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.]

Loss of Learning -

While we did our best to provide a quality educational experience last Spring, students learn best with daily in-person support from their teachers. Distance learning left students with skills and knowledge lower than expected at the end of last school year. Currently, we are unable to adequately fit all our students in the classroom with six feet of social distance while maintaining a learning environment that supports student learning. As a result, our students participate in on-site learning twice a week and and distance learning for three days a week. The lost opportunity to engage in person with teachers and aides negatively impacts learning. Beyond classroom learning, our STEAM lab is normally available to students in grades K-5 four days a week for 40 minutes; students now visit the steam lab once a week. Not only are students experiencing less time actively learning, their motivation is greatly diminished when not in the classroom.

We have 35 students in grades kindergarten to eighth who are doing distance learning only. We purchased an online curriculum to support these students. There has been a steep learning curve for students, parents and staff related to this new learning format. We're hopeful that with greater familiarity, academic progress will improve.

Loss of Connection -

Community is one of the core values at Redwood Prep. The inability to connect as a school community is felt deeply by students, families and staff. Students are split into cohorts and only able to interact with half the students from their class in person. They are able to connect during class meetings, but this does not replace the social interactions and relationships that are so vital to the social-emotional health of our students. Additionally, each class is assigned to a zone on the playground for recess and lunch, so students can no longer connect with kids from other classrooms. We have always encouraged cross-grade level relationships between students through buddy classrooms but are no longer able to do so. Our middle school students in grades six, seventh and eighth normally mix into multi-age classes in the afternoon for

project-based learning, electives and PE; they are now self-contained. Our middle school students take an annual trip at the start of the year to create strong relationship and team-building, this is not an option as a result of Covid-19. Students and parents in all grade levels are no longer allowed to take field trips into the community which diminishes the opportunity to make connections within our school and within the local community. Our school prides itself on the close and collaborative relationship of our families. Each year we have monthly family events such as a "Chopped" competition, a Back to School BBQ and paint nights. We're working to develop opportunities for virtual gatherings, but many students and parents are burnt out on Zoom by the end of the day. Finally, we have assemblies with all grade levels that are led by a different class each week. This is a time for shared experiences that include character education, positive recognition and friendly competitions between classes.

Loss of Music, Sports, After School Enrichment and Clubs -

Another core value at Redwood Prep is education of the whole child. This is supported by giving students opportunities to develop their interests and skills outside of the classroom setting. Our students are missing out on the valuable skills and lessons they typically have access to through extra-curricular activities.

Challenges to the LEA:

- Increased expenditures for safety protocols and personnel.
- Increased student and staff absences.
- Fewer substitute teachers.
- Increased administrative duties for teachers and the administrative team.
- Loss of fundraising opportunities such as our annual Gala.
- Loss of family volunteer support in the classroom.

Families

Financial hardship for families to provide child care for their kids on the days they're not in school.

Frustration with technology and managing school work for students while working.

Loss of connection with other parents and with staff.

Stakeholder Engagement

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

The board has been holding weekly meetings since July. During these meetings, they receive updates related to school operations and requirements related to Covid-19. Parents are provided with agendas by email and are encouraged to attend and actively participate in meetings. Attendance rates have increased with participation ranging from 36 to the highest of 96 at our town hall meeting. The Director sent out weekly updates throughout the summer and into the first weeks of school to keep families updated with information. Parents were surveyed to gain information related to technology, childcare and school format. The teaching and classified staff met throughout the summer and also completed surveys related to school decision making. Our safety committee met frequently to develop our Site Specific Protection Plan and to update our Safety Plan. The facilities committees and parent council are now holding regular monthly meetings.

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

Each week, parents received an email from the Director that included information and/or surveys related to school opening as well as a link to the the Zoom Board Meeting and agenda.

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

In the July survey, 78% of parents responded to a survey that they supported a return to school with in-person instruction for all students. A survey of our classified staff indicated that they felt safe to return to in-person instruction. A survey of our teaching staff indicated that all teachers were willing to return to in-person learning with fewer students in the class to ensure social-distancing, cleaning and appropriate instruction were possible.

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

Our board originally voted to return to school with 100% of students in class daily. Our staff asked for a three week window in which to orient students to the multitude of new protocols in smaller groups using a hybrid in-person /distance model of instruction which was approved. Once we began measuring out the distance between students at 3 feet, it became clear that if we brought all our students back together, the learning environment wouldn't support a safe and quality learning experience. We brought this information and a request to maintain a hybrid leaning model through the first trimester back to our Board and they approved this plan of action.

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.]

After collecting survey data from our stakeholders, we created our site specific plan and implemented the health and safety procedures laid out in that plan. The board originally voted to open school at 100% of students on campus, but after evaluating the ability to practice that safely they changed their vote to move to a Cohort model through November 2020. The cohorts split the class into two groups that attend school either Monday/Wednesday or Tuesday/Thursday with all students being on distance learning on Fridays. Students have daily zoom meetings for engagement and connection with their classmates and teachers.

We've conducted IEP amendment meetings for our students who qualify for Specialized Academic Instruction. Students have been given the opportunity to do their minutes with our Educational Specialist in person and for students unavailable for this option, we offer zoom meetings. Middle school students with an IEP who need help with their classwork on their off-days are invited to come back to campus for a study hall.

We transitioned our TK teacher to a distance learning teacher who meets with all distance students daily and has weekly individual progress monitoring meetings students in grades K-5. We hired a long-term substitute teacher to work in TK in the morning who supports our middle school distance students in the afternoon. She also meets each of her students for weekly progress monitoring.

At the beginning of each school year, students are assessed in class using NWEA, CAASPP Interim Assessments, DRA, BPST, and teacher produced assessments to determine the learning level of each child. Once we determined which students required additional support, we began differentiated instruction in class to see which students would make a speedy rebound from learning loss and which require more intensive intervention. We've begun scheduling Student Study Team meetings with parents and our team to map out strategies to support student academic and professional growth. We plan to use the Edgenuity curriculum to offer additional intervention support for students who are attending school in the hybrid model.

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

Description	Total Funds	Contributing
Increased custodial services to keep our staff and students safe.	$11,282	Yes
Supplies Purchased – 20/21 in order to run in person learning/our Hybrid model Picinic Tables & Benches Extra Playground Equipment	$19,913	Yes

Description	Total Funds	Contributing
Rental for storage Plexiglass for classrooms		

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our staff identified essential standards for each grade level to guide instruction during the implementation of our Hybrid model. We chose the Edgenuity platform for students participating in full distance learning because it aligns with the California Common Core Standards and offers opportunities for elective courses in middle school. We wanted to create a program that would be easily transitioned to should our school be required to transition to full distance learning. All teachers received training on the Edgenuity learning platform and teachers in grades 3-8 have introduced their students to the program in class to ensure their familiarity with it should we need to transition to full distance learning.
Our teachers also set up methods for delivering lessons through google classroom, You Tube, and Zoom when students are offsite.
Teachers in grades K-2 are sending home packets and are using digital curricula such as Dreambox and Moby Max to reinforce and extend the learning done in class.
We identified students and families that required social emotional support and set up ongoing sessions with our school psychologist/counselor and our social-emotional technician for students in the hybrid and in distance learning
Our music teacher is providing opportunities for band (5th-8th Grades) through Google Classroom and Zoom for all students regardless of the school format. Additionally, she will be providing music instruction to our students on Distance Learning only.
The teaching staff meets at least once per week for professional development, to review student data, and to problem solve issues as they arise.
The Director and the teachers communicate weekly with parents via calls, newsletters, email and text. This communication maintains a partnership that serves as the foundation for providing continuity while we operate both a Hybrid and distance program.
Students learn best when at school daily with their teachers, but believe that the learning program we've created provides a reasonable substitution for students in hybrid and distance until we can resume our educational program with daily in person instruction.

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.]

A survey was sent to all families in order to find out what the need was. We purchased 55 Chromebooks so all students will be 1:1 and have provided families with Mifi devices so they have access to internet.

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.]

Our students receive instruction onsite two days a week. Students zoom with a certificated teacher on the days they are not on campus. Each teacher ensures that students are assigned and meet the minimum daily requirement of instructional minutes by grade-level. TK/Kindergarten -180 minutes; 1-3 - 230 minutes' 4-8 - 240 minutes by determining time values for the assignments students complete asynchronously.

Students in grades K-2 are zooming into their class morning meeting daily and teachers are monitoring their participation in digital platforms such as: Dreambox, MobyMax, Reflex Math and Google Classroom.
Students in grades 3-8 are zooming into their class morning meeting daily and teachers are monitoring their participation in digital platforms such as: Edgenuity, Epic, MobyMax, Reflex Math and Google Classroom.
Teachers in 4th, 6th and 7/8th are offering their math instruction synchronously via zoom. The 8th grade teacher is offering book clubs to 7th and 8th grade students.
Our distance teachers zoom with students in grade level bands daily and monitor student participation and time through the Edgenuity platform.

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.]

We are currently looking at options for online professional development for our teachers in the area of Distance Learning. We will continue to encourage our staff to attend the training that may be offered by the Humboldt County Office of Education (HCOE). The HCOE offers ongoing technical support to teachers as needed. Our school psychologist and resource teacher receive ongoing professional support and training through the SELPA.

Staff Roles and Responsibilities

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

Classified:
Increased custodial duties

Certificated:
Increased custodial duties
Increased record keeping
Learning new attendance procedures

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.]

At this time we do not have students who are experiencing homelessness or are in foster care.

Students with IEP's continue to meet with our Educational Specialist for the minutes outlined in their IEP's, either in person or via zoom. We have extended an offer for students to come to campus on the days they are not on campus for additional support. Our Educational Specialist keeps detailed Learning Plan for each of her students. She will communicate with her students quarterly to discuss progress on IEP goals and will schedule additional IEP meetings as needed.

EL students are supported in the development of their English language skills development across all subjects and lessons. Classroom teachers will provide direct individual instruction to specifically address the areas of greatest need within the four domains. All three EL students are participating in the hybrid learning model.

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

Description	Total Funds	Contributing
Staffing was increased in order to manage the Distance Program. We hired a 1.0 teacher to take over TK and support middle school distance learners . We then moved our .6 TK teacher to be our dedicated distance learning teacher. Our STEAM teacher utilizes the .10 time formerly used to to teach 2nd grade on Fridays to serve as a mentor teacher to our newly designated distance teacher.	$24,342	Yes

Description	Total Funds	Contributing
2nd grade teacher 0.10 FTE increase in order to plan and support students on Friday distance learning.		
Purchased more Chromebooks so Kindergarten and 1st Grade are 1:1 and all students have a device to access at home.	$13,940	Yes
Purchased Edgenuity, distance learning curriculum for the entire school.	$10,495	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.]

We will continue to address student learning as we always have, through assessment, teaching, reteaching and tiered levels of support.
Teachers in grades K-1st will assess students in class using the KST, DRA and other grade level assessments.
Teachers in grades 2nd-8th will progress monitor students using NWEA and CAASPP interim assessments.

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.]

At this time, we do not have any students enrolled that are foster youth or are experiencing homelessness. Students who have IEPs for specialized academic instruction are offered the opportunity to come to school on their days off campus to participate in study hall with our Ed. Specialist and her aide. We sent a Universal Social-Emotional Screening Tool to classroom teachers to determine the needs of our

students and provide services appropriately. Academically, we are in the process of assessing students to plan classroom instruction and interventions where needed. We have begun SST meetings with parents and team members to create action plans for student support. We use several digital curricula such as Moby Max, Reflex Math and Dream Box, that create learning pathways specific to student needs. We plan to utilize the Edgenuity learning platform for intervention in reading and math for students in grades 3-8 in the Hybrid program.

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.]

We will measure student learning and progress through: Core Growth, DRA, and teacher created assessments in Kindergarten and 1st grade; NWEA benchmark assessments and CAASPP Interim assessments in grades 2nd through 8th. We will continue to monitor student growth through the SST and 504 process. For students with IEPs, we'll progress monitor and meet with the IEP team to ensure student supports are effective.

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

Description	Total Funds	Contributing
Reading & math intervention using Edgenuity	$0	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.]

We continue to have a 0.2 FTE counselor on campus, she is collecting student data from teachers using a universal screener to identify students who may benefit from work with her.
We have social/emotional tech on campus Monday through Thursday who is available to meet with students outside during their recess and lunch breaks and to support students if issues arise during class.
We implement Second Step curriculum at all grade levels.
All staff participated in professional development related to maintaining emotional wellness and managing stress during this pandemic. Our staff is encouraged to receive training through the HCOE related to trauma informed practices.

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.]

If students are not checking in with teachers daily, contact is made via a phone call to families.
If students are not participating in their class work or are not on campus, we reach out via text, email or phone call to determine what is preventing student engagement and how we can support families at home.
When a student has more than 3 absences in a week, the Director will contact the family and setup a meeting to problem solve.
If we are unable to contact parents after repeated attempts (3 times), we will do a welfare check.

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 that meets the requirements of the USDA school meal program is being offered to all students on campus. Additionally, it is available for pickup on the days our free and reduced students aren't on campus.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
6.36%	$116,760

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 first step we took as we prepared to provide distance learning was the development of a survey to parents inquiring about access to the internet/technology, food insecurity and and child care. We provided MiFi hot spots for students who did not have internet and Chromebooks and i-pads to students who did not have access to technology devices with working cameras and microphones. We connected all families to tech-support. In the first two weeks of site-closures, we offered meals to all students who qualify for free or reduced meals. In the following weeks, meals were provided by the local high school and elementary school districts through their Summer Seamless programs. Students who receive English Language Instruction continue to receive these services provided by their classroom teachers through Zoom.

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

Reasoning for use of funds:

Research shows that students who receive early and adequate invention are better able to close the achievement gap than those who don't.

Redwood Prep staff meets monthly to review student progress and to plan for intervention and enrichment for students needing a differentiated approach.

Literacy and math intervention tools, programs, and curriculum are purchased with LCAP funds to increase student engagement and success in core academic subject areas.

Students must be prepared to work in a more technological world than that of their parents. Information presented during the California STEM Symposium revealed that low income and second language learners show greater academic gains when instruction is presented through a STEM related program which integrates literacy activities in STEM-based instructional activities.

LCAP funds are utilized for training teachers and students in the most effective ways to use technology and in ways that help with closing achievement gaps.

Research shows that small group and individualized instruction is needed as intervention services become more intensive.

The Redwood Preparatory Charter School Local Control Accountability Plan (LCAP) streamlines services to support learning for all students, with particular attention to English Learners, low-income students and foster youth.

The plan's underlying theory of action is that the staff continuously will improve its capacity to serve students through strategic professional learning, and additional time and individualized instruction based on student achievement data. Services for students within the subgroups will be increased or improved by about 6%, compared to all students.

Expenditures specified for targeted subgroups meet or exceed the 6.42% Minimum Proportionality threshold. 30% of Redwood Preparatory students are low income. In 2020-21 Redwood Prep will use $116,760 Supplemental LCAP funds to support low income students in the following ways:

- Continue to contract 0.2 FTE Social/Emotional Behavior support staff through HCOE
- Fund the meal program for our SED students
- A portion of the secretary's position to assist with the services we provide to our SED students.

- Continue funding a portion of the STEAM lab position, by creating smaller class sizes for classroom teachers to provide small group and direct instruction.