

Learning Continuity and Attendance Plan 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.]

Sierra Foothill Charter School (SFCS) is a single school district and independent public charter school authorized by Mariposa County Unified School District and serving TK-8 grade students. Current enrollment at SFCS is 154, with 124 students in the classroom-based program and 30 students in the Home School Program. Students attending SFCS reside primarily in Mariposa County, with some students residing in Madera County and Merced County. SFCS is in the foothill community of Catheys Valley, a small rural town and gateway to Yosemite National Park. As of September 2020, Mariposa County is currently in Tier 4 (Yellow) - Minimal Restrictions according to the California Blueprint for a Safer Economy, and to date there have been 75 total cases with no active cases at this time. While Mariposa has been successful in slowing COVID-19, neighboring counties (those where some SFCS students and staff members reside) have experienced higher outbreak levels. In addition, as a community that relies on tourism, there is concern about the significant economic loss experienced with the shut down and a possible surge in cases once Yosemite National Park opens again. Since the start of the pandemic, SFCS has seen an increase in the number of families qualifying for the National School Lunch Program, and a nearly 300% increase in the Home School Program with a waiting list of interested families.

Stakeholder Engagement

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

Stakeholder input was solicited in various ways. Each school family and staff member responded to surveys. Surveys were available in hard copy form in the office, and families were permitted to call the office to have their survey responses recorded if they were unable to complete surveys online. Survey results were shared at a regular Board Meeting and that data helped in the development of the reopening plan. All stakeholders were invited to participate in the public comment portion of Board Meetings. The Principal/Superintendent attended county and

state meetings/webinars and shared information with SFCS staff and Board for planning purposes. Each household also received a phone call from a staff member to gather input and address questions and needs prior to school starting.

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

All SFCS public meetings and public hearings have been held via Zoom since March 2020. The Zoom links are noted on the meeting agendas and shared using multiple communication modes. Members of the public can use the free WiFi hotspot and a device at the school to participate in the meetings and hearings, if needed.

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

Nearly all families responded to the planning survey. Forty-three percent of parents/guardians felt that SFCS should begin the year in a distance learning model, and phase in instruction on campus as specialists and data suggested it was safe to do so. Twenty-nine percent of parents/guardians felt the school year should open in the traditional manner with safety protocols in place. Twenty seven percent of parents/guardians indicated a preference for SFCS opening with a choice for families between a distance learning model and a hybrid model. There was a split between parents/guardians who did not feel at all comfortable (28%) with sending students back to school and those who felt very comfortable (25%), with all others somewhere in between. Twelve percent of parents/guardians noted they would not be able to transport their children to school if bus travel was not offered. Thirty percent of parents/guardians noted a high level of stress about starting the school year while reporting they felt their children's stress level was significantly lower. About half (54%) of parents/guardians felt their children could comply with face covering requirements, while 17% felt they couldn't and 28% not sure. Parents/guardians also shared ideas to support social/emotional needs and feedback about how distance learning in the new school year could be improved from that experienced in the spring when the shut down began. Most noted that daily instruction and required assignments by teachers were needed, and opportunities for safe social interactions would be helpful. Eleven percent of families anticipated internet strength to be a concern with distance learning, and limited adult support was noted as a major challenge for more than half the families.

Eleven percent of staff members indicated they were in a risk category that prohibited them from participating in on-campus work, with 21% noting a possible risk preventing them from working with others. Most staff members (79%) stated they would comply with free regular COVID-19 testing if working on campus. Thirty seven percent of staff members indicated a preference for opening school with only distance learning, while 53% were in favor of distance learning with allowances for some students to be provided with space on campus to participate in distance learning. Five percent of staff were felt the school should open with a choice for parents between distance learning or a hybrid model. Forty-eight percent of staff noted a high level of stress regarding the start of school.

Community members shared concerns about the impact on the local businesses and the county economy if students did not return to school.

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

Feedback from stakeholders led to the decision to start the year in a distance learning model. Multiple data points led to this decision, including limited staffing due to the number of staff members in the risk category, transportation limitations, the logistical issues involved with complying with safety protocols, the majority of families in favor of distance learning, and the burden on teaching staff of providing both

distance learning and in-person instruction at the start of the year. Stakeholder input also led to professional development for instructional staff, moving the first day of school later by three days, developing a more structured distance learning program, integration of social/emotional supports for students, the purchase of additional chromebooks and tablets, and work with local internet providers to ensure equal access for students.

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.]

For students at greater risk of learning loss and those with limited internet, space and support on site has been offered with safety protocols in place during distance learning. Online tutoring and intervention groups are also offered for students demonstrating need. Optional online enrichment courses are offered for all students. After entering Phase 2 - hybrid learning, all students will have the opportunity for in-person instruction on campus for a least a portion of each week.

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

Description	Total Funds	Contributing
<p>SFCS began the year with distance learning.</p> <ul style="list-style-type: none"> • Due to internet challenges and learning needs, some students were invited to participate on campus with safety protocols in place. • Other students demonstrating learning loss are receiving targeted online support from instructional staff in reading and math. • Optional online enrichment classes and recess times are offered by staff throughout the week for students to support social/emotional needs. • Priority for tutoring and intervention services will be given to students with learning deficits. <p>The SFCS Reopening Plan targets mid October to phase in a hybrid model combining in-person instruction and distance learning. Moving to this phase will depend on COVID-19 data and approval by Public Health Officials.</p>	28,533	Yes

Description	Total Funds	Contributing
- To reopen campus for in-person learning, staff would ensure safety protocols are strictly followed, including social distancing, regular sanitizing, facial coverings for all staff and students in grades 3-8, regular hand washing, and daily temperature checks.	1643.44	No
- Additional licenses for audible materials (texts and other books) will be purchased to support access to curriculum.	250.00	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.]

SFCS is using the adopted curriculum for all core subject areas in distance learning. The teachers are providing this curriculum in an online platform for students and delivering instruction live online and via video daily. Students are submitting assignments daily online for review and feedback. In this way, there will be a smooth transition when students return to the campus for in-person instruction. Further, those students who will continue with distance learning for the remainder of the year will receive the same rich curriculum as their classmates.

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.]

All students were offered an electronic device for distance learning. Students in grades TK-K were given tablets, and students in grades 1-8 were given chromebooks to use at home. These devices were checked out to families before school started. Families were surveyed about their internet needs. SFCS worked with local internet providers to install or strengthen internet service at no charge to families. A free WiFi hotspot is available on campus for those who need to access the online programs at school. In addition, free hotspots are available throughout the county for all students to access.

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.]

Teachers administer online assessments to measure student progress. Live (synchronous) instruction is provided daily by teachers and supported by an instructional aide. Videos and assignments (asynchronous instruction) is provided online for students using SeeSaw and Google Classroom. Students submit completed work on these platforms for teachers to review daily. The required number of instructional minutes daily is used to determine the amount of synchronous and asynchronous instruction provided each day. Teachers record attendance and work completion in Aeries, the Student Information System.

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.]

Teachers and instructional aides were provided with training in delivering online instruction in the summer. They also received support in planning and preparing lessons on the online platform. The first day of school was moved three days later to allow time to prepare well-developed, clear online programs and communicate expectations and directions with parents/guardians and students. Teachers developed videos to demonstrate use of the sites where online programs and assignments are organized. Teachers also held "Back to School" meetings online with each family to connect and provide additional information. Teachers were provided with training to complete these preparations. Staff members contact the office staff for technical assistance. Bi-weekly staff meetings are held to address needs and share resources. Additional site licenses and other supplementary materials and equipment were purchased to support the development of rigorous and effective distance learning instructional programs.

Staff Roles and Responsibilities

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

Teachers - Provide daily synchronous and asynchronous instruction; Communicate daily with students and families using Zoom, Class Dojo, and online platforms; Monitor and assess student progress; Identify student needs (technical, academic, and social/emotional) and refer them to the Principal/Superintendent for assistance.

Instructional aides - Support daily synchronous and asynchronous instruction; Provide tutoring and intervention support to individuals or small groups; Offer optional enrichment classes and recess times online; Assist teacher in preparing materials; Conduct "care calls" (phone calls) to connect with students.

Office Staff - Monitor daily attendance and contact parents/guardians regarding absences; Provide technical support for families and instructional staff; Check out materials to families as directed by teachers; Assist with communication to families; Process orders and inventory supplies as needed.

Custodian - Sanitize rooms daily; Perform cleaning tasks; Prepare classrooms for in-person instruction; Maintain campus.

Bus Diver - Assist custodian in cleaning procedures and maintenance tasks; Offer enrichment classes online for students; Conduct "care calls" (phone calls) to connect with students.

Meal Server - Order and serve meals twice weekly; Maintain meal order records; Clean and sanitize kitchen and meal service area.

Principal/Superintendent - Maintain communication with staff and families; Provide professional development for staff members; Monitor instructional programs; Monitor daily attendance; Address staff, student and family needs; Conduct staff meetings; Perform or prepare necessary State and Federal tasks and documents; Review student data and oversee tutoring and intervention services; Attend IEPs and oversee delivery of services; Conduct SST and 504 Plan meetings to address student needs in distance learning; Coordinate ELPAC testing and oversee ELD requirements; Attend county meetings and state and federal webinars to stay informed; Coordinate onsite services; Make "care calls" to students; Offer enrichment classes; Oversee budget and approve expenditures; Support and encourage staff in their roles.

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.]

English learners - English Language Development is included in online instructional program; Individual or small group support provided as needed by an instructional aide; Translation services provided for outreach to families; Provide online program licenses and apps as needed to support access to the curriculum.

Students With IEPs or 504 Plans - Coordinate support and services with specialists and families; Provide in-person services as needed and allowable; Provide online program licenses and apps as needed to support access to the curriculum; Provide individual or small group support as needed; Provide resources for families to ensure needs are met.

Homeless and Foster Youth - Individual or small group support provided for academic and social/emotional needs; Instructional materials and supplies provided; Coordinate needed services in the community; Share resources with families and foster parents; Transportation services provided; Provide in-person services as needed and allowable.

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

Description	Total Funds	Contributing
- MacBooks and technology equipment were purchased for teachers so they could reliably and effectively deliver instruction in the distance learning model.	5721.12	Yes

Description	Total Funds	Contributing
- Principal/Superintendent will provide additional professional development for staff members as needed, oversee tutoring and intervention services, and plan meetings to address student needs in distance learning.	3230.44	Yes
- Instructional aides support daily synchronous and asynchronous instruction, provide tutoring and intervention support to individuals or small groups, offer optional enrichment classes and recess times online, assist teacher in preparing materials, and conduct "care calls" (phone calls) to connect with students.	1835.58	Yes
- Video lessons were purchased to supplement English language development program during distance learning.	1,095.00	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.]

The SFCS staff is committed to supporting student achievement, and particularly focused on students who have experienced learning loss as a result the COVID-19 pandemic. Teachers administered ELA and math assessments in early September 2020. The Principal/Superintendent, teacher, and intervention coordinator met to review assessment data and identify students for intervention support. Parents/guardians will be notified of support plans and intervention support in reading and math will begin in September. Support includes additional targeted academic support from the teacher or an instructional aide. Student progress will be monitored using benchmark assessments and other assessment tools. Support plans will be adjusted accordingly.

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.]

All students demonstrating learning loss will be designated to receive intervention support in ELA and math. Additional support will be provided to those with unique needs, including students who are English learners, low-income, foster youth, experiencing homelessness, and those with exceptional needs. Additional supports include the use of programs and online tools to support unique needs, transportation services, delivery of supplies and materials needed to access learning at home, translation services, space on campus to participate in distance learning, direct support online with teacher and/or instructional assistant, resources for families, and in-person support during distance learning on campus when safe and allowable.

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.]

Regular, ongoing assessments will be used to monitor student progress and effectiveness of services and supports. In addition, parent/guardian feedback regarding support services will be sought in meetings and via surveys and other communications.

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

Description	Total Funds	Contributing
- Professional Development opportunities will be provided to staff/teachers to address learning loss experienced due to COVID-19 and campus closure.	7342.44	Yes
- Additional technology/computers were purchased to implement instructional strategies and programs to address learning loss.	5500	Yes
- Supplies were purchased for students who experienced learning loss.	4000	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.]

Social/emotional learning (SEL) is a key component in the SFCS instructional plan, and especially critical during the pandemic. During daily distance learning, teachers incorporate daily check-ins and SEL activities to help students feel connected, empowered, and supported. Second Step curriculum, Common Sense Media, and the Core Virtues character education program are sources teachers draw upon for instructional activities to support mental health and social and emotional well-being. Teachers and instructional aides offer office hours for students and families to check-in as well. Weekly optional online enrichment classes, online clubs, and online "recesses" offer opportunities for students to socialize around areas of interest. Families are provided with Social Emotional Learning Activity Calendars to extend learning at home. Phone calls to households and student surveys also serve to check on the students' social/emotional needs. The Mariposa County Department of Mental Health provides resources and services available to families and staff members. Staff members are provided with weekly updates that include SEL resources and self-care reminders. Online annual professional development includes child abuse signs and reporting steps, and trauma informed practices. Regular staff meetings offer opportunities for connection and support.

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.]

Teachers take attendance daily during online synchronous instruction and note students' participation in asynchronous instruction weekly. Attendance is recorded in Aeries, the Student Information System. The Office Manager monitors daily attendance and keeps the Principal/Superintendent apprised of absences, tardies, and those students identified by teachers as having insufficient asynchronous participation. The Office Manager contacts parents/guardians daily regarding absences and records reason codes in Aeries. The teacher and/or Principal/Superintendent communicates with parents/guardians when absences are not excused to provide support and intervention. The Attendance Policy is followed when student attendance meets the level of truancy and/or chronic absenteeism. SARB process is followed per the district Attendance Policy.

School Nutrition

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

During distance learning, free bagged meals (multiple days of breakfasts and lunches) are served twice a week in multiple locations throughout the county. Meal delivery has been provided for households that cannot pick up meals. Once in-person learning begins, lunches will be delivered to classrooms for students to eat in cohorts. Currently meals are free for all students through December 31, 2020. After that time, students will receive meals for free, reduced price, or regularly priced according to eligibility.

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

Section	Description	Total Funds	Contributing
N/A	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
9.25%	\$102,019

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.]

Removing obstacles in distance and hybrid learning for SFCS foster youth, English learners, and low-income students was a primary focus in the plan development. Ensuring these students have access to devices, internet services, online programs and materials, effective instruction, and social/emotional supports to ensure their success was a priority when planning expenditures. Professional development for distance learning, including technology training and online teaching strategies, in the summer and prior to school starting focused on the unique needs of these students. SFCS staff is dedicated to equitable access to learning, and it was critical that staff know how to provide that in this new model of instruction.

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

Professional development, technology improvements, and additional supports and resources increased effective services for foster youth, English learners, and low-income students. By focusing on the various academic and social/emotional needs of these students, the improvements and services allowed for greater access to quality teaching and learning.