learning	Yes
Teacher training distance learning instruction and technology, social emotional learning, intervention strategies in distance learning	0.00	No
Zoom Pro Licenses/Large Meeting License	4,500.00	Yes
Parent Workshops - technology and curriculum at home, social emotional learning	0.000	Yes

Pupil Learning Loss

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

At the beginning of the 2020/2021 school year, all classroom teachers are performing in-class assessments as well as administering Renaissance for 1st through 5th grade. Teachers are analyzing the data and placing students in small groups by level. These groups allow teachers to pinpoint and focus on the needs of the students and help fill in learning gaps. We will be administering in-class assessments at the end of each subject area unit to assess student learning and to identify continued gaps in their education. Students who are EL will also receive integrated ELD instruction in a small group with their classroom teacher.

6th through 8th grade students are using ELPAC Assessments, Curriculum embedded assessments, and Renaissance data to get a baseline for students. Teacher are working in weekly PLC meetings to analyze the data and modify their instruction to meet the individual needs of each student.

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.]

One major strategy COA is using this year to support students in their learning loss is small group instruction. Students are placed in two cohorts and the cohorts are split so teachers are left with ¼ of their students in a group. The groups are then leveled and instruction is differentiated to meet the needs of the students. They are then fully supported based on their needs. Students are also able to receive additional one on one support from the classroom teacher or the para educator, when needed. Students who are struggling with reading, math, and/or developing their language skills and further supported with Reading and math intervention or designated ELD if they qualify. COA is putting in many checkpoints to make sure students don't slip through the cracks and their needs are met.

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.]

As we continue to work diligently to support the learning loss gaps of our students we are monitoring students using Renaissance data, as well as classroom assessment data. We are analyzing the data closely and making sure that any students who are struggling with learning gaps are receiving supports via classroom interventions and/ or the support of our Reading and Math Intervention department. The data analysis and close monitoring of struggling students will be key to student success.

This process will be done via our weekly data meetings and PLC team discussions. Teacher teams will work collaboratively with their grade level and department teams with their Instructional coaches to be consistently reviewing student data. Based upon the comprehensive review of data appropriate interventions and modifications will be made to students instructional plans.

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

Description	Total Funds	Contributing
Assign one para educator per grade level to translate for families who don't speak English.	0.00	Yes
Administer assessment and assign students to small groups for instruction targeted to student needs	0.00	Yes
Additional online programs such as: Lexia, Math Whizz, Razz Kids, Xtra Math, etc. so students can work independently to aid instruction.	35,000	Yes
ELD teachers working with ELPAC Level 1 and Level 2 students in small groups.	0.00	Yes
RSP teachers, psychologist, speech therapist and SPED working with SPED students	0.00	Yes
Translation provided for all instructional materials for families who don't know English	0.00	Yes

Description	Total Funds	Contributing
Technology para educator supports families who need help with technology use during instruction with designated office hours	0.00	Yes
Library open for those who need to borrow books based on their levels.	0.00	Yes
Purchase ELA Benchmark Advanced curriculum which includes online resources.	10,856.78	
Math intervention teacher working with small groups to help students struggling in math.	0.00	Yes
Admin and curriculum coaches meet with teachers to analyze student data and facilitate placing students in small groups by level.	0.00	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.]

Community Outreach Academy will monitor and support mental health and social and emotional well-being of pupils and staff during the school year in a number of ways. Students receive daily virtual instruction from their teachers that include Social Emotional Learning elements throughout their lessons. For example, just in the first several minutes of the day of distance learning, students begin by showing up in their online classroom ready to learn, greeting their teacher and peers, sharing "good things" with each other, and going over the social contract that they have all agreed upon together which guides them in how they would like to act toward others and how they want to be treated. Right from the start of their day, they have the opportunity to learn and grow in all five core aspects of SEL. Throughout the rest of their lesson, they work independently and in groups, they keep themselves and their peers accountable by using hand signals to self-regulate their emotions and actions, they follow the elements of CKH, and they show responsible decision-making when the teacher calls them back to listen attentively to the next instructions. Teachers also teach lessons specifically geared toward students learning social and emotional

skills in the virtual classroom. Students also receive virtual character education, participate in school wide projects highlighting character traits like "kindness", and adapt to their learning environment as they learn from home.

Teachers and staff receive training on social emotional learning throughout the school year to be better equipped in working together and providing improved instruction on SEL to their students. Parents are also given the opportunity to learn about SEL and how they can support their children with learning social and emotional skills at home. Surveys are sent out to monitor what works and what other resources are needed. The Student Support Specialist and school administration work closely with teachers to help students and parents that need additional attention and/or resources. The Student Support Specialist and Parent Liaison work together to make themselves available at any time for parents to reach out for extra support and work with support staff to provide the resources needed for success of our students.

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.]

- COAs re-engagement plan consists of a tiered approach. First, the classroom teacher and/or classroom para educator will reach out to the family and inquire why the student isn't attending class. We use the para educators to help with translation needs and additional student support, if needed.
- If students continue to miss class, then site managers will step in and call the families to see why they are not attending. They will provide any support if needed.
- If they continue to miss, then they will receive a call from our VP and follow up on why their child is not attending and provide them with support so they can attend class.
- Teachers are tracking students' attendance and participation on a Weekly Engagement Log to help teachers and administrators keep track of students' attendance.
- If the students or families need technical support we are equipping all the students with laptops and hotspots, if needed. We are also providing technical support from our computer teacher and onsite tech support to families who are struggling.

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.]

- Breakfast and Lunch provided to families daily between the hours of 7:00-8:00am and 11:30am-1:00pm.
- During distance learning families can pick up meals at any school within our district.
- Students are able to recieve breakfast and lunch at any of the Twin Rivers or Gateway Community Charter schools in the area.

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
35.21%	4,678,754.00

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.]

Special attention is given to those actions that support students who are identified as high need (foster youth, English learners and low incomes students) as a priority. Content has been adjusted to provide the same high interest content while engaging with students in a virtual environment. When students return to campus, the initial focus will be how to best serve those students with the highest need. The initial return to school will prioritize placement and instruction for foster youth, English learners and low-income students. Actions in this plan, while often provided to all students, will be evaluated to ensure that those students of the greatest need are served based on their level of need.

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

Multi-tiered System of Support and Response to Intervention program will be developed targeting those English Learners who are making slower than expected gains on benchmark assessments as well as state-mandated annual tests. The school will maintain the salaries for specialized personnel such as the English Language Development teachers and para-educators providing explicit English Language Development curricula to those students. We hired an additional Reading Specialist. The three Reading Specialist teachers will provide an additional layer of intervention targeting specific students' needs utilizing both push in and pull out system.

The school will also add more Native Language Curricula in both reading literature, math, and science. The students will be given all the tools necessary to enhance their education in both English and their native language. The funding will also be used to improve and enhance the after school program to increase the amount of intervention time for students and to increase the number of enrichment activities offered by the program. For example, after school tutoring is available by the core subject teachers and the instruction is delivered in small groups allowing plenty of opportunities for re-teach and extra practice. Elementary School offers an extensive extended school day opportunities for the students. Homework help hour and academic tutoring are built into the extended day providing students with another opportunity to get help if and when needed.

The school will continue to enhance its technology by upgrading outdated hardware and purchasing additional computers to lower the ration to 1:1. The school utilizes a series of research based effective online programs such as Fast ForWord, CoreClicks, MathWhizz, and others- all of which help differentiate and individualize the academic programs for our students. The school will continue to improve its technological practices and add more instruction of students. A certificated computer lab teacher will be hired to increase the student's level of competency with technology.

High quality professional development opportunities are regularly provided for teachers and staff and will be included in the LCAP plan to increase teacher/ staff effectiveness. These opportunities include: GLAD, MTSS, TLAC, NGSS, Differentiated Instruction, Math Matters and others. The main focus is to provide effective differentiated learning opportunities for the students