Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan are 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.]

The impact of COVID-19 on the LEA and our community has been profound. While staff responded quickly since mid-March, and students adapted given the conditions, the marks left are indelible. From sports, to before/after school programs, to competitions, everything that resembled "school" changed overnight. And yet, learning continued.

With a massive deployment of laptops and hotspots to our families, students received primary instruction from caring teachers and responsible administrators. With videoconferencing, learning platforms that individualized instruction, and overall flexibility of everyone involved, we promoted our class of 8th graders virtually in June. Almost all are now enrolled in MIT Academy high school.

In the end, COVID-19 will go down as a mark in our history but it is a history we can choose to write as one of fortitude and grace under fire; one where we beat the odds and came out stronger. What this plan will show is the specifics of how we, a team called GTA, pulled it off.

Stakeholder Engagement

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

Stakeholder feedback was solicited as follows:

1) September 3, 2020: EL empathy interviews completed.

2) September 4, 2020: Plan draft provided to all CMO and school site administrators

3) September 11, 2020: Plan draft provided to the collective bargaining unit

4) September 11, 2020: Plan draft posted on school website and available in hardcopy in English and Spanish by request. Draft solicits written commentary during a one-week input period (September 11-September 18) and provides notification of the public hearing on September 15, including directions for remote participation in the public hearing

    a) Notification sent to all parents in English and Spanish via ParentSquare (all families have accounts), encouraging review and comment

    b) Notification sent to all students and staff via school email, encouraging review and comment

    c) Notification sent to DELAC and all parent groups via email, encouraging review and comment

5) September 25, 2020: Plan proposed for adoption included in Board meeting packet posted online, including directions for remote participation

    a) Notification sent to all parents via ParentSquare

    b) Notification sent to all students and staff via email

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

September 15: Board Public Hearing. Options were provided for remote participation via phone and synchronous online meeting, as follows: Join with Google Meet: meet.google.com/zdc-otbt-ivk   Join by phone: +1 252-787-0057 (PIN: 840481299)

September 29: Board adoption. Options were provided for remote participation via phone and synchronous online meeting, as follows: Join with Google Meet: meet.google.com/jwm-xrrz-vmr   Join by phone: +1 419-812-2530 (PIN: 734033185)

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

Feedback provided via Board Public Hearing

Student input (1)

    Concerns related to monies allocated to and quality of devices and wi-fi and for students and teachers (acknowledged)

Parent input (1):

    Concerns related to

        a) counseling needed for parents, students (response in Q&A by 10/19/20), and staff (wording changed)

        b) tutoring being reinstated (wording clarification)

        c) AVID being eliminated (not in Plan; response in Q&A by 10/19/20)

        d) IEP testing (nothing is changed through this Plan since adjustments in spring)

        e) limited time to respond with feedback (acknowledged)

Teacher input (2):

    Teacher 1 (also see feedback via email from same teacher below as Teacher 5)

Concerns in relation to the tutoring program (references clarified)

Teacher 2 (also see feedback via email from same teacher below as Teacher 2)
 Request for greater detail on professional development (PD)and dual-language support (Q & A by 10/19/20)
 Concerns related to
  a) Nearpod and Peardeck not being available in premium (Nearpod is currently available; Peardeck wording added)
  b) counseling services not yet being available for students (response in Q&A by 10/19/20)
  c) mental health supports for staff not being included (services have been added)

Feedback provided via email attachment
Teacher input (5):
 Teacher 1
 Suggestions to
  a) provide greater detail in engagement section (response rate detail added)
  b) replace "currently advertising" with hiring of Director for Interventions and Support (wording changed)
  c) replace attendance language related to truancy and change the tardy policy (Q&A by 10/19/20)
  d) remove references to the tutoring program (references clarified)
  e) add mental health and social-emotional supports for staff (services added)
  f) add struggling learners to literacy and language PD provided prior to school start (wording added)
  g) add Peardeck to engagement software being used (wording added)
 Request for greater detail on many elements of in-person instruction and distance learning (Q & A by 10/19/20)
 Concerns related to
  a) teachers having discretion in use of instructional time and grouping methodology (wording changed)
  b) teachers being able to use both Zoom and Google Meet (wording changed)
  c) staff not agreeing to use breakout rooms as a common way for partner/small-groups meetings (wording changed)
  d) wording that is not accurate for English 3D, NewsELA, READ 180 and ELAH NT (wording changed)
  e) length of day in distance learning (creating revised schedule in consultation with staff; update by 10/12/20)
 Teacher 2
 Suggestion to
  a) remove references to the tutoring program (references clarified)
  b) change requirements for teacher contact of parents regarding absences (not in Plan; response in Q&A by 10/19/20)
 Request for greater detail on SEL (response in Q&A by 10/19/20)
 Concerns related to
  a) late posting of the Spanish version of the Plan (acknowledged; this was an administration error)
  b) current schedule in terms of instruction (creating revised schedule in consultation with staff; update by 10/12/20)
  c) student access to STEMscopes curriculum (problem has been addressed)
  d) teachers having discretion in use of instructional time and grouping methodology (wording changed)
  e) staff not agreeing to use breakout rooms as a common way for partner/small-groups meetings (wording changed)
  f) students not having ready access to IT support (support system not changed since spring, except tawk has been added)

g) Nearpod and Peardeck not being available (Nearpod is currently available; Peardeck wording added)

h) length of day in distance learning (revised schedule being developed in consultation with staff)

i) layoffs not being in consultation with the collective bargaining unit (wording changed)

j) counseling services not yet being available for students (response in Q&A by 10/19/20)

k) mental health supports for staff not being included (services have been added)

l) curricular maps being the same for in-person and distance learning (wording changed)

Teacher 3

Suggestion to

a) provide a summary version of similar documents in the future for persons with limited time (acknowledged)

Request for greater detail on SEL implementation, PD plan (response in Q&A by 10/19/20)

Concerns related to

a) teachers having discretion in use of instructional time and grouping methodology (wording changed)

b) length of day in distance learning (creating revised schedule in consultation with staff; update by 10/12/20)

c) staff not agreeing to use breakout rooms as a common way for partner/small-groups meetings (wording changed)

d) students not having ready access to IT support (support system not changed since spring, except tawk has been added)

e) Nearpod and Peardeck not being available (Nearpod is currently available; Peardeck wording added)

f) layoffs not being in consultation with the collective bargaining unit (wording changed)

g) counseling services not yet being available for students (response in Q&A by 10/19/20)

h) mental health supports for staff not being included (services have been added)

Teacher 4

Request for greater detail on in-person instruction elements (response in Q&A by 10/19/20), tutoring (wording clarified)

Concerns related to

a) teachers not being consulted about software (response in Q&A by 10/19/20)

b) schedule limiting student time to retake tests (creating revised schedule in consultation with staff; update by 10/12/20)

c) counseling staff not yet being available for students (response in Q&A by 10/19/20)

d) burden on teachers involved in contacting parents about student absences (not in Plan; response in Q&A by 10/19/20)

Teacher 5

Suggestion to

a) change references to the tutoring program (references clarified)

Request for greater detail on SEL implementation, PD plan, special diet meals (response in Q&A by 10/19/20)

Concerns related to

a) teachers having discretion in use of instructional time and grouping methodology (wording changed)

b) length of day in distance learning (creating revised schedule in consultation with staff; update by 10/12/20)

c) staff not agreeing to use breakout rooms as a common way for partner/small-groups meetings (wording changed)

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

As indicated in parentheses above, each comment has been addressed in one of the following ways:

1) Acknowledging the validity of the comment

2) Changing or adding wording
3) Clarifying wording or references
4) Creating a revised schedule for distance learning in consultation with staff—update by 10/12/20
5) Providing a response to requests for additional detail in Q&A no later than 10/19/20—to be posted on website
6) Adding services
7) Explaining the current situation

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.

The school will offer in-person instruction whenever possible and prioritize those services for students who:
- Have experienced documented learning loss
- Are English Learners, have special needs, are in foster care, or are experiencing homelessness
- Are currently not meeting grade level standards and may fall further behind if school is closed in the future.

At the time of this writing, due to the COVID-19 pandemic, in-person instruction is not allowable in Solano County under state and local health orders. However, the school is prepared to offer in-person instruction when possible. When state and local health authorities and the Griffin Technology Academies Board of Directors determines that health and safety concerns allow for a return to in-person instruction under the conditions described in *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*, the school will take the following steps:
1) Prepare programmatically for hybrid-model instruction by implementing the agreed-upon hybrid plan (see below.) This will include
   - Informing parents of the plan, timeline, and their options for student assignment
   - Providing clear expectations and support to instructional and support staff on pivoting to their new roles
   - Providing clear expectations and support to students and parents
2) Prepare logistically for in-person instruction in the agreed-upon hybrid plan. This will include
   - Requiring face masks to be worn by every person on campus
   - Providing adequate PPE to staff and students including the following provided through the Solano County Office of Education:
     - 602 cloth face masks for adults (7-12 grade; adults)
     - 216 cloth face masks for youth (6 grade)

- 860 disposable face masks for adults (7-12 grade; adults)
- 216 disposable face masks for youth (6 grade)
- 62 face shields
- 11 cases of hand sanitizer
- 3 thermometers

The school will participate in the California Multiple Award Schedules contract vehicle to procure PPE at discounted rates when available through Cal OES and the Department of General Services. The school also has a substantial volunteer mask-making project in full swing. Parents and students have already produced several hundred cloth masks.

- Establishing stations and pathways for daily student entrance and exit
- Locating handwashing stations
- Configuring all classrooms for no more than 18 students, maintaining 6' distances
- Marking one-way walking lanes for passing periods between classes
- Marking 6' intervals in front of classrooms
- Instituting intensive cleaning and disinfecting of bathrooms after passing periods and desks, chairs, doors, and other communal touch areas during passing periods
- Conducting classes, meetings, activities outside when feasible
- Identifying an isolation room for persons who become ill
- Prohibiting access to water fountains
- Conducting temperature/health checks when staff students, and others enter campus.

The hybrid plan discussed with the collective bargaining unit includes the following features:
- Consistent schedule Monday through Thursday
- Equity on teacher load/expectations across all disciplines
- Equity for student access to core content across all grade levels
- Students on campus for full in-person instruction one day per week
- Students to receive a combination of synchronous and asynchronous instruction three (3) days per week
- Friday held for check in, small group/specialized learning opportunities, office hours for staff, and professional development for students, parents, and staff
- Quick pivoting back to fully remote learning as the basic structure, if needed

As noted above, the plan gives priority to certain students and groups of students if conditions do not allow for all students to return to some form of in-person instruction.

This plan will ensure student learning and competency development by
- Providing in-person opportunities for direct instruction and formal and informal assessment
- Providing for in-person instruction differentiation
- Offering clear links between curriculum presented in-person and online
- Supporting students with special needs and ELs in a context that allows for response to physical cues

- Offering additional in-person tutoring and structured learning support in the before/after school program
- Offering tutor.com and additional peer and cross-age tutoring in-person tutoring and structured learning support during class and in the before/after school program

The hybrid plan also addresses student social–emotional well-being by including a daily meeting with each student's small-group, grade-level cohort in Advisory, including personal contact with his/her Advisor. Additionally, the following services will be provided to ensure maximum social-emotional well-being for all students:
- We have recently hired an Assistant Director of Interventions and Support who will provide services to our students in the following areas:
  - Administrator for Child Welfare & Attendance: This position will have the specific responsibility to support our families in the area of attendance, connections to school, and developing systems of support when resources in the home may be limited or non-existent
  - Licensed Clinical Social Worker: This position will provide clinical support to our neediest students in the areas of crisis intervention, mental health therapies, substance abuse support, counseling services, and other key services
  - Director for Interventions and Support: This position will provide the highest level of support to students who face significant emotional distress, as well as students dealing with homelessness and foster youth. The position will also supervise mental health interns.
- The daily live interaction with the Advisor will also provide a source of referrals to appropriate internal or external resources for follow up.

To identify students who have experienced significant learning loss due to the school closure in 19-20, the school will institute a systematic cycle of assessments, including initial screening and formative and summative assessments, as follows:
- Initial: NWEA MAP has been administered, and staff are in the process of comparing individual scores for fall 2019 with fall 2020. This is our primary tool for identifying learning loss. Staff are specifically analyzing student status in relation to grade level norms. Results will be provided to faculty, along with professional development to ensure that teachers have appropriate strategies for differentiation to address learning loss. Additionally, as class capacity and student schedules allow, students who are identified as experiencing significant learning loss through the NWEA fall assessment may be placed in a Math Workshop class. The school will also consider systemic responses, such as adjusting workshop times or augmenting tutoring capacity, depending on testing results.
- Formative: NWEA MAP will also be administered in the winter and spring, with the same pattern of data analysis and response.
- Summative: CAASPP will be administered in the spring, as currently required by the federal Department of Education.

The identified students' needs will be addressed as detailed in the "Pupil Learning Loss" section below.

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

Description	Total Funds	Contributing
Additional PPE will be needed for students and staff. This will include, but is not limited to, hand sanitizer, face masks, and possible barriers from exposure	$15,000 est	Y
Additional custodial services will be needed to maintain a safe campus environment that reduces exposure. This includes, but it not limited to, more frequent cleaning of high traffic areas and sanitizing classrooms on a rotation basis	$50,000 est	Y

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.]

The school will continue to offer a distance learning option for families, even when in-person instruction is offered.

The school will provide continuity of instruction and learning to ensure that students have access to a full grade- and course-level curriculum of substantially similar quality regardless of delivery mode—in person or online. This will be accomplished as follows:
1) Creation of a single curricular map for the year through which key content and standards will be delivered regardless of delivery mode. This curricular map will include
    o Content topics to be covered, with key content indicated
    o Standards addressed, with key standards indicated
2) Monitoring by the school director or designee of alignment of actual instruction to planned instruction, as indicated on the curricular map
3) Provision of teacher discretion in the use of expository and active learning pedagogy in both delivery venues
4) Use of partner activities at teachers' discretion carried out in video conferencing breakout rooms during synchronous and asynchronous instruction distance learning to encourage engagement and reduce isolation during remote instruction
5) Access to alternatives to traditional CTE certifications that can be used for both in-person and distance learning modalities
6) Engagement of administration and faculty in numerous cycles of pedagogical inquiry to develop effective online instructional strategies aimed to increase engagement
7) Implementation of a fluid professional development plan aimed at improving online instruction and based on observations by administration.

The following curriculum and instructional resources will be developed/utilized to ensure that instructional continuity is maintained in transitions between in-person instruction and distance learning:

1) Continuity of instructional content. The curriculum map development and monitoring, as noted above, will ensure continuity of instructional content.
2) Continuity of instructional processes for partner and small-group work. Stakeholders stated that teachers' methods of creating small groups were inconsistent across classes and this was confusing for parents and students. This concern was echoed in the PACE report on maximizing instructional effectiveness in distance learning. "Simplicity is especially important to families with kids in middle and high school, where a student might shift between four to seven classes. 'It gets really hard to navigate if every instructor is using a different approach.'" To address that issue, the staff agreed on a format for partner and small-group work that will be used by all teachers: the use of Zoom breakout rooms.
3) Continuity of instructional strategies. Effective strategies that can be used in both in-person and distance learning, with appropriate adjustments for the venue will be the topic for small group instruction presented in PD.
4) Continuity of software used for math and reading intervention and practice. Students will use the same software for math and reading intervention and practice in both in-person and distance learning instructional modes. For example, programs such as Read 180/System 44 Universal, Newsela, and Khan Academy will be used year-long, regardless of delivery mode.
5) Continuity of software used for content instruction. Programs used in a blended learning instructional design for specific classes will also be consistent across delivery modes. A sample of the software used for content instruction is shown in the chart below:

Course	Software
Spanish--all levels	VOCES Digital
Math--all levels	Khan Academy
Math Workshop--all levels	ST Math
Science—all levels	STEMscopes
English—all levels	Amplify ELA
Social studies—all levels	TCI/History Alive

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.]

Determining the need: The school determined the need of students for appropriate devices and connectivity by utilizing a 1:1 student to device ratio.

Ensuring access to devices and connectivity: The school assumes that students will need devices and connectivity for the entire school year 2020-21. Devices and wi-fi hotspots were checked out to all students in need for the full year.

Technological support: The school is providing technological support through Griffin Technology Academies IT support system. Basically, that system provides the following for any student/parent in need of support:
- Telephone and email support
- Utilizing tools to take over the desktop remotely to troubleshoot issues
- Home deliveries and exchanges for devices not working optimally

Unique circumstances: The school ensures that students and families with unique circumstances have access to devices and connectivity by addressing the issue of access to devices and connectivity
- at least twice a month with all students in Advisory
- in every call regarding attendance
- in DELAC and other parent meetings
- in all meetings with parents of students with special needs
- in every weekly school newsletter

Reaching students/families unable to access devices and connectivity in 2019-20: The school had no students/families who could not access devices and connectivity.

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.

Tracking and monitoring student progress: The school will adhere to best practice in tracking and monitoring student progress through live contacts and synchronous instructional minutes during distance learning. Understanding that effective distance learning requires focused use of synchronous time, the school will
- Prioritize use of synchronous instructional time for monitoring student progress, particularly through the use of frequent, informal assessments
- Provide options for students to retake assessments as they work toward standards mastery
- Use student contact time in class and on Fridays for synchronous individual check ins focused on academic progress monitoring.

Instructional time for distance learning: The school will follow the methodology required by CDE and the documentation system approved by our auditors for the measurement of time value of student work. Specifically, the school will
- Require that all teachers create and maintain daily lesson plans showing work assigned in each course, each period, each day.
- Require that teachers sign the following statement: "My signature on this letter hereby certifies that I have assigned a time value of not less than 30 minutes to each of my classes for each day of the week. This is based on eight (8) student classes per day. The

assigned work includes, but is not limited to, synchronous video instruction, asynchronous video lessons, small group work, large group work, and independent work. I keep a daily lesson plan that will be shared with GTA's auditors upon request."

Participation in distance learning: The school will also follow the CDE requirements and auditor-approved documentation of student participation in distance learning. The school is requiring teachers to code attendance as follows:
- P - Present and participating
- A - Absent
- T - Tardy (less than 20 minutes - this is listed as 20)
- TR - Truant (more than 30 minutes late)
- PNW - Present Not working - signed on but not responding to chat/text/voice responses

To increase participation, the school will be using Nearpod and Peardeck, software with specific engagement features for teachers. During direct instruction components of online learning, these engagement enhancement programs integrate the ability to add questions, polls/surveys, informal quizzes, and journal prompts so that teachers can see their students' responses in real time on a group or individual basis.

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.

The school has worked with staff to outline a professional development plan that addresses the essential questions in "Professional Learning and Relationships" section of the CDE's *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools.* PD will be planned based on the following data:
- Periodic surveys of families, students, and teachers and staff about the effectiveness of specific distance learning efforts
- Student achievement on formative assessments
- Observations of instruction.

Armed with this data, administration will draft a PD plan for two cycles—one in November, one in January—which will focus on targeting and differentiating student instruction and promoting student engagement. PD will focus on sharing *and modeling* the most promising practices in each area. Spring PD will address calibrating assessments by establishing inter-rater reliability
Additional training may be provided as a follow up to the significant PD agenda carried out before school started. In relation to supporting the distance learning effort,
- New teachers learned about
  - Clarifying expectations for student learning and activities in distance learning
  - Administration supports available for maximizing effectiveness of distance learning
  - Student progress monitoring in distance learning

- - Online classroom management
- New and returning teachers discussed
  - Expectations for student learning and progress
  - The use of Advisory/Leadership for social/emotional learning and support of racial equity
  - Literacy and language: supports for English Learners and struggling learners in distance learning

In addition to professional development, the school provides collaboration time every Friday. We know that teacher collaboration is a key to improving classroom instruction and student achievement and that it particularly benefits new teachers.

The school understands that professional development through distance learning involves more than content to provide teachers the support they need to focus on student learning. To that end, the school will build and nurture staff relationships by providing time for teachers to stay in touch and focusing on targeted PD for smaller groups and time for work groups within PD sessions. The school will also follow adult social-emotional learning principles in PD, including elements like welcoming rituals, engagement activities, and optimistic closures.

Finally, the school is providing the following IT PD and technological supports for teachers to ensure high quality remote instruction delivery and to ensure access to distance learning PD:
- Software Virtual Professional development
  - Group trainings
  - 1 on 1 trainings
  - Q&A sessions
  - KB articles and support/resource page links
  - Remote desktop support
  - Video trainings
- Software and Hardware Support and Troubleshooting
  - Software support and issues
    - Password resets, rostering
    - Software management
    - Updates
    - Service status notifications
    - Error message troubleshooting
    - Installation of software
    - New app vetting
    - Alternative software solutions
    - Software use strategies
    - Software configurations
  - Hardware Support -
    - Distribution and assignment of hardware
    - Updates/upgrades

- - Troubleshooting hardware issues
    - Repairs and replacements
- Network Support and Troubleshooting
  - Diagnosing home network issues
  - Wifi issues
  - Network speed and connectivity issues
- Provisioning and Permissions
  - Creating and updating user accounts
  - Shared resource permissions
  - Website filtering requests

Staff Roles and Responsibilities

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

Modifications of staff roles to meet student academic, social-emotional, and health/safety needs: The school made multiple modifications of staff roles to meet student and family needs. A few examples are listed below:
- Many staff took Mental Health First Aid training to prepare to deal with social/emotional issues during their increased scope of duties around attendance, student support, nutrition, etc. this training will be applied when dealing with students and families.
- The B/ASP Coordinator collaborated on, provided professional development for, and implemented ASPIRE, an interactive reading program for English Learners, using B/ASP staff; she has shared this program with Area 4 coordinators of Extended Learning.
- The Family Engagement Specialist shifted a significant portion of her time to translating.
- Tutors shifted their normal assignments to work in online chat rooms.
- Student Services shifted their normal assignment focusing on student disciplinary behavior to conduct wellness checks/home visits.

Changes to staff roles based on infeasibility of original role in a remote environment: There were also a number of changes to staff roles based on infeasibility of the original role. For example, janitors who no longer had classrooms and offices to clean became part of the maintenance crew. Food service workers not needed for food preparation/distribution were assigned to calling about summer school enrollment. And some clerical workers who enjoyed outside work joined the grounds crew.

All changes and adjustments were shared with the bargaining unit.

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.

As detailed below, the school will provide additional support during distance learning to assist pupils with unique needs, including the following groups:
- English learners
- Pupils with exceptional needs served across the full continuum of placements
- Pupils in foster care
- Pupils who are experiencing homelessness.

English learners (EL). The school received input from families of English Learners through a series of empathy interviews held between August 31, 2020 and September 3, 2020. DELAC members were notified individually and as a group of the public hearing and open period for written comment.

The school also understands that ELs must receive designated and integrated English Language Development (ELD), including
- assessment of English language proficiency
    - informal assessment of progress in ELD
    - ELPAC assessment using social distancing protocols
- support to access curriculum
- the ability to reclassify as fully English proficient
- dual language support.

The school additionally is dedicated to accelerating the progress of ELs in ELD. To meet the legislative requirements listed above and the school's desire to improve outcomes for ELs in ELD, the school will take the actions described below.

The school will provide designated and integrated ELD for English Learners. Designated ELD is provided for 50 minutes daily Monday through Thursday using *English 3D* as the core curriculum, with special workshops on Fridays. Integrated ELD is provided in all core classes; course instructors will receive refresher training in SDAIE, with best practices being demonstrated. Specific SDAIE strategies will be stressed in English/Humanities/Language Arts classes. And students will be provided with dual-language support, as needed.

The school will ensure the regular assessment of EL progress in ELD through informal assessments including
- The informal assessments included in the *English 3D* program, such as fluency practice, collaborative activities, summative assessments, etc.
- Periodic use of the ELPAC sample tests and clones of the same tests, administered by the ELD teacher.

ELPAC will be administered using the guidelines provided by CDE. At this time, in-person interaction is limited to technology, supply, and food distribution; therefore, the Initial and Summative administrations of ELPAC will be completed remotely per CDE guidelines. Parents will be notified regarding the remote administration of ELPAC. The Assistant Director of Learning and ELPAC examiners will ensure that the technology infrastructure and testing security meet the minimum requirements before administering online Initial and

Summative ELPAC assessments. ELPAC examiners will follow the online protocol as delineated in CDE's ELPAC test administrator manuals.

Students will have the opportunity to reclassify as fully English proficient through the process outlined in the chart below.

Spring 2020-21 Reclassification Criteria for Middle and High School

Criteria	Level required
Language proficiency	4 overall on Spring 2020-21 ELPAC
NWEA RIT score *or* SBAC or SBAC ICA score	*Middle School:* RIT score correlates with SBAC ELA score for Nearly Met, Met, or Exceeded (Gr 6: 206-217,218-230, 231-350; Gr. 7: 210-221, 222-234, 235-350; Gr 8: 212-224, 225-238, 239-350) *High School:* SBAC or SBAC ICA ELA for Nearly Met, Met, or Exceeded (Gr 9: 2489-2570, 2571-2671, >2671; Gr 10: 2491-2576, 2577-2677; >2677; Gr 11: 2493-2582, 2583-2681; >2681); Gr 12 N/A
Teacher Evaluation	Strong case when student meets all above criteria ***and*** nearly meets, meets, or exceeds ELA grade level standards (level 2, 3, or 4 on standards-based report card)
Parent Communication	Communicate with parents

Students with exceptional needs. The school is appropriately concerned about the ability of students with exceptional needs to thrive during distance learning. The school specifically solicited input from families of students with disabilities through separate messaging about the public hearing.

Given the public hearing input and lessons learned from the spring semester, to ensure that students with exceptional needs are thriving to the maximum possible extent, the school will do the following:
- Leverage workshop time on Fridays to provide specific, additional supports to students with IEPs and 504s
- Provide staff extra professional support and development as it relates to working with students with special needs. Time is dedicated every Friday for staff PD so some of that time will be allocated for needs related to SpEd
- Increase SpEd staff to provide more individualized instructions to designated students
- Support both a push in and pull out model depending on the need of our students, who are primarily mild/moderate
- Conduct random empathy interviews with parents/guardians of students with disabilities every other month to provide an additional source of feedback

Students in foster care and students experiencing homelessness. Last year, the school had very few students in foster care or experiencing homelessness. To address the needs of this small but important population, the McKinney-Vento Coordinator, Dr. David Yoshihara, or his designee will contact each student directly once every other month to determine any changes in the student's living conditions and any need for additional academic, technological, social, or emotional supports.

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

Description	Total Funds	Contributing
Additional laptops (Chomebooks for students and Surface tablets for staff) must be purchased and maintained for effective remote learning.	$50,000 est	Y
Additional digital resources that support both synchronous and asynchronous learning. This can include learning platforms, digital curriculum, and video/audio conference tools to better engage with students on a regular basis.	$75,000 est	Y
Additional staff that can provide support and resources to assist staff around pedagogy as it relates to remote instruction. Also, tech support staff may be needed to deal with increased support calls coming from students and staff.	$100,000 est	Y

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 school understands the importance of assessing students to measure learning status. The chart below shows the method, tools, and frequency of assessments for English language arts and mathematics. That information for English language development was presented in the "Support for Pupils with Unique Needs" section above.

Informal assessments

Content	Tool	Method	Frequency
All subjects	Quiz: individual white boards, Survey Monkey	Teacher-designed or questions written by students	Frequently, even daily
All subjects	Exit tickets	Teacher-designed or questions written by students	Frequently, even daily

All subjects	Pre-test	Teacher designed-- student respond in multiple ways	Frequently
All subjects	Kahoot	Teacher designed questions, students respond in software platform	As scheduled
All subjects	Chat	Teacher Inquiry Driven-- student respond in Chat box within Zoom/Google Hangout platform	Daily
All subjects	Graphic Organizers	Teacher led--many options available-- student driven responses	Regularly
All subjects	Journal Entries	Teacher led--many options available-- student driven responses	Regularly
All subjects	Quick Writes	Teacher led--many options available-- student driven responses	Regularly
All subjects	Nearpod	Teacher led/designed software options	Regularly

Formal assessments

Content	Tool	Method	Frequency
ELA, Math	NWEA MAP	Online Adaptive Benchmark	Fall, Winter, Spring
ELA, Math, Science	CAASPP, CAST	Online Adaptive	Spring
All subjects	Unit Exams	Comprehensive exams based on content unit	As scheduled
All subjects college courses	Mid-term and final exams	Comprehensive examination of mid and full semester content	Fall, Spring, Summer

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 who are experiencing homelessness.

To address identified learning loss and accelerate learning progress for students in general, the school will implement the strategies and actions shown in the chart below. The chart additionally displays the method and frequency for measuring the effectiveness of the strategies to ensure a cycle of continuous improvement.

Strategy/action	Method of measuring effectiveness	Frequency of measure
Assign students to weekly Friday workshops, especially in ELA and math, for additional standard-specific intervention and support	Teacher ID's student progress by assessing level of standard mastery	Daily in class; every 6 weeks formal
Weekly open office hours	Student survey	Each semester
Share list of students who experienced learning loss with all teachers. This will be derived from a simple comparison of this year's NWEA MAP Fall result with last year's Fall results. Teachers provide additional support and interventions during class and beyond.	Student survey Teacher assessment of standard mastery	Semester Daily in class; every 6 weeks formal
Refer students with learning loss to peer/cross-age tutoring program, beginning in PR 3	Student survey Tutor reports	Semester Bi-weekly
Suggest students consider Structured Student Support, if possible	Student survey SSS facilitator reports Student standards mastery	Semester Bi-weekly Every 6 weeks

Additionally, these strategies and actions will differ from those for all students for specific populations, as shown in the chart below.

Students who	How strategies/actions differ from those for all students
Are English learners	English Learners will receive designated ELD for 50 minutes/day using *English 3D* Monday-Thursday and targeted workshops on

	Friday. Their teachers in all classes will use SDAIE strategies, with emphasis on certain strategies in key courses.
Are low-income	Students can participate in the Structured Student Support Program at no cost.
Are foster youth	The school's Assistant Director or designee will personally contact each student in foster care monthly to inquire about any potential barriers to learning and what the school can do to address those barriers. The Assistant Director will summarize contacts, needs, and actions taken monthly in a report to the Director
Have exceptional needs	The school's designated SpEd lead will personally contact each student with an IEP or 504 plan monthly to inquire about any potential barriers to learning and what the school can do to address those barriers. The lead will summarize contacts, needs, and actions taken monthly in a report to the Director
Are experiencing homelessness	The McKinney-Vento Coordinator or designee will personally contact each student designated as homeless monthly to inquire about any potential barriers to learning and what the school can do to address those barriers. The Coordinator will summarize contacts, needs, and actions taken monthly in a report to the Director.

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.

See response in chart for "Pupil Learning Loss Strategies" above.

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

Description	Total Funds	Contributing
Additional staffing to address chronic absenteeism in the form of wellness checks and services specifically to homeless and foster youth. While this involves some fund shifting, it will result in a short-term, net gain in costs.	$25,000 est	Y
Additional materials/software for our EL learners to success in a remote learning environment will be purchases and monitored for student progress.	$25,000 est	Y

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.]

The school recognizes the high level of stress caused by the COVID-19 disruption of daily activities, estrangement from family and friends, financial concerns, and worry about physical health and well-being. Based on CDE guidance, the school has developed the following action plan for Tier 1 responses for students:
- Tier 1 has the greatest impact and takes place in the classroom. In a remote environment, the following interventions are examples of actions appropriate to Tier 1:
  - Sending students on a specific quest/task
  - Having students take a camera break
  - Having students take a snack break
  - Take a class break by having students move around

The school has also developed the following action plan for Tier 2/3 responses for students:
- Tier 2 interventions will focus on medium-sized groups, less than the whole class. Some of these remote supports may include:
  - Virtual breakout rooms with selected students placed in them to develop social skills
  - Academic supports for students during Friday workshops
  - Self-management techniques during long periods of instruction
- Tier 3 interventions are for the most severe and lowest frequency occurrences. Some of the options in a remote classroom include:
  - Structured breaks from the screen
  - Behavior meetings with the student/parent(s) during Friday office hours
  - Referral to a counselor or other specialist
  - Behavior contracts regarding opportunities that exist in the home
  - Collaboration with the student's mental health provider and/or physician
  - Alternatives to suspension
  - Behavior Intervention Plan

The school additionally currently provides or will provide the following mental health/social-emotional well-being supports for staff:
- Access to a weekly one hour "chat café" with a qualified psychologist
- Access to individual psychological and mental health services through the Employee Assistance Plan
- Access to individual mental health services through the comprehensive health plans.

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 is not engaging in instruction and is at risk of learning loss.]

The following section describes the school's tiered reengagement strategies for students who are absent from distance learning. It integrates the actions to be taken for students absent more than 3 days or 60% of the week with actions taken to promote attendance and curb absenteeism in general. The plan includes outreach to all students and their parents/guardians in English and home languages other than English when students are
- Not meeting compulsory education requirements OR
- Not engaging in instruction and at risk of learning loss.

The school expanded the existing attendance improvement program by integrating some of the CDE Child Welfare and Attendance suggestions into the tiered framework.

The first tier of the re-engagement pyramid involves strategies for the school to promote a culture of attendance by creating a welcoming atmosphere for students and parents and engaging them in activities, including Griffin Days for parents and an extended period in Advisory/Leadership for students. During these activities, the school directly addresses the importance of attendance and the negative effects of chronic absenteeism. The school will also
- provide awards for attendance
- periodically remind parents of the benefits of attendance and the disadvantages of chronic absenteeism in the weekly bulletin or Parent Square blast.

The second tier of the re-engagement plan ensures that students with attendance problems in the previous year are identified proactively and those who develop attendance problems in the current year are identified as early as possible so the school can provide applicable support and interventions. The communication with parents/guardians is designed on identifying and jointly addressing barriers preventing students from being fully engaged in distance learning. The second tier includes the following actions:
- Implement the distance learning attendance program in PowerSchool and train teachers and classified staff dealing in attendance (assistant director of learning)
- Identify students chronically absent or near chronic absentee status last year during the first 3 weeks of school; check attendance record to date; before the end of the first month of school, call parent/guardian with appreciation for attendance support or suggestions to support improved attendance (attendance coordinator)
- Identify students missing each day and notify parents/guardians (attendance coordinator)

- Identify students missing more than 3 days or 60% of the days in the week, beginning no later than September 1; before the end of each week, call the parent/guardians of each student with this record to
  - verify current contact information
  - determine student or family needs including school counseling for students and/or connection to health and social services as necessary
  - determine if student needs to be prioritized for in-person instruction or structured study support
  - provide parents/guardians with suggestions to support improved attendance (attendance coordinator)
- Identify and respond to grade level or subgroup patterns of chronic absenteeism (attendance coordinator)
- Contact students missing school on the day of the absence with a "we missed you" message (Advisory/Leadership teacher)
- Hold a drawing for special prizes for individual students who show improved attendance or maintain perfect attendance
- Make home visits concerning student absences if parents/guardians cannot be reached by e-mail, text, or telephone (attendance coordinator or designee.)

The third tier serves students who have exhausted the resources above and are appropriate for referral to the school attendance review board (SARB). The SARB is composed of the school director or assistant director, the school counselor, the director of student support, the EL and/or SpEd assistant director, and the Superintendent or Assistant Superintendent. The role of the group is to diagnose the problem and link the student and family to necessary school or community services, such as mental health services or community health services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

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.]

The school has taken or will take the steps listed below to adjust food service to provide nutritionally adequate meals for all students, including those eligible for free or reduced-price meals, when they are participating in in-person instruction and when participating in distance learning. The school has only one permanent position in food services. That position, the Food Services Manager, requires ServSafe Manager certification and training in school nutrition services. For in-person instruction periods, additional part-time help will be hired.

During in person instruction, the Manager will modify her normal procedures as follows:
- Teach and reinforce handwashing and use of a cloth face covering by staff
- Maintain adequate PPE supplies for both staff and students including soap, hand sanitizer, and tissues
- Post signs on how to stop the spread of COVID-19

- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of service touch pads, using timers for cleaning reminders
- Reorganize work stations for proper physical distancing during meal preparation and meal service
- Adjust employee shifts to minimize the number of staff in the kitchen
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups
- Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups .
- Put tape on floors and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating

During distance learning instruction, the Manager will modify her normal procedures as follows:
- Select menu items suitable for grab and go and home storage
- Adjust food and supplies orders to reflect food distribution schedule
- Increase outreach to families to once a week through school online newsletters, ParenSquare blasts, or email blasts to ensure that families with changing financial situations are immediately aware of the FRPM options
- Distribute "grab and go" meals in the manner that provides the most protection for staff and families
- Determine if there are students who are unable to access school meal distribution sites and identify ways to address these.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
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
5%	Approximately $75,000

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.]

These group are being considered separately with resources available for each. Each of these groups were considered first in decisions of master scheduling (courses had priority), hiring (teachers with appropriate credential), and student placement. These actions will provide these students the best opportunity for success. In terms of resource allocation, staff took extra efforts to contact families to make sure they not only had the proper learning tools, but secondary resources (food, school supplies, etc.) to increase the chances for success.

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

The foster youth count at MIT MS is small, and we know who each student is and take extra effort to check in with them regarding wellness and other factors surrounding their academic success. For EL learners, we have stratified material that serves in addition to the core text for our students, Furthermore, we have additional time (90 minutes across two workshops) on most Fridays for small group instruction that is targeted to EL learners. For low-income students, we have provided laptops and wi-fi hotspots with unlimited bandwidth to every student requesting and needing these resources. We have also allowed students to partake in the flexibility provisions of the NSLP program to receive food at either a VCUSD school or our school, whichever is easier for them.