



## PINER-OLIVET UNION SCHOOL DISTRICT

### SPECIAL MEETING - GOVERNING BOARD

**Wednesday, September 23,  
2020**

**Meeting Opening 5:30 p.m.**  
Closed Session 5:32 p.m.

**Public Session 6:00 p.m.**  
Adjournment 9:00 p.m.

**This meeting will be held virtually via Zoom.  
The public may observe and address the meeting by going  
to:**

Join Zoom Meeting  
<https://us02web.zoom.us/j/86254818919?pwd=aTJQUdA2MnB6dXZlemdycTRmWHk3Zz09>

Meeting ID: 862 5481 8919

Passcode: am3Dpi

One tap mobile

+16699009128,,86254818919#,,,,,0#,,892616# US (San Jose)

## A G E N D A

A copy of the agenda, complete with backup materials, may be reviewed in the District Office, 3450 Coffey Lane, Santa Rosa, beginning the Monday prior to the Wednesday Board Meeting. Office hours are from 8:00 a.m. to 4:00 p.m. Monday through Friday or as otherwise posted. Agendas are always posted at the District Office, and on our web site at [www.pousd.org](http://www.pousd.org).

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[www.pousd.org](http://www.pousd.org)

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **PUBLIC COMMENT ON CLOSED SESSION AGENDA**
4. **ADJOURNMENT TO CLOSED SESSION**
5. **CLOSED SESSION**

Adjournment to Closed Session during this meeting to consider and/or take action upon any of the following items:

5.1 With respect to every item of business to be discussed in closed session pursuant to

Gov. Code Section 54957:

5.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE

(No additional information required)

5.1.2 PUBLIC EMPLOYMENT EMPLOYMENT/APPOINTMENT

Title: (No additional information required)

5.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Superintendent

6. **RECONVENE TO PUBLIC MEETING**
7. **REPORT OF CLOSED SESSION ACTION, IF ANY**
8. **BOARD POLICIES**
  - 8.1 BB/E 9270 Conflict of Interest Code ([Attachment 1](#)) (Pgs. 3- 12)
9. **DISCUSSION/INFORMATION ITEMS**
  - 9.1 POUUSD's Planning for Hybrid Learning  
The Board of Trustees will discuss POUUSD's planning for Hybrid Learning
10. **ACTION ITEMS**

**10.1 Approval of the 2020-2021 Learning Continuity and Attendance Plan for Piner-Olivet District, Schaefer Charter, Olivet Charter, Piner-Olivet Charter, Northwest Prep Charter Schools**

The Board of Trustees will review, discuss and consider approval of the 2020-2021 Learning Continuity and Attendance Plan for Piner-Olivet District, Schaefer Charter, Olivet Charter, Piner-Olivet Charter, Northwest Prep Charter Schools. *(Action 1) (Pgs. 13-103)*

**11. ADJOURNMENT**

# 8.1

## **Review & Approval of Board Bylaw and Exhibit @ September 23, 2020 Special Board Meeting**

- **BB/E 9270 Conflict of Interest**

**Policies are available for review at the  
Piner-Olivet District Office  
3450 Coffey Lane  
Santa Rosa, CA 95403**

# **Board Bylaw**

## **Conflict Of Interest**

BB 9270

### **Board Bylaws**

#### Incompatible Activities

Governing Board members shall not engage in any employment or activity which is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the district. (Government Code 1126)

#### Conflict of Interest Code

The district's conflict of interest code shall be comprised of the terms of 2CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with a district attachment specifying designated positions and the specific types of disclosure statements required for each position.

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code in even-numbered years. If 110 change in the code is required, the district shall submit by October 1 a written statement to that effect to the code reviewing body. If a change in the code is necessitated by changed circumstances, the district shall submit an amended code to the code reviewing body. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated by changed circumstances, such as the creation of new designated positions, amendments or revisions; the changed code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing conflict of interest codes, the district shall provide officers, employees, consultants and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

If a Board member or designated employee determines that he/she has a financial interest in a decision, as described in Government Code 87103, this determination shall be disclosed. The member shall be disqualified from voting unless his/her participation is legally required. (2 CCR 18700)

Statements of economic interests submitted to the district by designated employees in accordance with the conflict of interest code shall be available for public inspection and reproduction. (Government Code 81008)

#### Financial Interest

Board members and designated employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members or designated employees. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract if his/her interest includes, but is not limited to, any of the following: (Government Code 1091.5)

1. That of an officer who is being reimbursed for his/her actual and necessary expenses incurred in the performance of an official duty
2. That of a recipient of public services generally provided by the public body or board of which he/she is a member, on the same terms and conditions as if he or she -were not a member of the board
3. That of a landlord or tenant of the contracting party if such contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial or other public district of this state or an adjoining state unless the subject matter of such contract is the property in which such officer or employee has such interest as landlord or tenant in which even his/her interest shall be deemed a remote interest - within the meaning of, and subject to, the provisions of Government Code 1091
4. That of a spouse of an officer or employee of the district if his/her spouse's employment or officeholding has existed for at least one year prior to his/her election or appointment
5. That of a nonsalaried member of a nonprofit corporation, provided flint such interest is disclosed to the Board at the time of the first consideration of the contract, and provided further that such interest is noted in its official records
6. That of a noncompensated officer of a nonprofit, tax-exempt corporation which, as one of its primary purposes, supports the functions of the nonprofit board or to which the school Board has a legal obligation to give particular consideration, and provided further that such interest is noted in its official records
7. That of a person receiving salary, per diem, or reimbursement for expenses from a governmental entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that such interest is disclosed to the Board at the time of consideration of the contract, and provided further that such interest is noted in its official records
8. That of an attorney of the contracting party or that of an owner, officer, employee or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm or real estate firm

In addition, a Board member or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his/her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor. (Government Code 1091.5)

A Board member shall not be deemed to be financially interested in a contract if he/she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. Remote interests are specified in Government Code 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his/her minor child. (Government Code 1091)

A Board member may enter into a contract if the rule of necessity or legally required participation applies as defined in Government Code 87101.

Even if there is no prohibited or remote interest, a Board member shall abstain from voting on personnel matters that uniquely affect a relative of the Board member. A Board member may vote, however, on collective bargaining agreements and personnel matters that affect a class of employees to which the relative belongs. "Relative" means an adult who is related to the person by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes the individual's parents, grandparents and great-grandparents, children, grandchildren and great-grandchildren, brothers, sisters, aunts and uncles, nieces and nephews, and the similar family of the individual's spouse unless the individual is widowed or divorced.

#### Disqualification for Board Members Who Manage Public Investments

A Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following:

1. Publicly identify the financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.. (Government Code 87105)
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. This Board member shall not be counted toward achieving a quorum while the item is discussed. (Government Code 87105; 2 CCR 18702.5)
3. Leave the room until after the discussion, vote and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters. (Government Code 87105)

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during the consent calendar. (2 CCR 18702.5)

(cf. 3430- Investing)

The Board member may speak on the issue during the time that the general public speaks on the issue. The Board member shall recuse himself/herself from voting on the matter and leave the dais to .speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public. (Government Code 87105; 2 CCR 18702.5)

If the Board's decision is made during closed session, the public identification may be made orally during the open session before the Board goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision. (2 CCR 18702.5)

#### Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the prevailing gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

#### Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade or profession unless the sole or predominant activity of the business, trade or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

APPENDIX  
DESIGNATED POSITIONS/DISCLOSURE CATEGORIES

It has been determined that persons occupying the following positions manage public investments and shall file a full statement of economic interests pursuant to Government Code 87200:

Governing Board Members  
Superintendent of Schools

1. Persons occupying the following positions are designated employees in Category 1:

Assistant/Associate Superintendent  
Purchasing Agent

Designated persons in this category must report:

a. Interests in real property, located entirely or partly within district boundaries, or within two miles of district boundaries or of any land owned or used by the district. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

b. Investments or business positions in or income from sources which:

(1) Are engaged in the acquisition or disposal of real property within the district

(2) Are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district or

(3) Manufacture or sell supplies, books, machinery or equipment of the type used by the district

2. Persons occupying the following positions are designated employees in Category 2:

Director  
Principal  
Assistant Principal  
Maintenance and Operations Director Program Coordinator  
Project Specialist  
Supervisor  
Dean of Students



Designated persons in this category must report investments or business positions in or income from sources which:

- a. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs, or
- b. Manufacture or sell supplies, books, machinery or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.
3. Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

- a. Approve a rate, rule or regulation
- b. Adopt or enforce a law
- c. Issue, deny, suspend or revoke a permit, license, application, certificate, approval, order or similar authorization or entitlement
- d. Authorize the district to enter into, modify or renew a contract that requires district approval
- e. Grant district approval to a contract or contract specifications which require district approval and in which the district is a party
- f. Grant district approval to a plan, design, report, study or similar item
- g. Adopt or grant district approval of district policies, standards or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's Conflict of Interest Code. (2 CCR 18701)

Legal Reference:

EDUCATION CODE

1006 Qualifications for holding office  
35107 School district employees  
35230-35240 Corrupt practices  
35233 Prohibitions applicable to members of governing boards.  
35239 Compensation for board members in districts under 70 ADA

GOVERNMENT CODE

1090-1098 Prohibitions applicable to specified officers  
1125-1129 Incompatible activities  
81000-91015 Political Reform Act of 1974, especially:  
82011 Code reviewing body  
82019 Definition of designated employee  
82028 Definition of gifts  
82030 Definition of income 87100-87103.6 General prohibitions  
87200-87210 Disclosure  
87300-87313 Conflict of interest code 87500 Statements of economic interests  
89501-89503 Honoraria and gifts 91000-91014 Enforcement

CODE OF REGULATIONS. TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:  
18702.5 Public identification of a conflict of interest for Section 87200 filers

COURT DECISIONS

Thorpe v. Lone Beach CO2717711/72in, College District, (2000) 83 Cal.App.4th. 655  
Kimec v. Brea Redevelopment Agency, (1997) 55 CalApp.4th 511

ATTORNEY GENERAL OPINIONS

86 Ops.Cal.Atty.Gen. 138(2003)  
85 Ops.Cal.Atty.Gen. 60 (2002)  
82 Ops.Cal.Atty.Gen. 83 (1999)  
81 Ops.Cal.Atty.Gen. 327 (1998)  
80 Ops.Cal.Atty.Gen. 320 (1997)  
69 Ops.Cal.Atty.Gen. 255 (1986)  
68 Ops.Cal.Atty.Gen. 171 (1985)  
65 Ops.Cal.Atty.Gen. 606 (1982)

Management Resources:

WEB SITES

Fair Political Practices Commission: <http://www.jjapc.ca.gov>

Bylaw PINER-OLIVET -UNION SCHOOL DISTRICT

adopted: February 4, 2004 Santa Rosa, California

# **Exhibit**

## **Conflict Of Interest**

E 9270

### **Board Bylaws**

#### RESOLUTION OF THE PINER-OLIVET UNION SCHOOL DISTRICT, STATE OF CALIFORNIA, ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the political Reform Act, Government Code sections 81000 et seq., requires state and local government agencies to adopt conflict of interest codes, and

WHEREAS, the Fair Political Practices Commission has adopted a regulation, 2 Cal. Code of Regs. Section 18730, which contains the terms of a standard conflict of interest code and which can be incorporated by reference and may be amended by the Fair Political Practices Commission after public notice and hearings to conform to amendments to the Political Reform Act, and

WHEREAS, the District wishes to adopt this standard code and designate which officers and employees should disclose financial interests and describe which interests must be disclosed, and

NOW, THEREFORE BE IT RESOLVED THAT:

1. The terms of 2 Cal. Code of Regs. Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference and, along with the attached Appendix A and Appendix B, in which members and employees are designated and disclosure categories are set forth, constitute the Conflict of Interest Code of the Piner-Olivet Union School District, and

2. Pursuant to Section 4 of the standard code, board members shall file statements of economic interest with the district clerk, who shall retain a copy and forward the original for filing with the Clerk of the Sonoma County Board of Supervisors. Designated employees shall file statements with the District. Any District board member or other designated employee already required to submit a disclosure statement (Form 700) pursuant to Government Code section 87203 may submit a copy of that statement in lieu of any filing required by this code provided that no additional disclosure would be required by this code.

The foregoing Resolution was moved by Board Member \_\_\_\_\_, seconded by Board Member \_\_\_\_\_, and adopted on roll call vote of the members of the Governing Board of the Piner-Olivet Union School District.

Board Member	Janae Franicevic	(AYE/NO)
Board Member	Mardi Hinton	(AYE/NO)
Board Member	Mindy Mohr	(AYE/NO)
Board Member	Cindy Pryor	(AYE/NO)
Board Member	John Way	(AYE/NO)

AYES:            NOES:            ABSENT/NOT VOTING

WHEREUPON, the President declared the foregoing Resolution adopted, and

SO ORDERED;

CINDY PRYOR, PRESIDENT  
PINER-OLIVET UNION SCHOOL DISTRICT

Exhibit PINER-OLIVET UNION SCHOOL DISTRICT  
version: September 23, 2020            Santa Rosa, California

## Agenda Item Summary

Action Item: <b>10.1</b> <i>Approval of Learning Continuity and Attendance Plan</i>
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Special Meeting of: September 23, 2020    **Action Item**                      Report Format:**Oral**

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Attachment: Learning Continuity and Attendance Plan (2020-21)

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**Presented By**

Steve Charbonneau, Superintendent

**Background**

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509.

**Plan/Discussion/Detail**

POUSD's Learning Continuity Plan includes both expenditures already made, as well as forecasted expenditures. All for the purpose of managing the funding for educating students in a COVID-19 context.

**Fiscal Impact**

The Learning Continuity Plan takes the place of the LCAP for 2020-21 and allows the district to document its efforts to educate students in a COVID-19 context and to outline its use of COVID-19 related funding from the State.

**Recommendation**

Administration recommends the Board review and approve the POUSD's Learning Continuity Plan.

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Motion:

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Moved by:

Second:

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Vote:

Aye:

No:

Abstention:

Absent:

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FRANICEVIC

HINTON

MOHR

PRYOR

WAY

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# 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
Piner-Olivet Union School District	Steve Charbonneau Superintendent	scharbonneau@pousd.org 707-522-3000

## General Information

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

This plan was created to document the efforts of the Piner-Olivet Union School District (POUSD) to serve its students' educational needs in a COVID-19 context. POUSD includes 5 schools; Schaefer Elementary, Olivet Elementary, Jack London Elementary, Piner-Olivet Charter School (7-8), and Northwest Prep (7-12).

The COVID-19 pandemic has had far-reaching consequences beyond the spread of the disease itself and efforts to quarantine it. Previous to experiencing the negative impact brought on by the pandemic, the Piner-Olivet Union School District (POUSD) was devastated by the Sonoma County wildfires and firestorms of 2017, with a significant number of POUSD students, families, and staff tragically losing their homes and personal possessions. The emotional toll of that experience coupled with the experience brought on by the current pandemic has been a significant challenge for the community.

The pandemic has affected educational systems State-wide, leading to the widespread closures of schools and colleges. In the fall of 2020, Sonoma County found itself on the Governor's watch list, due to the number of COVID cases here. In turn, school districts across the County, including POUSD, launched the school year with a 100% virtual learning program.

# Stakeholder Engagement

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

The efforts made to solicit stakeholder feedback for each group were:

## Students

- Surveys

## Families

- Surveys
- Phone Calls
- Town Hall Virtual Meetings
- Emails

## Educators ( teachers, principals, administrators, other school personnel

- Bargaining Unit Member Meetings
- MOU
- Reopening Committee

## Other stakeholders (who do not have internet or speak languages other than English)

- Phone interviews

## Overview of the stakeholder engagement process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).

- We presented the learning continuity and attendance plan to the parent advisory committee and the English learner parent advisory committee separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection.
- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing

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

- Open session board meetings were held via Zoom. Remote participation was made available via Zoom and included public comment and input.

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

#### Students

- Students miss their friends and school
- Students are fearful of getting sick or giving it to someone at home.

#### Families

- Families need students in school in order to work
- Families are uneasy about students returning to school when COVID19 cases are growing.
- Major concerns for parents were: socialization, mask wearing vs non-mask wearing, quality virtual learning, child getting behind, schooling for younger grade levels, belonging and part of a community, in schooling important for students, hard on working families doing distance learning, scheduling the same for families, extra support for struggling students, socially distancing, special education services.

#### Educators (teachers, principals, administrators, other school personnel)

- Educators miss their students
- Educators are uneasy about returning to school when COVID-19 cases are growing

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The POUUSD Governing Board was one of the first school boards in Sonoma County to commit to a 100% virtual learning program to start the school year off, Fall 2020. This decision was made carefully, and informed by stakeholder input.



# 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.]

At the time this report was written (early fall 2020), POUSD was not able to determine when a transition to a hybrid instruction approach or in-person learning would occur. This is due to a variety of factors outside the district's control. When a transition to hybrid learning is possible, we anticipate the following:

- The adopted model for classroom based instruction is the Hybrid model where students attend in person instruction for 2 days a week and attend distance learning 3 days a week.
- Students who have experienced significant learning loss or are at a greater risks of experiencing learning loss due to future closure will have priority for the ability to come to campus 5 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

As reported, a move to in-person instruction is not possible at this time. However, POUSD has designed a virtual learning program meant to increase and improve services to students and their families, relative to our virtual learning program initiated in Spring 2020. Our planning for a move to hybrid learning has been informed by surveys sent out to staff and families in June 2020. Additionally, some expenditures have been made in preparation for the eventual transition to hybrid and/or in-person instruction such as: face coverings, gloves, face shields, hand sanitizer, temperature taking technology, MERV13 Filtration, Sterilization Machines, COVID-related signage, etc.

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

Description	Total Funds	Contributing
MERV-13 filtration	52,000	No
Personal Protective Equipment for staff and students	60,400	No
Plexiglass dividers	2,400	No

Description	Total Funds	Contributing
Cleaning and Sanitization Equipment and Supplies	46,500	No
Portable hand washing stations	3,500	No
Temperature reading equipment	25,000	No
Safety signage	5,000	No

## 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.]

#### Distance Learning Model

We will provide a distance learning program to students with the following components:

- Content aligned to essential grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

#### Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery by:

- Allocating POUUSD learning resources to students to facilitate virtual learning (technology devices, software programs, curriculum, etc.)
- Small groups and 1:1 support (Zoom breakout sessions during virtual learning)

The resources used to support this will be:

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## 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.]

- Connected devices will be provided to students
- For students who lack internet access at home, the District will provide either individual internet Hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments.
- Hardware: TK-K-1: iPads-one to one; 2-6: Chromebooks-one to one

## 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.]

Assess Progress

- Fountas and Pinnell assessments, Running Records, Star Math, Star Reading

Measuring Participation

- Teachers and school staff will keep track of student/family participation and attendance on a daily basis via AERIES.

Students will fill out a daily learning log via a google form. Students will submit items daily in google classroom. Teachers or staff members may also submit this google form on the students behalf to document what the student completed for the day.

Evidence of participation includes:

- Online activities,
- Completion of regular assignments,
- Completion of assessments,
- Contacts between employees of the local educational agency and pupils or parents or guardians.

All students at all grade levels will be required to log into Google Classroom or otherwise confirm active learning.

Each teacher will determine the time value of assignments. Teachers will provide at least 240 instructional minutes that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

## 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.]

Professional Development has been/and is being provided to support teachers so that they can manage a virtual learning program for students.

- PD informed by the work of POUSD PD Committee
- Developed on shortened Wednesdays
- Added weekly to Seesaw or Google classroom (accessible to all who work with your students)
- Collaboration between district grade level teachers
- Ex: Working together to produce videos/Creating lesson plans to use in class and online
- Professional Development: See PD Plan and Shortened Wednesday
- Accountability, flexibility, personalized professional learning plan, etc.
- Using curriculum digitally
- Use Fountas & Pinnell intervention program- trained on it and look at it for each cohort day

Resources

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## Staff Roles and Responsibilities

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

The roles and responsibilities of certificated staff have not significantly changed, with the exception of where and when their responsibilities are being carried out. When hybrid instruction begins, teachers and students may assist with sanitizing classroom between cohorts each day. The most affected staff in terms of sanitizing facilities are the classified ranks. The MOU the district has with the Classified Bargaining Unit provides a degree of flexibility to many classified job descriptions so that they may assist with current new learning models.

## 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

- Synchronous Designated ELD
- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- Asynchronous Designated ELD
- Previously-recorded lesson and videos
- Phone and text messages
- ELD assignments/projects using approved
- ELD curriculum
- Paper and pencil activities
- Reading logs and journals
- Goal setting and reflection

### Exceptional needs

- Student's with IEPs: Students with IEP's will receive all services virtually during the period of virtual learning. Such services may include occupational therapy, adaptive physical education, physical therapy, speech, and specialized academic instruction. In accordance with SB 98 and California Ed Code, a Distance Learning Plan (DLP) that outlines how services will be delivered, will be developed in collaboration with the parent of each student with an IEP.
- Foster Care: POUSD students in Foster Care will be afforded their Foster Care Educational Rights as outlined in EdCode and by the CA Department of Education. Foster Care students have access to resources that will allow them to connect to virtual learning resources (iPads, Chromebooks, Hotspots, etc.). POUSD staff do reach out to Foster families to encourage attendance and engagement.
- Students Experiencing Homelessness: POUSD will make every effort to ensure continuity of service so that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.

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

Description	Total Funds	Contributing
Educational software and equipment to support Virtual Learning	55,000	No

Description	Total Funds	Contributing
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	360,500	No
Hot Spots for students	19,000	No
Zoom to allow for synchronous teaching and learning	14,000	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	7,500	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	19,806	No
Professional development	20,000	No

## Pupil Learning Loss

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

POUSD will utilize a well articulated Assessment Calendar in conjunction with a number of diagnostic and formative assessment tools to measure learning loss of students during the pandemic. In turn, what is learned by analyzing diagnostic and formative assessments will inform classroom instruction and differentiation utilized strategies to augment student learning. The primary focus areas of POUSD diagnostic and formative assessment tools are English Language Arts, Mathematics and English Language Development.

Please see the assessment calendar below for additional information.

### POUSD Assessment Calendar

Content Area	Assessment	Assessment Window
Math  Star Math: (2 weeks before report cards- 3rd-6th)	Bridges/Carnegie Baseline Assessment/ Personal Interviews	August
	Bridges/Carnegie Post Test Unit 2	October
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	Informational	Jan-Feb
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	Guided Reading F & P STAR Reading (3-6th)	Jan. 7-Feb. 14th (K included)
Interim Assessments	Math Common Assessment from grade level (K-2) Math (3-6th)	Dec. 2-Dec. 10th
	ELA Common Assessment from grade level (K-2) ELA (3-6th)	Feb. 10th-Feb. 18th

## 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.]

Analyzing student data resulting from the diagnostic and formative assessments outlined above may lead to one or more of the following actions/interventions:

### Small group instruction

- 1:1 tutoring
- Authentic Learning Materials to use at school and home
- Daily and Weekly Check-Ins
- Multi-Tiered System of Supports (MTSS)
- Learning Team

### English Learners

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins
- Integrated and Designated ELD
- Balance technology and real materials

### Exceptional needs

### Foster Care/ Students Experiencing Homelessness

- Small group instruction
- 1:1 meetings
- CB for Virtual Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials
- Weekly Check-ins

### Other

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins



- Balance technology and real materials

Young Learners

- TK, K and/or 1: ½ day learning schedule
- Small group instruction
- 1:1 meetings and check-ins
- iPads for Digital Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials

**Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The CAASPP will serve as a Summative Assessment utilized by POUSD to gauge the effectiveness of POUSD's program to mitigate learning loss over time.

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

Description	Total Funds	Contributing
1:1 tutoring	58,000	No
Student math kits for Virtual Learning	26,000	No
Communication devices for staff to connect to families and students	2,300	No

**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.]

#### Monitor and Support

- Counseling services provided by district staff
- Partnership with other organizations for additional counseling services
- Student groups: Friendship, grief, loss, anxiety, and etc.
- 1:1 counseling for students that have been identified that have emotional needs
- Proactive Lessons for classes
- Family Support
- SEL Curriculum: PBIS/ToolBox /Restorative Practices/PBIS
- Toolbox: Continue and increase our use of it
- PBIS- looks different at different (physical) campuses
- Restorative Practices: Daily Community Circles, SEL- lessons, Mindfulness Practices
- Focus on SEL during both models: Virtual Academy, Hybrid Model
- Weekly Check-ins and support from teachers, Program Assistants and Principal (if needed)
- Build partnerships with SEL organization
- Each school chooses an organization to develop a full partnership.
- Opportunities for adults to cultivate their own SEL competencies
- Professional Development, room/time for self-reflection
- Staff Community Circles and Colleague supports and support group
- Making staff aware of the district resource that are available for our staff (i.e. insurance, RESIG, CTA, and CSEA)
- Classes/course that are available

#### Professional Development and Resources to address Trauma and other Impacts

- West County Health Center
- SCOE

## 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 a student is absent from distance learning for more than three schools days or 60% of the instructional days in the school week, the following process will be followed:

- Verify current contact information for each enrolled pupil
- Daily notification to parents or guardians of absences
- A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
- When feasible, transitioning the pupil to full-time in-person instruction

#### Outreach

Teachers will regularly communicate with parents and guardians regarding a pupil's academic progress. AERIES "ParentSquare" was acquired by POUSD specifically to improve our ability to communicate/engage students and their families.

We will regularly discuss as a staff effective ways to motivate students and families.

Students who are not engaged in instruction and are at risk of learning loss will be referred to school site administration who will coordinate the following:

- Determine the best person to contact the student/family (principal, teacher, counselor, Instructional assistant) in order to make the best impact
- Determine pupil needs including connection with health and social services
- Encourage teachers to consistently contact students and families
- Focus the site on: Building trust and relationships so our community feeling safe and sharing their families needs
- Keeping track of student/family communication on a weekly basis (ex. Parentsquare)

## 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.]

#### In Person

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in in-person instruction by..

- “Grab and Go” meals will be delivered to classrooms, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed).
- Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.
- Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff and teachers will assist with the monitoring of various eating locations.
- Additional trash/composting containers will be used to accommodate the various eating areas.

#### Distance Learning (Hybrid/100% Virtual)

We will provide meals for all pupils, including those who are eligible for free or reduced-price meals for pupils participating in distance learning by..

#### Hybrid

- Group A (Grades PK-12 attending classes on-site Mondays and Tuesdays)
- At the end of the instructional day on Tuesdays, Group A students will be offered three breakfasts, three lunches, and six milks to take home
- On Wednesdays, students who participate in full-time distance learning will be offered five breakfasts, five lunches, and 10 milks on a grab-and-go basis. Meals for all students will be distributed to parents between the hours of 11:30 a.m. and 12:30 p.m. Parents will be required to remain in their vehicles when picking up meals.
- Group B (Grades PK-12 attending classes on-site Thursdays and Fridays)
- At the end of the instructional day on Fridays, Group B students will be offered three breakfasts, three lunches, and six milks to take home.

#### 100% Virtual Learning

- 5 days of breakfast and lunch will be provided on Monday's at Schaefer, Jack London, and Olivet from 10am to 1pm.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	60,000	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families POUSD acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	7,500	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	2,300	No

Section	Description	Total Funds	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	63,500	No

## 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
9.50%	193,912

### 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.]

Chromebooks, iPads, Hotspots (as needed) have been provided to unduplicated students and foster youth for use at home during virtual learning in a COVID context. In order to communicate more effectively with our Spanish speaking students and families, Parentsquare was acquired. Fountas & Pinnell intervention program was purchased to help us bridge the learning loss that is likely happening because of the impact of the pandemic on student learning.

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

Outreach Worker (Bilingual Spanish), AERIES "ParentSquare", Use of Program Assistance for outreach, Hotspots, free Wifi resources, Fountas & Pinnell intervention program



# 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
Schaefer Charter School	Kathy Harris Principal	kharris@pousd.org 707-522-3015

## General Information

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

This plan was created to document the efforts of the Schaefer Charter School to serve its students' educational needs in a COVID-19 context. Schaefer Charter School is part of the Piner-Olivet Union School District (POUSD).

The COVID-19 pandemic has had far-reaching consequences beyond the spread of the disease itself and efforts to quarantine it. Previous to experiencing the negative impact brought on by the pandemic, the Piner-Olivet Union School District (POUSD) was devastated by the Sonoma County wildfires and firestorms of 2017, with a significant number of POUSD students, families, and staff tragically losing their homes and personal possessions. The emotional toll of that experience coupled with the experience brought on by the current pandemic has been a significant challenge for the community.

The pandemic has affected educational systems State-wide, leading to the widespread closures of schools and colleges. In the fall of 2020, Sonoma County found itself on the Governor's watch list, due to the number of COVID cases here. In turn, schools across the County, including Schaefer Charter School, launched the school year with a 100% virtual learning program.

## Stakeholder Engagement



The efforts made to solicit stakeholder feedback for each group were:

#### Students

- Surveys

#### Families

- Surveys
- Phone Calls
- Town Hall Virtual Meetings
- Emails

Educators ( teachers, principals, administrators, other school personnel

- Bargaining Unit Member Meetings
- MOU
- Reopening Committee

Other stakeholders (who do not have internet or speak languages other than English)

- Phone interviews

#### Overview of the stakeholder engagement process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).
- We presented the learning continuity and attendance plan to the parent advisory committee and the English learner parent advisory committee separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection.

- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing

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

- Open session board meetings were held via Zoom. Remote participation was made available via Zoom and included public comment and input.

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

#### Students

- Students miss their friends and school
- Students are fearful of getting sick or giving it to someone at home.

#### Families

- Families need students in school in order to work
- Families are uneasy about students returning to school when COVID19 cases are growing.
- Major concerns for parents were: socialization, mask wearing vs non-mask wearing, quality virtual learning, child getting behind, schooling for younger grade levels, belonging and part of a community, in schooling important for students, hard on working families doing distance learning, scheduling the same for families, extra support for struggling students, socially distancing, special education services.

#### Educators (teachers, principals, administrators, other school personnel

- Educators miss their students
- Educators are uneasy about returning to school when COVID-19 cases are growing

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The POUSD Governing Board was one of the first school boards in Sonoma County to commit to a 100% virtual learning program to start the school year off, Fall 2020. This decision was made carefully, and informed by stakeholder input.

# 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.]

At the time this report was written (early fall 2020), Schaefer Charter School was not able to determine when a transition to a hybrid instruction approach or in-person learning would occur. This is due to a variety of factors outside the district's control. When a transition to hybrid learning is possible, we anticipate the following:

- The adopted model for classroom based instruction is the Hybrid model where students attend in person instruction for 2 days a week and attend distance learning 3 days a week.
- Students who have experienced significant learning loss or are at a greater risks of experiencing learning loss due to future closure will have priority for the ability to come to campus 5 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

As reported, a move to in-person instruction is not possible at this time. However, Schaefer Charter School has designed a virtual learning program meant to increase and improve services to students and their families, relative to our virtual learning program initiated in Spring 2020. Our planning for a move to hybrid learning has been informed by surveys sent out to staff and families in June 2020. Additionally, some expenditures have been made in preparation for the eventual transition to hybrid and/or in-person instruction such as: face coverings, gloves, face shields, hand sanitizer, temperature taking technology, MERV13 Filtration, Sterilization Machines, COVID-related signage, etc.

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

Description	Total Funds	Contributing
MERV-13 filtration	10,400	No
Personal Protective Equipment for staff and students	20,500	No
Plexiglass dividers	650	No
Cleaning and Sanitization Equipment and Supplies	15,000	No

Description	Total Funds	Contributing
Portable hand washing stations	900	No
Temperature reading equipment	5,000	No
Safety signage	1,000	No

## 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.]

#### Distance Learning Model

We will provide a distance learning program to students with the following components:

- Content aligned to essential grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

#### Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery by:

- Allocating Schaefer Charter School learning resources to students to facilitate virtual learning (technology devices, software programs, curriculum, etc.)

- Small groups and 1:1 support (Zoom breakout sessions during virtual learning)

The resources used to support this will be:

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## 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.]

- Connected devices will be provided to students
- For students who lack internet access at home, the District will provide either individual internet Hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments.
- Hardware: TK-K-1: iPads-one to one; 2-6: Chromebooks-one to one

## 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.]

### Assess Progress

- Fountas and Pinnell assessments, Running Records, Star Math, Star Reading

### Measuring Participation

- Teachers and school staff will keep track of student/family participation and attendance on a daily basis via AERIES.

Students will fill out a daily learning log via a google form. Students will submit items daily in google classroom. Teachers or staff members may also submit this google form on the students behalf to document what the student completed for the day.

Evidence of participation includes:

- Online activities,
- Completion of regular assignments,
- Completion of assessments,
- Contacts between employees of the local educational agency and pupils or parents or guardians.

All students at all grade levels will be required to log into Google Classroom or otherwise confirm active learning.

Each teacher will determine the time value of assignments. Teachers will provide at least 240 instructional minutes that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

## 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.]

Professional Development has been/and is being provided to support teachers so that they can manage a virtual learning program for students.

- PD informed by the work of the PD Committee
- Developed on shortened Wednesdays
- Added weekly to Seesaw or Google classroom (accessible to all who work with your students)
- Collaboration between district grade level teachers
- Ex: Working together to produce videos/Creating lesson plans to use in class and online
- Professional Development: See PD Plan and Shortened Wednesday
- Accountability, flexibility, personalized professional learning plan, etc.
- Using curriculum digitally
- Use Fountas & Pinnell intervention program- trained on it and look at it for each cohort day

### Resources

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## Staff Roles and Responsibilities

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

The roles and responsibilities of certificated staff have not significantly changed, with the exception of where and when their responsibilities are being carried out. When hybrid instruction begins, teachers and students may assist with sanitizing classroom between cohorts each day. The most affected staff in terms of sanitizing facilities are the classified ranks. The MOU the district has with the Classified Bargaining Unit provides a degree of flexibility to many classified job descriptions so that they may assist with current new learning models.

## 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

- Synchronous Designated ELD
- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- Asynchronous Designated ELD
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- Foster Care: POUUSD students in Foster Care will be afforded their Foster Care Educational Rights as outlined in EdCode and by the CA Department of Education. Foster Care students have access to resources that will allow them to connect to virtual learning resources (iPads, Chromebooks, Hotspots, etc.). POUUSD staff do reach out to Foster families to encourage attendance and engagement.
- Students Experiencing Homelessness: POUUSD will make every effort to ensure continuity of service so that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.

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

Description	Total Funds	Contributing
Educational software and equipment to support Virtual Learning	16,300	No

Description	Total Funds	Contributing
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	97,355	No
Hot Spots for students	4,000	No
Zoom to allow for synchronous teaching and learning	3,000	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	1,575	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	5,900	No
Professional development	4,200	No

## Pupil Learning Loss

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

Schaefer Charter School will utilize a well articulated Assessment Calendar in conjunction with a number of diagnostic and formative assessment tools to measure learning loss of students during the pandemic. In turn, what is learned by analyzing diagnostic and formative assessments will inform classroom instruction and differentiation utilized strategies to augment student learning. The primary focus areas of POUUSD diagnostic and formative assessment tools are English Language Arts, Mathematics and English Language Development.



Please see the assessment calendar below for additional information.

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	Guided Reading F & P STAR Reading (3-6th)	Jan. 7-Feb. 14th (K included)
Interim Assessments	Math Common Assessment from grade level (K-2) Math (3-6th)	Dec. 2-Dec. 10th
	ELA Common Assessment from grade level (K-2) ELA (3-6th)	Feb. 10th-Feb. 18th

## 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.]

Analyzing student data resulting from the diagnostic and formative assessments outlined above may lead to one or more of the following actions/interventions:

### Small group instruction

- 1:1 tutoring
- Authentic Learning Materials to use at school and home
- Daily and Weekly Check-Ins
- Multi-Tiered System of Supports (MTSS)
- Learning Team

### English Learners

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins
- Integrated and Designated ELD
- Balance technology and real materials

### Exceptional needs

### Foster Care/ Students Experiencing Homelessness

- Small group instruction
- 1:1 meetings
- CB for Virtual Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials
- Weekly Check-ins

### Other

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins

- Balance technology and real materials

Young Learners

- TK, K and/or 1: ½ day learning schedule
- Small group instruction
- 1:1 meetings and check-ins
- iPads for Digital Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials

**Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The CAASPP will serve as a Summative Assessment utilized by Schaefer Charter School to gauge the effectiveness of POUSD's program to mitigate learning loss over time.

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

Description	Total Funds	Contributing
1:1 tutoring	13,400	No
Student math kits for Virtual Learning	7,540	No
Communication devices for staff to connect to families and students	460	No

**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.]

#### Monitor and Support

- Counseling services provided by district staff
- Partnership with other organizations for additional counseling services
- Student groups: Friendship, grief, loss, anxiety, and etc.
- 1:1 counseling for students that have been identified that have emotional needs
- Proactive Lessons for classes
- Family Support
- SEL Curriculum: PBIS/ToolBox /Restorative Practices/PBIS
- Toolbox: Continue and increase our use of it
- PBIS- looks different at different (physical) campuses
- Restorative Practices: Daily Community Circles, SEL- lessons, Mindfulness Practices
- Focus on SEL during both models: Virtual Academy, Hybrid Model
- Weekly Check-ins and support from teachers, Program Assistants and Principal (if needed)
- Build partnerships with SEL organization
- Each school chooses an organization to develop a full partnership.
- Opportunities for adults to cultivate their own SEL competencies
- Professional Development, room/time for self-reflection
- Staff Community Circles and Colleague supports and support group
- Making staff aware of the district resource that are available for our staff (i.e. insurance, RESIG, CTA, and CSEA)
- Classes/course that are available

#### Professional Development and Resources to address Trauma and other Impacts

- West County Health Center
- SCOE

## 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 a student is absent from distance learning for more than three schools days or 60% of the instructional days in the school week, the following process will be followed:

- Verify current contact information for each enrolled pupil
- Daily notification to parents or guardians of absences
- A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
- When feasible, transitioning the pupil to full-time in-person instruction

### Outreach

Teachers will regularly communicate with parents and guardians regarding a pupil's academic progress. AERIES "ParentSquare" was acquired by POUSD specifically to improve our ability to communicate/engage students and their families.

We will regularly discuss as a staff effective ways to motivate students and families.

Students who are not engaged in instruction and are at risk of learning loss will be referred to school site administration who will coordinate the following:

- Determine the best person to contact the student/family (principal, teacher, counselor, Instructional assistant) in order to make the best impact
- Determine pupil needs including connection with health and social services
- Encourage teachers to consistently contact students and families
- Focus the site on: Building trust and relationships so our community feeling safe and sharing their families needs
- Keeping track of student/family communication on a weekly basis (ex. Parentsquare)

## 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.]

### In Person

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in in-person instruction by..

- “Grab and Go” meals will be delivered to classrooms, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed).
- Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.
- Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff and teachers will assist with the monitoring of various eating locations.
- Additional trash/composting containers will be used to accommodate the various eating areas.

#### Distance Learning (Hybrid/100% Virtual)

We will provide meals for all pupils, including those who are eligible for free or reduced-price meals for pupils participating in distance learning by..

#### Hybrid

- Group A (Grades PK-12 attending classes on-site Mondays and Tuesdays)
- At the end of the instructional day on Tuesdays, Group A students will be offered three breakfasts, three lunches, and six milks to take home
- On Wednesdays, students who participate in full-time distance learning will be offered five breakfasts, five lunches, and 10 milks on a grab-and-go basis. Meals for all students will be distributed to parents between the hours of 11:30 a.m. and 12:30 p.m. Parents will be required to remain in their vehicles when picking up meals.
- Group B (Grades PK-12 attending classes on-site Thursdays and Fridays)
- At the end of the instructional day on Fridays, Group B students will be offered three breakfasts, three lunches, and six milks to take home.

#### 100% Virtual Learning

- 5 days of breakfast and lunch will be provided on Monday's at Schaefer, Jack London, and Olivet from 10am to 1pm.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	35,000	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families Schaefer Charter School acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	1,600	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	No

Section	Description	Total Funds	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	20,000	No

## 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
10.58%	283,577

### 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.]

Chromebooks, iPads, Hotspots (as needed) have been provided to unduplicated students and foster youth for use at home during virtual learning in a COVID context. In order to communicate more effectively with our Spanish speaking students and families, Parentsquare was acquired. Fountas & Pinnell intervention program was purchased to help us bridge the learning loss that is likely happening because of the impact of the pandemic on student learning.

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

Outreach Worker (Bilingual Spanish), AERIES "ParentSquare", Use of Program Assistance for outreach, Hotspots, free Wifi resources, Fountas & Pinnell intervention program







# 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
Olivet Charter School - Piner-Olivet Union School District	Anna Moore Principal	amoore@pousd.org 7075223045

## General Information

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

This plan was created to document the efforts of Olivet Charter School to serve its students' educational needs in a COVID-19 context. Olivet Elementary Charter School is part of the Piner-Olivet Union School District (POUSD).

The COVID-19 pandemic has had far-reaching consequences beyond the spread of the disease itself and efforts to quarantine it. Previous to experiencing the negative impact brought on by the pandemic, Olivet Elementary Charter School was devastated by the Sonoma County wildfires and firestorms of 2017, with a significant number of POUSD students, families, and staff tragically losing their homes and personal possessions. The emotional toll of that experience coupled with the experience brought on by the current pandemic has been a significant challenge for the community.

The pandemic has affected educational systems State-wide, leading to the widespread closures of schools and colleges. In the fall of 2020, Sonoma County found itself on the Governor's watch list, due to the number of COVID cases here. In turn, schools across the County, including Olivet Charter School, launched the school year with a 100% virtual learning program.

# Stakeholder Engagement

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

The efforts made to solicit stakeholder feedback for each group were:

## Students

- Surveys

## Families

- Surveys
- Phone Calls
- Town Hall Virtual Meetings
- Emails

## Educators ( teachers, principals, administrators, other school personnel

- Bargaining Unit Member Meetings
- MOU
- Reopening Committee

## Other stakeholders (who do not have internet or speak languages other than English)

- Phone interviews

## Overview of the stakeholder engagement process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).

- We presented the learning continuity and attendance plan to the parent advisory committee and the English learner parent advisory committee separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection.
- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing

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

- Open session board meetings were held via Zoom. Remote participation was made available via Zoom and included public comment and input.

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

#### Students

- Students miss their friends and school
- Students are fearful of getting sick or giving it to someone at home.

#### Families

- Families need students in school in order to work
- Families are uneasy about students returning to school when COVID19 cases are growing.
- Major concerns for parents were: socialization, mask wearing vs non-mask wearing, quality virtual learning, child getting behind, schooling for younger grade levels, belonging and part of a community, in schooling important for students, hard on working families doing distance learning, scheduling the same for families, extra support for struggling students, socially distancing, special education services.

#### Educators (teachers, principals, administrators, other school personnel)

- Educators miss their students
- Educators are uneasy about returning to school when COVID-19 cases are growing

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The POUUSD Governing Board was one of the first school boards in Sonoma County to commit to a 100% virtual learning program to start the school year off, Fall 2020. This decision was made carefully, and informed by stakeholder input.

# 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.]

At the time this report was written (early fall 2020), POUSD was not able to determine when a transition to a hybrid instruction approach or in-person learning would occur. This is due to a variety of factors outside the district's control. When a transition to hybrid learning is possible, we anticipate the following:

- The adopted model for classroom based instruction is the Hybrid model where students attend in person instruction for 2 days a week and attend distance learning 3 days a week.
- Students who have experienced significant learning loss or are at a greater risks of experiencing learning loss due to future closure will have priority for the ability to come to campus 5 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

As reported, a move to in-person instruction is not possible at this time. However, POUSD has designed a virtual learning program meant to increase and improve services to students and their families, relative to our virtual learning program initiated in Spring 2020. Our planning for a move to hybrid learning has been informed by surveys sent out to staff and families in June 2020. Additionally, some expenditures have been made in preparation for the eventual transition to hybrid and/or in-person instruction such as: face coverings, gloves, face shields, hand sanitizer, temperature taking technology, MERV13 Filtration, Sterilization Machines, COVID-related signage, etc.

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

Description	Total Funds	Contributing
MERV-13 filtration	10,400	No
Personal Protective Equipment for staff and students	16,308	No
Plexiglass dividers	650	No

Description	Total Funds	Contributing
Cleaning and Sanitization Equipment and Supplies	15,000	No
Portable hand washing stations	900	No
Temperature reading equipment	5,000	No
Safety signage	1,000	No

## 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.]

#### Distance Learning Model

We will provide a distance learning program to students with the following components:

- Content aligned to essential grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

#### Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery by:

- Allocating Olivet Charter School learning resources to students to facilitate virtual learning (technology devices, software programs, curriculum, etc.)
- Small groups and 1:1 support (Zoom breakout sessions during virtual learning)

The resources used to support this will be:

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## 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.]

- Connected devices will be provided to students
- For students who lack internet access at home, the District will provide either individual internet Hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments.
- Hardware: TK-K-1: iPads-one to one; 2-6: Chromebooks-one to one

## 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.]

Assess Progress

- Fountas and Pinnell assessments, Running Records, Star Math, Star Reading

Measuring Participation

- Teachers and school staff will keep track of student/family participation and attendance on a daily basis via AERIES.

Students will fill out a daily learning log via a google form. Students will submit items daily in google classroom. Teachers or staff members may also submit this google form on the students behalf to document what the student completed for the day.

Evidence of participation includes:

- Online activities,
- Completion of regular assignments,
- Completion of assessments,
- Contacts between employees of the local educational agency and pupils or parents or guardians.

All students at all grade levels will be required to log into Google Classroom or otherwise confirm active learning.

Each teacher will determine the time value of assignments. Teachers will provide at least 240 instructional minutes that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

## 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.]

Professional Development has been/and is being provided to support teachers so that they can manage a virtual learning program for students.

- PD informed by the work of the PD Committee
- Developed on shortened Wednesdays
- Added weekly to Seesaw or Google classroom (accessible to all who work with your students)
- Collaboration between district grade level teachers
- Ex: Working together to produce videos/Creating lesson plans to use in class and online
- Professional Development: See PD Plan and Shortened Wednesday
- Accountability, flexibility, personalized professional learning plan, etc.
- Using curriculum digitally
- Use Fountas & Pinnell intervention program- trained on it and look at it for each cohort day

Resources

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## Staff Roles and Responsibilities

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

The roles and responsibilities of certificated staff have not significantly changed, with the exception of where and when their responsibilities are being carried out. When hybrid instruction begins, teachers and students may assist with sanitizing classroom between cohorts each day. The most affected staff in terms of sanitizing facilities are the classified ranks. The MOU the district has with the Classified Bargaining Unit provides a degree of flexibility to many classified job descriptions so that they may assist with current new learning models.



## 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

- Synchronous Designated ELD
- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- Asynchronous Designated ELD
- Previously-recorded lesson and videos
- Phone and text messages
- ELD assignments/projects using approved
- ELD curriculum
- Paper and pencil activities
- Reading logs and journals
- Goal setting and reflection

### Exceptional needs

- Student's with IEPs: Students with IEP's will receive all services virtually during the period of virtual learning. Such services may include occupational therapy, adaptive physical education, physical therapy, speech, and specialized academic instruction. In accordance with SB 98 and California Ed Code, a Distance Learning Plan (DLP) that outlines how services will be delivered, will be developed in collaboration with the parent of each student with an IEP.
- Foster Care: POUSD students in Foster Care will be afforded their Foster Care Educational Rights as outlined in EdCode and by the CA Department of Education. Foster Care students have access to resources that will allow them to connect to virtual learning resources (iPads, Chromebooks, Hotspots, etc.). POUSD staff do reach out to Foster families to encourage attendance and engagement.
- Students Experiencing Homelessness: Olivet Charter School will make every effort to ensure continuity of service so that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.

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

Description	Total Funds	Contributing
Educational software and equipment to support Virtual Learning	16,300	No

Description	Total Funds	Contributing
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	97,355	No
Hot Spots for students	5,130	No
Zoom to allow for synchronous teaching and learning	3,780	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	2,025	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	7,500	No
Professional development	5,400	No

## Pupil Learning Loss

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

POUSD will utilize a well articulated Assessment Calendar in conjunction with a number of diagnostic and formative assessment tools to measure learning loss of students during the pandemic. In turn, what is learned by analyzing diagnostic and formative assessments will inform classroom instruction and differentiation utilized strategies to augment student learning. The primary focus areas of POUSD diagnostic and formative assessment tools are English Language Arts, Mathematics and English Language Development.

Please see the assessment calendar below for additional information.

### POUSD Assessment Calendar

Content Area	Assessment	Assessment Window
Math  Star Math: (2 weeks before report cards- 3rd-6th)	Bridges/Carnegie Baseline Assessment/ Personal Interviews	August
	Bridges/Carnegie Post Test Unit 2	October
	Bridges/Carnegie Post Test Unit 4	January
	Bridges/Carnegie Post Test Unit 6	March
Writing	Narrative	August-Sept.
	Informational	Jan-Feb
	Argumentative/ Opinion	March-April
Reading	Guided Reading F & P STAR Reading (3-6th)	Aug. 15-Oct. 15 (GR-not for K)
	Guided Reading F & P STAR Reading (3-6th)	Jan. 7-Feb. 14th (K included)
Interim Assessments	Math Common Assessment from grade level (K-2) Math (3-6th)	Dec. 2-Dec. 10th
	ELA Common Assessment from grade level (K-2) ELA (3-6th)	Feb. 10th-Feb. 18th

## 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.]

Analyzing student data resulting from the diagnostic and formative assessments outlined above may lead to one or more of the following actions/interventions:

### Small group instruction

- 1:1 tutoring
- Authentic Learning Materials to use at school and home
- Daily and Weekly Check-Ins
- Multi-Tiered System of Supports (MTSS)
- Learning Team

### English Learners

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins
- Integrated and Designated ELD
- Balance technology and real materials

### Exceptional needs

### Foster Care/ Students Experiencing Homelessness

- Small group instruction
- 1:1 meetings
- CB for Virtual Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials
- Weekly Check-ins

### Other

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins

- Balance technology and real materials

Young Learners

- TK, K and/or 1: ½ day learning schedule
- Small group instruction
- 1:1 meetings and check-ins
- iPads for Digital Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials

**Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The CAASPP will serve as a Summative Assessment utilized by Olivet Charter School to gauge the effectiveness of POUSD's program to mitigate learning loss over time.

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

Description	Total Funds	Contributing
1:1 tutoring	16,860	No
Student math kits for Virtual Learning	9,100	No
Communication devices for staff to connect to families and students	460	No

**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.]

#### Monitor and Support

- Counseling services provided by district staff
- Partnership with other organizations for additional counseling services
- Student groups: Friendship, grief, loss, anxiety, and etc.
- 1:1 counseling for students that have been identified that have emotional needs
- Proactive Lessons for classes
- Family Support
- SEL Curriculum: PBIS/ToolBox /Restorative Practices/PBIS
- Toolbox: Continue and increase our use of it
- PBIS- looks different at different (physical) campuses
- Restorative Practices: Daily Community Circles, SEL- lessons, Mindfulness Practices
- Focus on SEL during both models: Virtual Academy, Hybrid Model
- Weekly Check-ins and support from teachers, Program Assistants and Principal (if needed)
- Build partnerships with SEL organization
- Each school chooses an organization to develop a full partnership.
- Opportunities for adults to cultivate their own SEL competencies
- Professional Development, room/time for self-reflection
- Staff Community Circles and Colleague supports and support group
- Making staff aware of the district resource that are available for our staff (i.e. insurance, RESIG, CTA, and CSEA)
- Classes/course that are available

#### Professional Development and Resources to address Trauma and other Impacts

- West County Health Center
- SCOE

## 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 a student is absent from distance learning for more than three schools days or 60% of the instructional days in the school week, the following process will be followed:

- Verify current contact information for each enrolled pupil
- Daily notification to parents or guardians of absences
- A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
- When feasible, transitioning the pupil to full-time in-person instruction

### Outreach

Teachers will regularly communicate with parents and guardians regarding a pupil's academic progress. AERIES "ParentSquare" was acquired by POUSD specifically to improve our ability to communicate/engage students and their families.

We will regularly discuss as a staff effective ways to motivate students and families.

Students who are not engaged in instruction and are at risk of learning loss will be referred to school site administration who will coordinate the following:

- Determine the best person to contact the student/family (principal, teacher, counselor, Instructional assistant) in order to make the best impact
- Determine pupil needs including connection with health and social services
- Encourage teachers to consistently contact students and families
- Focus the site on: Building trust and relationships so our community feeling safe and sharing their families needs
- Keeping track of student/family communication on a weekly basis (ex. Parentsquare)

## 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.]

### In Person

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in in-person instruction by..

- “Grab and Go” meals will be delivered to classrooms, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed).
- Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.
- Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff and teachers will assist with the monitoring of various eating locations.
- Additional trash/composting containers will be used to accommodate the various eating areas.

#### Distance Learning (Hybrid/100% Virtual)

We will provide meals for all pupils, including those who are eligible for free or reduced-price meals for pupils participating in distance learning by..

#### Hybrid

- Group A (Grades PK-12 attending classes on-site Mondays and Tuesdays)
- At the end of the instructional day on Tuesdays, Group A students will be offered three breakfasts, three lunches, and six milks to take home
- On Wednesdays, students who participate in full-time distance learning will be offered five breakfasts, five lunches, and 10 milks on a grab-and-go basis. Meals for all students will be distributed to parents between the hours of 11:30 a.m. and 12:30 p.m. Parents will be required to remain in their vehicles when picking up meals.
- Group B (Grades PK-12 attending classes on-site Thursdays and Fridays)
- At the end of the instructional day on Fridays, Group B students will be offered three breakfasts, three lunches, and six milks to take home.

#### 100% Virtual Learning

- 5 days of breakfast and lunch will be provided on Monday's at Schaefer, Jack London, and Olivet from 10am to 1pm.



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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	35,000	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families POUSD acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	2,025	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	No

Section	Description	Total Funds	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	20,000	No

## 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
9.22%	240,804

### 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.]

Chromebooks, iPads, Hotspots (as needed) have been provided to unduplicated students and foster youth for use at home during virtual learning in a COVID context. In order to communicate more effectively with our Spanish speaking students and families, Parentsquare was acquired. Fountas & Pinnell intervention program was purchased to help us bridge the learning loss that is likely happening because of the impact of the pandemic on student learning.

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

Outreach Worker (Bilingual Spanish), AERIES "ParentSquare", Use of Program Assistance for outreach, Hotspots, free Wifi resources, Fountas & Pinnell intervention program



# 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
Piner-Olivet Charter School - Piner-Olivet Union School District	Kirsten Sanft Principal	kwofford@pousd.org 707-522-3310

## General Information

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

This plan was created to document the efforts of the Piner-Olivet Charter School to serve its students' educational needs in a COVID-19 context. Piner-Olivet Charter School (POCS) is part of the Piner-Olivet Union School District (POUSD)

The COVID-19 pandemic has had far-reaching consequences beyond the spread of the disease itself and efforts to quarantine it. Previous to experiencing the negative impact brought on by the pandemic, the Piner-Olivet Union School District (POUSD) was devastated by the Sonoma County wildfires and firestorms of 2017, with a significant number of POUSD students, families, and staff tragically losing their homes and personal possessions. The emotional toll of that experience coupled with the experience brought on by the current pandemic has been a significant challenge for the community.

The pandemic has affected educational systems State-wide, leading to the widespread closures of schools and colleges. In the fall of 2020, Sonoma County found itself on the Governor’s watch list, due to the number of COVID cases here. In turn, schools across the County, including POCS, launched the school year with a 100% virtual learning program.

## Stakeholder Engagement

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

The efforts made to solicit stakeholder feedback for each group were:

Students

- Surveys

Families

- Surveys
- Phone Calls
- Town Hall Virtual Meetings
- Emails

Educators ( teachers, principals, administrators, other school personnel

- Bargaining Unit Member Meetings
- MOU
- Reopening Committee

Other stakeholders (who do not have internet or speak languages other than English)

- Phone interviews

Overview of the stakeholder engagement process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).
- We presented the learning continuity and attendance plan to the parent advisory committee and the English learner parent advisory committee separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection.

- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing

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

- Open session board meetings were held via Zoom. Remote participation was made available via Zoom and included public comment and input.

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

#### Students

- Students miss their friends and school
- Students are fearful of getting sick or giving it to someone at home.

#### Families

- Families need students in school in order to work
- Families are uneasy about students returning to school when COVID19 cases are growing.
- Major concerns for parents were: socialization, mask wearing vs non-mask wearing, quality virtual learning, child getting behind, schooling for younger grade levels, belonging and part of a community, in schooling important for students, hard on working families doing distance learning, scheduling the same for families, extra support for struggling students, socially distancing, special education services.

#### Educators (teachers, principals, administrators, other school personnel

- Educators miss their students
- Educators are uneasy about returning to school when COVID-19 cases are growing

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The POUSD Governing Board was one of the first school boards in Sonoma County to commit to a 100% virtual learning program to start the school year off, Fall 2020. This decision was made carefully, and informed by stakeholder input.

# 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.]

At the time this report was written (early fall 2020), POCS was not able to determine when a transition to a hybrid instruction approach or in-person learning would occur. This is due to a variety of factors outside the district's control. When a transition to hybrid learning is possible, we anticipate the following:

- The adopted model for classroom based instruction is the Hybrid model where students attend in person instruction for 2 days a week and attend distance learning 3 days a week.
- Students who have experienced significant learning loss or are at a greater risks of experiencing learning loss due to future closure will have priority for the ability to come to campus 5 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

As reported, a move to in-person instruction is not possible at this time. However, POCS has designed a virtual learning program meant to increase and improve services to students and their families, relative to our virtual learning program initiated in Spring 2020. Our planning for a move to hybrid learning has been informed by surveys sent out to staff and families in June 2020. Additionally, some expenditures have been made in preparation for the eventual transition to hybrid and/or in-person instruction such as: face coverings, gloves, face shields, hand sanitizer, temperature taking technology, MERV13 Filtration, Sterilization Machines, COVID-related signage, etc.

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

Description	Total Funds	Contributing
MERV-13 filtration	10,400	No
Personal Protective Equipment for staff and students	9,700	No
Plexiglass dividers	400	No
Cleaning and Sanitization Equipment and Supplies	7,500	No

Description	Total Funds	Contributing
Portable hand washing stations	900	No
Temperature reading equipment	5,000	No
Safety signage	1,000	No

## 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.]

#### Distance Learning Model

We will provide a distance learning program to students with the following components:

- Content aligned to essential grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

#### Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery by:

- Allocating POCS learning resources to students to facilitate virtual learning (technology devices, software programs, curriculum, etc.)



- Small groups and 1:1 support (Zoom breakout sessions during virtual learning)

The resources used to support this will be:

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## 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.]

- Connected devices will be provided to students
- For students who lack internet access at home, the District will provide either individual internet Hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments.
- Hardware: TK-K-1: iPads-one to one; 2-6: Chromebooks-one to one

## 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.]

### Assess Progress

- Fountas and Pinnell assessments, Running Records, Star Math, Star Reading

### Measuring Participation

- Teachers and school staff will keep track of student/family participation and attendance on a daily basis via AERIES.

Students will fill out a daily learning log via a google form. Students will submit items daily in google classroom. Teachers or staff members may also submit this google form on the students behalf to document what the student completed for the day.

Evidence of participation includes:

- Online activities,
- Completion of regular assignments,
- Completion of assessments,
- Contacts between employees of the local educational agency and pupils or parents or guardians.

All students at all grade levels will be required to log into Google Classroom or otherwise confirm active learning.

Each teacher will determine the time value of assignments. Teachers will provide at least 240 instructional minutes that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

## 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.]

Professional Development has been/and is being provided to support teachers so that they can manage a virtual learning program for students.

- PD informed by the work of POUUSD PD Committee
- Developed on shortened Wednesdays
- Added weekly to Seesaw or Google classroom (accessible to all who work with your students)
- Collaboration between district grade level teachers
- Ex: Working together to produce videos/Creating lesson plans to use in class and online
- Professional Development: See PD Plan and Shortened Wednesday
- Accountability, flexibility, personalized professional learning plan, etc.
- Using curriculum digitally
- Use Fountas & Pinnell intervention program- trained on it and look at it for each cohort day

### Resources

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## Staff Roles and Responsibilities

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

The roles and responsibilities of certificated staff have not significantly changed, with the exception of where and when their responsibilities are being carried out. When hybrid instruction begins, teachers and students may assist with sanitizing classroom between cohorts each day. The most affected staff in terms of sanitizing facilities are the classified ranks. The MOU the district has with the Classified Bargaining Unit provides a degree of flexibility to many classified job descriptions so that they may assist with current new learning models.

## 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

- Synchronous Designated ELD
- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- Asynchronous Designated ELD
- Previously-recorded lesson and videos
- Phone and text messages
- ELD assignments/projects using approved
- ELD curriculum
- Paper and pencil activities
- Reading logs and journals
- Goal setting and reflection

### Exceptional needs

- Student's with IEPs: Students with IEP's will receive all services virtually during the period of virtual learning. Such services may include occupational therapy, adaptive physical education, physical therapy, speech, and specialized academic instruction. In accordance with SB 98 and California Ed Code, a Distance Learning Plan (DLP) that outlines how services will be delivered, will be developed in collaboration with the parent of each student with an IEP.
- Foster Care: POUUSD students in Foster Care will be afforded their Foster Care Educational Rights as outlined in EdCode and by the CA Department of Education. Foster Care students have access to resources that will allow them to connect to virtual learning resources (iPads, Chromebooks, Hotspots, etc.). POUUSD staff do reach out to Foster families to encourage attendance and engagement.
- Students Experiencing Homelessness: POUUSD will make every effort to ensure continuity of service so that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.

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

Description	Total Funds	Contributing
Educational software and equipment to support Virtual Learning	8,800	No

Description	Total Funds	Contributing
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	57,700	No
Hot Spots for students	3,050	No
Zoom to allow for synchronous teaching and learning	2,300	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	1,200	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	4,500	No
Professional development	3,200	No

## Pupil Learning Loss

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

POCS will utilize a well articulated Assessment Calendar in conjunction with a number of diagnostic and formative assessment tools to measure learning loss of students during the pandemic. In turn, what is learned by analyzing diagnostic and formative assessments will inform classroom instruction and differentiation utilized strategies to augment student learning. The primary focus areas of POCS diagnostic and formative assessment tools are English Language Arts, Mathematics and English Language Development.

Please see the assessment calendar below for additional information.

### POUSD Assessment Calendar

Content Area	Assessment	Assessment Window
Math  Star Math: (2 weeks before report cards- 3rd-6th)	Bridges/Carnegie Baseline Assessment/ Personal Interviews	August
	Bridges/Carnegie Post Test Unit 2	October
	Bridges/Carnegie Post Test Unit 4	January
	Bridges/Carnegie Post Test Unit 6	March
Writing	Narrative	August-Sept.
	Informational	Jan-Feb
	Argumentative/ Opinion	March-April
Reading	Guided Reading F & P STAR Reading (3-6th)	Aug. 15-Oct. 15 (GR-not for K)
	Guided Reading F & P STAR Reading (3-6th)	Jan. 7-Feb. 14th (K included)
Interim Assessments	Math Common Assessment from grade level (K-2) Math (3-6th)	Dec. 2-Dec. 10th
	ELA Common Assessment from grade level (K-2) ELA (3-6th)	Feb. 10th-Feb. 18th

## 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.]

Analyzing student data resulting from the diagnostic and formative assessments outlined above may lead to one or more of the following actions/interventions:

### Small group instruction

- 1:1 tutoring
- Authentic Learning Materials to use at school and home
- Daily and Weekly Check-Ins
- Multi-Tiered System of Supports (MTSS)
- Learning Team

### English Learners

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins
- Integrated and Designated ELD
- Balance technology and real materials

### Exceptional needs

### Foster Care/ Students Experiencing Homelessness

- Small group instruction
- 1:1 meetings
- CB for Virtual Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials
- Weekly Check-ins

### Other

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins

- Balance technology and real materials

Young Learners

- TK, K and/or 1: ½ day learning schedule
- Small group instruction
- 1:1 meetings and check-ins
- iPads for Digital Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials

**Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The CAASPP will serve as a Summative Assessment utilized by POUSD to gauge the effectiveness of POUSD's program to mitigate learning loss over time.

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

Description	Total Funds	Contributing
1:1 tutoring	10,500	No
Student learning kits for Virtual Learning	4,200	No
Communication devices for staff to connect to families and students	460	No

**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.]

#### Monitor and Support

- Counseling services provided by district staff
- Partnership with other organizations for additional counseling services
- Student groups: Friendship, grief, loss, anxiety, and etc.
- 1:1 counseling for students that have been identified that have emotional needs
- Proactive Lessons for classes
- Family Support
- SEL Curriculum: PBIS/ToolBox /Restorative Practices/PBIS
- Toolbox: Continue and increase our use of it
- PBIS- looks different at different (physical) campuses
- Restorative Practices: Daily Community Circles, SEL- lessons, Mindfulness Practices
- Focus on SEL during both models: Virtual Academy, Hybrid Model
- Weekly Check-ins and support from teachers, Program Assistants and Principal (if needed)
- Build partnerships with SEL organization
- Each school chooses an organization to develop a full partnership.
- Opportunities for adults to cultivate their own SEL competencies
- Professional Development, room/time for self-reflection
- Staff Community Circles and Colleague supports and support group
- Making staff aware of the district resource that are available for our staff (i.e. insurance, RESIG, CTA, and CSEA)
- Classes/course that are available

#### Professional Development and Resources to address Trauma and other Impacts

- West County Health Center
- SCOE

## 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 a student is absent from distance learning for more than three schools days or 60% of the instructional days in the school week, the following process will be followed:

- Verify current contact information for each enrolled pupil
- Daily notification to parents or guardians of absences
- A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
- When feasible, transitioning the pupil to full-time in-person instruction

### Outreach

Teachers will regularly communicate with parents and guardians regarding a pupil's academic progress. AERIES "ParentSquare" was acquired by POUSD specifically to improve our ability to communicate/engage students and their families.

We will regularly discuss as a staff effective ways to motivate students and families.

Students who are not engaged in instruction and are at risk of learning loss will be referred to school site administration who will coordinate the following:

- Determine the best person to contact the student/family (principal, teacher, counselor, Instructional assistant) in order to make the best impact
- Determine pupil needs including connection with health and social services
- Encourage teachers to consistently contact students and families
- Focus the site on: Building trust and relationships so our community feeling safe and sharing their families needs
- Keeping track of student/family communication on a weekly basis (ex. Parentsquare)

## 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.]

### In Person

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in in-person instruction by..

- “Grab and Go” meals will be delivered to classrooms, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed).
- Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.
- Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff and teachers will assist with the monitoring of various eating locations.
- Additional trash/composting containers will be used to accommodate the various eating areas.

#### Distance Learning (Hybrid/100% Virtual)

We will provide meals for all pupils, including those who are eligible for free or reduced-price meals for pupils participating in distance learning by..

#### Hybrid

- Group A (Grades PK-12 attending classes on-site Mondays and Tuesdays)
- At the end of the instructional day on Tuesdays, Group A students will be offered three breakfasts, three lunches, and six milks to take home
- On Wednesdays, students who participate in full-time distance learning will be offered five breakfasts, five lunches, and 10 milks on a grab-and-go basis. Meals for all students will be distributed to parents between the hours of 11:30 a.m. and 12:30 p.m. Parents will be required to remain in their vehicles when picking up meals.
- Group B (Grades PK-12 attending classes on-site Thursdays and Fridays)
- At the end of the instructional day on Fridays, Group B students will be offered three breakfasts, three lunches, and six milks to take home.

#### 100% Virtual Learning

- 5 days of breakfast and lunch will be provided on Monday's at Schaefer, Jack London, and Olivet from 10am to 1pm.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	9,600	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families POCS acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	1,200	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	No

Section	Description	Total Funds	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	12,000	No

## 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
8.87%	143,093

### 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.]

Chromebooks, iPads, Hotspots (as needed) have been provided to unduplicated students and foster youth for use at home during virtual learning in a COVID context. In order to communicate more effectively with our Spanish speaking students and families, Parentsquare was acquired. Fountas & Pinnell intervention program was purchased to help us bridge the learning loss that is likely happening because of the impact of the pandemic on student learning.

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

Outreach Worker (Bilingual Spanish), AERIES "ParentSquare", Use of Program Assistance for outreach, Hotspots, free Wifi resources, Fountas & Pinnell intervention program





# 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
Northwest Prep-Piner-Olivet Union School District	Adam Napoleon Principal	anapoleon@pousd.org 707-522-3320

## General Information

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

This plan was created to document the efforts of the Northwest Prep Charter School to serve its students' educational needs in a COVID-19 context. Northwest Prep Charter School is part of the Piner-Olivet Union School District (POUSD).

The COVID-19 pandemic has had far-reaching consequences beyond the spread of the disease itself and efforts to quarantine it. Previous to experiencing the negative impact brought on by the pandemic, the Piner-Olivet Union School District (POUSD) was devastated by the Sonoma County wildfires and firestorms of 2017, with a significant number of POUSD students, families, and staff tragically losing their homes and personal possessions. The emotional toll of that experience coupled with the experience brought on by the current pandemic has been a significant challenge for the community.

The pandemic has affected educational systems State-wide, leading to the widespread closures of schools and colleges. In the fall of 2020, Sonoma County found itself on the Governor's watch list, due to the number of COVID cases here. In turn, schools across the County, including Northwest Prep Charter School, launched the school year with a 100% virtual learning program.

# Stakeholder Engagement

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

The efforts made to solicit stakeholder feedback for each group were:

## Students

- Surveys

## Families

- Surveys
- Phone Calls
- Town Hall Virtual Meetings
- Emails

## Educators ( teachers, principals, administrators, other school personnel

- Bargaining Unit Member Meetings
- MOU
- Reopening Committee

## Other stakeholders (who do not have internet or speak languages other than English)

- Phone interviews

## Overview of the stakeholder engagement process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).

- We presented the learning continuity and attendance plan to the parent advisory committee and the English learner parent advisory committee separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection.
- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing

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

- Open session board meetings were held via Zoom. Remote participation was made available via Zoom and included public comment and input.

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

#### Students

- Students miss their friends and school
- Students are fearful of getting sick or giving it to someone at home.

#### Families

- Families need students in school in order to work
- Families are uneasy about students returning to school when COVID19 cases are growing.
- Major concerns for parents were: socialization, mask wearing vs non-mask wearing, quality virtual learning, child getting behind, schooling for younger grade levels, belonging and part of a community, in schooling important for students, hard on working families doing distance learning, scheduling the same for families, extra support for struggling students, socially distancing, special education services.

#### Educators (teachers, principals, administrators, other school personnel)

- Educators miss their students
- Educators are uneasy about returning to school when COVID-19 cases are growing

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The POUUSD Governing Board was one of the first school boards in Sonoma County to commit to a 100% virtual learning program to start the school year off, Fall 2020. This decision was made carefully, and informed by stakeholder input.



# 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.]

At the time this report was written (early fall 2020), Northwest Prep Charter School was not able to determine when a transition to a hybrid instruction approach or in-person learning would occur. This is due to a variety of factors outside the district's control. When a transition to hybrid learning is possible, we anticipate the following:

- The adopted model for classroom based instruction is the Hybrid model where students attend in person instruction for 2 days a week and attend distance learning 3 days a week.
- Students who have experienced significant learning loss or are at a greater risks of experiencing learning loss due to future closure will have priority for the ability to come to campus 5 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

As reported, a move to in-person instruction is not possible at this time. However, Northwest Prep Charter School has designed a virtual learning program meant to increase and improve services to students and their families, relative to our virtual learning program initiated in Spring 2020. Our planning for a move to hybrid learning has been informed by surveys sent out to staff and families in June 2020. Additionally, some expenditures have been made in preparation for the eventual transition to hybrid and/or in-person instruction such as: face coverings, gloves, face shields, hand sanitizer, temperature taking technology, MERV13 Filtration, Sterilization Machines, COVID-related signage, etc.

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

Description	Total Funds	Contributing
MERV-13 filtration	10,400	No
Personal Protective Equipment for staff and students	7,000	No
Plexiglass dividers	300	No

Description	Total Funds	Contributing
Cleaning and Sanitization Equipment and Supplies	8,000	No
Portable hand washing stations	900	No
Temperature reading equipment	5,000	No
Safety signage	1,000	No

## 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.]

#### Distance Learning Model

We will provide a distance learning program to students with the following components:

- Content aligned to essential grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

#### Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery by:

- Allocating Northwest Prep Charter School learning resources to students to facilitate virtual learning (technology devices, software programs, curriculum, etc.)
- Small groups and 1:1 support (Zoom breakout sessions during virtual learning)

The resources used to support this will be:

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## 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.]

- Connected devices will be provided to students
- For students who lack internet access at home, the District will provide either individual internet Hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments.
- Hardware: TK-K-1: iPads-one to one; 2-6: Chromebooks-one to one

## 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.]

Assess Progress

- Fountas and Pinnell assessments, Running Records, Star Math, Star Reading

Measuring Participation

- Teachers and school staff will keep track of student/family participation and attendance on a daily basis via AERIES.

Students will fill out a daily learning log via a google form. Students will submit items daily in google classroom. Teachers or staff members may also submit this google form on the students behalf to document what the student completed for the day.

Evidence of participation includes:

- Online activities,
- Completion of regular assignments,
- Completion of assessments,

- Contacts between employees of the local educational agency and pupils or parents or guardians.

All students at all grade levels will be required to log into Google Classroom or otherwise confirm active learning.

Each teacher will determine the time value of assignments. Teachers will provide at least 240 instructional minutes that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

## 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.]

Professional Development has been/and is being provided to support teachers so that they can manage a virtual learning program for students.

- PD informed by the work of the PD Committee
- Developed on shortened Wednesdays
- Added weekly to Seesaw or Google classroom (accessible to all who work with your students)
- Collaboration between district grade level teachers
- Ex: Working together to produce videos/Creating lesson plans to use in class and online
- Professional Development: See PD Plan and Shortened Wednesday
- Accountability, flexibility, personalized professional learning plan, etc.
- Using curriculum digitally
- Use Fountas & Pinnell intervention program- trained on it and look at it for each cohort day

Resources

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

## Staff Roles and Responsibilities

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

The roles and responsibilities of certificated staff have not significantly changed, with the exception of where and when their responsibilities are being carried out. When hybrid instruction begins, teachers and students may assist with sanitizing classroom between cohorts each day.

The most affected staff in terms of sanitizing facilities are the classified ranks. The MOU the district has with the Classified Bargaining Unit provides a degree of flexibility to many classified job descriptions so that they may assist with current new learning models.

## 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

- Synchronous Designated ELD
- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- Asynchronous Designated ELD
- Previously-recorded lesson and videos
- Phone and text messages
- ELD assignments/projects using approved
- ELD curriculum
- Paper and pencil activities
- Reading logs and journals
- Goal setting and reflection

### Exceptional needs

- Student's with IEPs: Students with IEP's will receive all services virtually during the period of virtual learning. Such services may include occupational therapy, adaptive physical education, physical therapy, speech, and specialized academic instruction. In accordance with SB 98 and California Ed Code, a Distance Learning Plan (DLP) that outlines how services will be delivered, will be developed in collaboration with the parent of each student with an IEP.
- Foster Care: POUSD students in Foster Care will be afforded their Foster Care Educational Rights as outlined in EdCode and by the CA Department of Education. Foster Care students have access to resources that will allow them to connect to virtual learning resources (iPads, Chromebooks, Hotspots, etc.). POUSD staff do reach out to Foster families to encourage attendance and engagement.
- Students Experiencing Homelessness: Northwest Prep Charter School will make every effort to ensure continuity of service so that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.

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

Description	Total Funds	Contributing
Educational software and equipment to support Virtual Learning	5,000	No
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	18,000	No
Hot Spots for students	1,700	No
Zoom to allow for synchronous teaching and learning	1,300	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	800	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	2,500	No
Professional development	1,800	No

**Pupil Learning Loss**

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

Northwest Prep Charter School will utilize a well articulated Assessment Calendar in conjunction with a number of diagnostic and formative assessment tools to measure learning loss of students during the pandemic. In turn, what is learned by analyzing diagnostic and formative

assessments will inform classroom instruction and differentiation utilized strategies to augment student learning. The primary focus areas of POUSD diagnostic and formative assessment tools are English Language Arts, Mathematics and English Language Development.

Please see the assessment calendar below for additional information.

### POUSD Assessment Calendar

Content Area	Assessment	Assessment Window
Math  Star Math: (2 weeks before report cards- 3rd-6th)	Bridges/Carnegie Baseline Assessment/ Personal Interviews	August
	Bridges/Carnegie Post Test Unit 2	October
	Bridges/Carnegie Post Test Unit 4	January
	Bridges/Carnegie Post Test Unit 6	March
Writing	Narrative	August-Sept.
	Informational	Jan-Feb
	Argumentative/ Opinion	March-April
Reading	Guided Reading F & P STAR Reading (3-6th)	Aug. 15-Oct. 15 (GR-not for K)
	Guided Reading F & P STAR Reading (3-6th)	Jan. 7-Feb. 14th (K included)
Interim Assessments	Math Common Assessment from grade level (K-2)	Dec. 2-Dec. 10th
	Math (3-6th)	
	ELA Common Assessment from grade level (K-2) ELA (3-6th)	Feb. 10th-Feb. 18th

## 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.]

Analyzing student data resulting from the diagnostic and formative assessments outlined above may lead to one or more of the following actions/interventions:

### Small group instruction

- 1:1 tutoring
- Authentic Learning Materials to use at school and home
- Daily and Weekly Check-Ins
- Multi-Tiered System of Supports (MTSS)
- Learning Team

### English Learners

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins
- Integrated and Designated ELD
- Balance technology and real materials

### Exceptional needs

### Foster Care/ Students Experiencing Homelessness

- Small group instruction
- 1:1 meetings
- CB for Virtual Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials
- Weekly Check-ins

### Other

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins



- Balance technology and real materials

Young Learners

- TK, K and/or 1: ½ day learning schedule
- Small group instruction
- 1:1 meetings and check-ins
- iPads for Digital Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials

**Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The CAASPP will serve as a Summative Assessment utilized by POUSD to gauge the effectiveness of Northwest Prep Charter School's program to mitigate learning loss over time.

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

Description	Total Funds	Contributing
1:1 tutoring	3,500	No
Student learning kits for Virtual Learning	2,300	No
Communication devices for staff to connect to families and students	460	No

**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.]

#### Monitor and Support

- Counseling services provided by district staff
- Partnership with other organizations for additional counseling services
- Student groups: Friendship, grief, loss, anxiety, and etc.
- 1:1 counseling for students that have been identified that have emotional needs
- Proactive Lessons for classes
- Family Support
- SEL Curriculum: PBIS/ToolBox /Restorative Practices/PBIS
- Toolbox: Continue and increase our use of it
- PBIS- looks different at different (physical) campuses
- Restorative Practices: Daily Community Circles, SEL- lessons, Mindfulness Practices
- Focus on SEL during both models: Virtual Academy, Hybrid Model
- Weekly Check-ins and support from teachers, Program Assistants and Principal (if needed)
- Build partnerships with SEL organization
- Each school chooses an organization to develop a full partnership.
- Opportunities for adults to cultivate their own SEL competencies
- Professional Development, room/time for self-reflection
- Staff Community Circles and Colleague supports and support group
- Making staff aware of the district resource that are available for our staff (i.e. insurance, RESIG, CTA, and CSEA)
- Classes/course that are available

#### Professional Development and Resources to address Trauma and other Impacts

- West County Health Center
- SCOE

## 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 a student is absent from distance learning for more than three schools days or 60% of the instructional days in the school week, the following process will be followed:

- Verify current contact information for each enrolled pupil
- Daily notification to parents or guardians of absences
- A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
- When feasible, transitioning the pupil to full-time in-person instruction

### Outreach

Teachers will regularly communicate with parents and guardians regarding a pupil's academic progress. AERIES "ParentSquare" was acquired by POUSD specifically to improve our ability to communicate/engage students and their families.

We will regularly discuss as a staff effective ways to motivate students and families.

Students who are not engaged in instruction and are at risk of learning loss will be referred to school site administration who will coordinate the following:

- Determine the best person to contact the student/family (principal, teacher, counselor, Instructional assistant) in order to make the best impact
- Determine pupil needs including connection with health and social services
- Encourage teachers to consistently contact students and families
- Focus the site on: Building trust and relationships so our community feeling safe and sharing their families needs
- Keeping track of student/family communication on a weekly basis (ex. Parentsquare)

## 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.]

### In Person

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in in-person instruction by..

- “Grab and Go” meals will be delivered to classrooms, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed).
- Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.
- Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff and teachers will assist with the monitoring of various eating locations.
- Additional trash/composting containers will be used to accommodate the various eating areas.

#### Distance Learning (Hybrid/100% Virtual)

We will provide meals for all pupils, including those who are eligible for free or reduced-price meals for pupils participating in distance learning by..

#### Hybrid

- Group A (Grades PK-12 attending classes on-site Mondays and Tuesdays)
- At the end of the instructional day on Tuesdays, Group A students will be offered three breakfasts, three lunches, and six milks to take home
- On Wednesdays, students who participate in full-time distance learning will be offered five breakfasts, five lunches, and 10 milks on a grab-and-go basis. Meals for all students will be distributed to parents between the hours of 11:30 a.m. and 12:30 p.m. Parents will be required to remain in their vehicles when picking up meals.
- Group B (Grades PK-12 attending classes on-site Thursdays and Fridays)
- At the end of the instructional day on Fridays, Group B students will be offered three breakfasts, three lunches, and six milks to take home.

#### 100% Virtual Learning

- 5 days of breakfast and lunch will be provided on Monday's at Schaefer, Jack London, and Olivet from 10am to 1pm.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	5,500	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families Northwest Prep Charter School acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.	675	No
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	No

Section	Description	Total Funds	Contributing
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	5,800	No

## 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
9.49%	87,475

### 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.]

Chromebooks, iPads, Hotspots (as needed) have been provided to unduplicated students and foster youth for use at home during virtual learning in a COVID context. In order to communicate more effectively with our Spanish speaking students and families, Parentsquare was acquired. Fountas & Pinnell intervention program was purchased to help us bridge the learning loss that is likely happening because of the impact of the pandemic on student learning.

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

Outreach Worker (Bilingual Spanish), AERIES "ParentSquare", Use of Program Assistance for outreach, Hotspots, free Wifi resources, Fountas & Pinnell intervention program

