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.

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General Information

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

The COVID-19 pandemic has impacted the Independence Charter School and community in many ways. Since March, families have been confined to their homes due to the pandemic restricting movement, schools closing and forcing many to work from home. Many children have seen more of their parents and siblings than ever before; however, this has come with trying moments and added stressors and pressures to families. Families have had to negotiate new ways of juggling work, overseeing their children's learning and school work, household chores, and just basic changes to their everyday routines. In addition, many families have experienced financial hardship with the loss of jobs. Families that were already struggling financially have felt greater impacts due to the COVID-19 pandemic. Approximately 85% of Independence Charter students are from low-income families, who depend on services provided through the district. The effect of school closure on student learning may reverberate through this next school year, if not longer. The district Learning Continuity and Attendance Plan seeks to address the impacts experienced by Independence Charter families and continue to support families until the return to normalcy.

Stakeholder Engagement

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

Independence Charter provided opportunities for stakeholders to engage meaningfully in the development of the in-person instructional offering and distance learning program for the 2020-21 school year. Through feedback collected during Community Forums on School Reopening in August and 2 charter-wide family surveys in May and June the charter selected the instructional program model that best fits the needs of children and families of Salida. The charter also leveraged the charter's annual LCAP timeline which was in place to develop Goals, Actions, Programs and Services focused on continuous improvement. Stakeholders engaged in a variety of ways including: student, parent, staff surveys; student discussion forums; committee meetings (LCAP Advisory committee, English Language Acquisition committee); mass phone calls/emails to families inviting them to participate in discussions and provide feedback.

When COVID-19 disruption resulted in school closures on March 18, 2020 the charter shifted communication and information gathering from stakeholders to: Zoom meetings; Town Hall meetings via Zoom; audio broadcast board meetings with opportunities for community to participate; parent surveys focused on distance learning options, transportation needs, modified attendance calendar, and connectivity needs. In-person communication occurred during Chromebook distributions and beginning of the year family meetings (adhering to social distancing guidelines). Printed communication was handed out during breakfast/lunch servings. Principals, Learning Director, bilingual community liaison, school counselor, and school secretary reached out to families through personal phone calls each week and sometimes daily to see how the charter could support families during school closure. Feedback from these conversations with families was gathered and shared during end-of -the-year Zoom meetings with the charter leadership team.

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

The Salida Union School District, which the charter is a part of, holds public board meetings and hearings via teleconferencing to make meetings accessible to the public. Community members may listen to the meeting via phone conference by dialing in. Members of the public are encouraged to submit public comments via email at publiccomment@salida.k12.ca.us. If members of the public are unable to email a public comment, they may contact Kalin Kent or leave a phone message with question or comment at (209) 543-3119. Public Comments may be read into the record based upon factors like the length of the agenda and the number of comments received. The public may also view the supporting for the documents board meetings by visiting the following website: http://salida.agendaonline.net/public.

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

In October, the LCAP Advisory committee engaged in discussions using the Parent and Family Engagement Reflection Tool. Stakeholder rating and feedback identified that the charter should continue to focus on: 1) Building Relationships between School Staff and Families. Ideas generated included: Continue Aeries parent portal, Class Dojo, Remind, Text, Email; Translated Information; Facebook Communication per site; Positive First Contacts from school office staff. 2) Building Partnerships for Student Outcomes. Ideas generated included: Continue welcoming communication school to families; Continue teachers starting classes outside and greeting students each day; Continue principals greeting students out front every day; continue a Welcoming Office Staff.

In January, all charter stakeholders engaged in discussions supported by CA Dashboard data to review current charter Goals, Actions, Programs and Services and make recommendations to maintain, modify, expand or discontinue. Feedback included: 1) Continue to foster caring, safe and welcoming school environments 2) Implement an inclusive approach for all students 3) Strengthen daily instructional delivery for English learners 4) Implement differentiated professional learning focused on continuous improvement and time for professional collaboration among teachers.

In March through June, stakeholders engaged and provided the following feedback to the charter:
- Approximately 46% of families are not interested in Distance Learning.
- Approximately 70% of families are interested in a Hybrid model of learning (Combination of Distance Learning & School attendance adhering to social distancing)
- 95% of families have access to the internet. 5% need Wi-Fi hot-spots
- 14% of families would need to continue transportation with social distancing

- 59% of families are interested in the charter adopting an alternate calendar with a longer winter break when there may be a resurgence of COVID-19 during cold/flu season
- The charter should invest in instructional technology and add devices for Kindergarten students since the charter was 1:1 with devices in grades 1st - 8th
- The charter should continue support struggling students with intervention in reading and mathematics.
- The charter should provide professional learning to staff focused on synchronous and asynchronous instruction, engagement strategies, and online collaboration strategies.

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

Stakeholder engagement influenced the following actions in the Learning Continuity and Attendance Plan:
- Foster caring, safe and welcoming school environments that support student voice, high expectations, responsibility, independence, and social-emotional skills.
- Strengthen teaching teams to challenge their own beliefs, implicit biases and actions about students to meet HIGH EXPECTATIONS and provide culturally relevant, ongoing professional learning.
- Implement an inclusive approach for all students that eliminate learning barriers by providing training and support regarding effective differentiation, Universal for Design Learning (UDL) and Response to Intervention (RtI) strategies.
- Strengthen daily instructional delivery of Integrated English Language Development (iELD) and Designated ELD (dELD)
- Create Exceptional In-person and Virtual Learning Environments which equitably supports all students and provide professional Learning focused on synchronous and asynchronous instruction, engagement strategies, and online collaboration.
- Provide timely intervention to support students in response to unfinished learning due to COVID-19 school closure.
- Invest strategically in instructional technology to support highly engaging and interactive learning in a virtual environment.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The charter in collaboration with districts across Stanislaus County will follow the 2020-21 Stanislaus County Guidelines to Address the Challenges of COVID-19 (School Year Planning Guide - https://www.salida.k12.ca.us/Domain/1724) The guidance provided is in accordance with current health orders from the California Department of Public Health (CDPH) and Stanislaus County Public Health (SCPH). The charter will return to In-Person instruction when Dr. Julie Vaishampayan, Stanislaus County Public Health Officer identifies a downward trend in hospitalizations and confirmed cases of COVID infections, schools may start to reopen in a phased approach. The charter hopes to phase in TK-6 grades in small groups each day and special education students. The charter will monitor and respond to changes as needed.

Families will be asked to "Screen at Home" and take temperatures daily before sending their child to school. Mandatory face-masks will be required for children in second grade and older; although, it is highly suggested for those children older than two years of age. All students and staff will be encouraged to wash/clean their hands regularly and personal hygiene protocols (hand-washing, sneezing/coughing into bend of arm, etc.) will be followed. Teachers will provide COVID-19 prevention and information lessons to students. Each school will have hand-washing stations with soap and/or hand sanitizer in addition to each classroom station. Classroom furniture will be arranged to minimize risk of exposure and adhere to physical distancing requirements. Schools will limit sharing of supplies between students and disinfect between uses if sharing is unavoidable. Where possible, student cohorts will be kept from mixing by staggering lunches, recesses, and other transition times as needed. District structural improvements will include upgrading the heating, ventilation, and air conditioning (HVAC) systems to improve air filtration as needed. In addition, outdoor shade structures will be added to improve outdoor spaces for students limiting sun exposure.

Salida USD will follow disinfection guidelines developed by Stanislaus County Public Health for classrooms, work-spaces, outdoor spaces, and playgrounds. Student device keyboards, screens, and mice will be wiped clean by each student at the end of their use on each school day for students in 1st through 5th grade classrooms where devices are assigned to a specific student for the entire school day. Tissues will be available within each classroom. Sneeze guards will be provided to capture airborne droplets and sneeze particles, and confine the spread of germs between students and faculty. Any student displaying signs of sickness will be immediately referred to the school site nursing station for assessment. Each school will have a "sick room" through which others do not regularly pass where symptomatic individuals can remain until they are able to go home.

As Stanislaus County Public Health Official determines the safe return of students to school for full-time in-person instruction, the charter will implement a model that adheres to following physical distancing guidelines and recommendations as directed by the county health officer. Transportation will be provided adhering to physical distancing requirements in small groups. The charter recognizes that as schools reopen not all families may feel comfortable to return their children to school. Families will have the option to select a virtual, distance learning model with synchronous and asynchronous instruction.

The highest priority of focus continues to be fostering a caring, safe and welcoming school environment. The charter has prioritized the CASEL's 3 Signature Practices (https://casel.org/sel-3-signature-practices/) to integrate Social Emotional Learning (SEL) practices and promote community-building with deeper engagement. Teachers will develop students as a community of learners that promotes student voice, high expectations, responsibility, independence, a growth mindset, and social-emotional skills. Daily opportunities will be provided to build strong relationships and connections. Teachers will utilize structures such as: Daily Meetings, Morning Messages, Daily & Weekly Check-ins to raise awareness of the changes in students' lives and their mental/emotional health. Any students who are identified in need of Tier 2 and 3 services will be referred to school counselors, learning directors and principals to make personal connections to understand the challenges families may be experiencing. Staff will connect families and students to appropriate services and resources.

The charter will ensure that all students have access to good first instruction utilizing the district adopted, standards aligned curriculum focused on grade level learning. In-person instruction will provide engaging and interactive opportunities for collaboration and connection among teachers and peers. All materials are available in print and online. Instruction will be student-centered and supported by Universal Design for learning strategies including: clear learning goals, options/choice of the methods and materials students will use to learn, opportunities for students to monitor their progress and self-reflect and options/choice for how students will demonstrate that they have met standard.

The charter will address students who have experienced significant learning loss due to school closure using Tier 2 and 3 academic supports and intervention programs in English language arts and mathematics. Students will be identified through diagnostic and formative assessments. Assessments will guide teachers to understand what students know and identify any "unfinished learning" that may exist due to COVID-19 school closure. Assessments will be used meaningfully and yet sparingly to make strategic instructional decisions. Through careful instructional planning, decisions will be made to prioritize the major work of the grade level. Teachers will incorporate prior grade-level knowledge and skills, when necessary, to support access to current grade-level content. And, as often as possible teachers will integrate on-going practice and review into the teaching of current grade-level content, instead of disrupting it.

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

Description	Total Funds	Contributing
- Provide High Quality Staff - Create Exceptional Learning Environments which equitably supports all students. - Foster caring, safe and welcoming school environments that support student voice, high expectations, responsibility, independence, and social-emotional skills. - Strengthen daily instructional delivery of Integrated English Language Development (iELD) and Designated ELD (dELD) by providing training in language acquisition, iELD and dELD. - Implement an inclusive approach for all students that eliminate learning barriers by providing training and support regarding effective differentiation, Universal for Design Learning (UDL) and Response to Intervention (RtI) strategies. - Provide differentiated professional learning and resources focused on continuous improvement of student learning and professional practice. - Strengthen teaching teams to challenge their own beliefs, implicit biases and actions about students to meet HIGH EXPECTATIONS and provide culturally relevant, ongoing professional learning.	$144,603	Yes

Distance Learning Program

Continuity of Instruction

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

Independence Charter will provide continuity of instruction through distance learning to ensure that all students have access to high quality, standards aligned curriculum materials. Elementary students will have access to: Benchmark Universe English Language Arts, Eureka Mathematics, Studies Weekly - History Social Studies, Full Option Science System, and Pearson-Scott Foresman: California Science. All teachers will use Google classroom to post assignments, weekly schedules and push out lessons for students to complete on their own.

The charter believes continuous learning is not hours of screen time for educators, parents, or students; rather, the charter's distance learning program will be a combination of synchronous and asynchronous learning. By offering a combination of learning opportunities for students and families, the charter hopes to provide flexibility to families who are juggling work and overseeing their children's learning.

Synchronous learning will occur in real-time and be presented "live" by the classroom teacher which will be offered at specific times throughout the day. Through charter assigned devices students will connect with their classroom teacher using Zoom web conferencing tool for a "live" instructional experience. Teachers will post a daily schedule for students to log in and participate in lessons such as: Morning Meeting/Daily Check-in, Social Emotional Learning lessons, English language arts, Mathematics, Designated English Language Development lessons for English language learners, small group reading instruction, small group tutoring and support for students with disabilities to meet their IEP goals, etc. Physical Education, Music and art lessons will be provided. Synchronous learning experiences will include opportunities for students to work in "breakout sessions" and work with their peers, allow teachers to check in with students and clarify difficult concepts and misunderstandings, as well as, provide feedback to students as they learn. Synchronous learning also provides opportunities for students to ask and have questions answered in real time, as they come up.

Asynchronous learning will also be provided to support students and families with flexibility to complete work on their own time. (An advantage when families are juggling work and multiple schedules!) Some of the asynchronous learning opportunities might include: videos of a teacher's lesson, podcasts, reading articles or books, quizzes, practice problems, etc. Asynchronous learning is meant to provide flexibility, creativity and increase interest and motivation for students. It also provides students the opportunity to take the necessary time to digest, and repeat/reread content that is difficult in order to deepen their understanding. Some learning opportunities may ask students to answer a problem and submit a video back to their teacher explaining how they solved it. In addition, students may participate in project based learning opportunities. Some interactive technology that teachers may use might include: SeeSaw, Flipgrid, Nearpod to name a few.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students in Transitional Kindergarten – 5th grade will receive a charter assigned Chromebook. During the Chromebook distribution in August, families will be provided information about charter provided Wi-Fi hot-spots and a phone number to call for set up. The charter has approximately 200 Wi- Fi hot-spots for Charter family use at no cost to families. Families who were using charter provided Wi-Fi hot-spots at the close of last year will be automatically reassigned and set up. Families will also receive information on free/low cost connectivity options through a variety of internet providers should they be interested. Information is posted in English/Spanish on the charter website.

During the beginning of the year family meetings, teachers will review and parents sign the Distance Learning Contract which will confirm that each family has connectivity. Any family that is in need of access will be referred to charter technology support team to provide access to Wi-Fi hotspots.

The district is upgrading the infrastructure to improve Wide Area Network (WAN) connectivity and remote management of devices/wireless access points. In addition, phone systems will be upgraded to provide improved telephonic communications to families.

Pupil Participation and Progress

The charter will track each student's daily participation during distance learning. Participation includes: Participation in online activities, completion of regular assignments, completion of assessments to monitor student progress and provide feedback, and contacts between the teacher and family. If a student does not participate in distance learning, they are marked absent.

The charter will also complete a Weekly Engagement Record recording the time each student engages in synchronous, asynchronous instruction and for their completion of assigned work. These values will be recorded daily will track the total minutes required by grade levels:

Transitional Kindergarten/Kindergarten: 180 minutes (3 hours) per day
Grades 1st – 3rd: 230 minutes (3 hours and 50 minutes) per day
Grades 4th – 5th: 240 minutes (4 hours) per day

There are a variety of ways teachers will collect evidence of participation and engagement during Distance Learning. Zoom Meeting software provides attendance reports that tracks the instructional minutes students attend "live" synchronous instructional sessions. Online curriculum such as: Footsteps2Brilliance, Zearn, Imagine Learning, iReady, etc. include time-on-task features and reports to monitor asynchronous learning. In addition, software provides teacher alerts which identify students who are struggling and not meeting time-on-task expectations. These reports generate as students complete online lessons and allow teachers to give immediate attention and "just in time" support and feedback to students and families about progress.

Teachers will determine the time value given for the completion of assignment by students. Teaching Guides for state adopted instructional materials include approximate time values for assigned work which will be used as a guideline to determine values. Through family meetings and weekly contact, teachers will review the weekly engagement record and communicate with families of students who are not meeting the required instructional minutes. Families will be notified if a student has missed 60% of the days in a week (approximately 3 days per week).

Distance Learning Professional Development

The charter will provide professional development focused on:
- Creating exceptional learning environments (Virtually and In-person)
- Strengthening daily instruction virtually for English learners (dELD, iELD)
- Implementing an inclusive approach for all students that eliminates learning barriers using strategies for Universal Design for Learning (UDL) and Response to Intervention (RtI)
- Resources to support staff implement the distance learning program including Social Emotional Learning (SEL), scheduling, balancing synchronous and asynchronous learning using state-adopted core curriculum materials and technology support.
- Synchronous and asynchronous instruction (recording lessons, presenting a live lesson, announcements, etc.), engagement strategies and online collaboration.

- Technology Tools for Distance Learning: Google Classroom, GoGuardian, SeeSaw, Padlet, NearPod, FlipGrid, Numerade, Kahoot!, Quizziz, etc.
- Technology Tools for Communication: teacher voice mail; emailing parents using Aeries; Class DoJo, Google Voice

Throughout the school year professional learning will be provided in person. In addition, teachers may utilize the SUSD Tech Google Classroom with videos and resources for teachers. Teachers can also "Show What You Know" by earning a SCOE badge.

Technology training for parents and students will be made available through a Video library to show parents/students how to log in, how to turn in assignments in Google Classroom, and how to participate in a Zoom meeting while following norms and appropriate behaviors. Students will receive training on Digital Citizenship delivered online, learn Zoom etiquette, norms and routines for participation in a virtual learning environment.

Staff Roles and Responsibilities

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

Independence Charter and labor partners have outlined agreements which added descriptions so that all classified job descriptions will also assist to support students and families. This addition allows flexibility to utilize classified employees in the distribution of meals, engaging in outreach programs for students who are not participating in distant learning. The counseling staff will continue its practices of student outreach especially in the area of social-emotional well-being of students (activities include student check-in, video lessons on emotional health, etc.)

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.]

Independence Charter will provide additional supports during distance learning to assist students with unique needs as follows:
English language learners: The charter prioritizes daily language learning (Designated English language Development) for all English language learners using the state adopted curriculum to ensure Language proficiency in reading, writing, listening, and speaking. Teachers will provide students frequent opportunities to interact with peers and practice communication skills (e.g., chats, comments on assignments, virtual meetings, group activities). To support students learning in academic content areas, instruction will be presented in multiple modes (video, synchronous instruction, audio, or slides). Teachers will use closed captions or subtitles to every extent possible during video instruction. Teachers will use integrated English language development strategies throughout virtual instruction to provide scaffolded support and through continuous assessments adjust and adapt instruction to meet student needs. Teachers will provide feedback to students during virtual meetings to teach lessons or check in with student regarding progress. Small group virtual meetings might include: discussing a book, annotating a reading selection, teaching content, reviewing instructions, modeling a process, discussing current events and checking on student wellness.

Students with exceptional needs: All students with disabilities will be provided a free and appropriate public education as outlined by the California Department of Education. Classroom lessons are designed using Universal Design for Learning (UDL) strategies to meet the unique needs of students. These strategies and supports are designed to allow students to understand and engage with standards-based materials. Students are provided multiple, flexible methods that begin with digital formats. Since some students may grasp information better through visual or auditory means rather than printed text teachers identify which options best support students including: text, speech, video and audio so that students can interact and learn the content using multiple senses, aligned to their individual learning preferences. Through universally designed lessons students will be supported when engaging in learning tasks and expressing what they know. Charter personnel have been trained to provide remote support during distance learning and deliver specialized services. IEP meetings will be convened remotely with family involvement and scheduled whenever needed.

Students in foster care or students who are experiencing homelessness: The charter recognizes the crucial role schools play in providing a place of stability in children's lives who are highly mobile and those who may have experienced trauma. Schools will create virtual learning environments that are safe and supportive to all students to meet their social-emotional and academic needs. The charter will ensure enrollment in the daily meal program, a device and Wi-fi hotspot for connectivity during remote learning. Teachers will "train" and work with parents/caregivers in using the platforms, applications and tools for instruction so that there is a clear understanding of how to engage. Support staff will check in weekly with students to assess unmet basic needs, offer encouragement, and recognize the child's successes and accomplishments. School staff including: teachers, school leadership, attendance secretaries will monitor the engagement and attendance of students and communicate regularly with parents/caregivers.

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

Description	Total Funds	Contributing
- Provide High Quality Staff - Create Exceptional Virtual Learning Environments (Synchronous and Asynchronous learning) which equitably supports all students. - Foster caring, safe and welcoming school environments that support student voice, high expectations, responsibility, independence, and social-emotional skills. - Strengthen daily instructional delivery of Integrated English Language Development (iELD) and Designated ELD (dELD) by providing training in language acquisition, iELD and dELD. - Implement an inclusive approach for all students that eliminate learning barriers by providing training and support regarding effective differentiation, Universal Design for Learning (UDL) and Response to Intervention (RtI) strategies. - Invest strategically in instructional technology to support highly engaging and interactive learning in a virtual learning environment. - Provide Professional Learning focused on synchronous and asynchronous instruction, engagement strategies, and online collaboration.	$26,859	Yes

Pupil Learning Loss

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

The charter will address pupil learning loss and address unfinished learning that resulted from school closure in 2019-2020 school year in the following ways:

Diagnostic and formative assessments in English language arts, English language development and mathematics will be used to guide teachers to understand what students know and identify any "unfinished learning" that may exist due to COVID-19 school closure. Assessments in English language arts, English language development, and mathematics will be used to make strategic instructional decisions. In response to any identified learning gaps, teachers will incorporate prior grade-level knowledge and skills, when necessary, to support access to current grade-level content. And as often as possible, teachers will integrate on-going practice and review into the teaching of current grade-level content, instead of disrupting it.

The charter will fully utilize curriculum guidance documents which identify prioritized standards and the major work of the grade level to guide teachers' understanding of when it is important to address any gaps to ensure student success in grade level instruction. At the conclusion of daily lessons teachers will use lesson cool down and exit tickets to identify struggling students. Digital assessment tools such as: FlipGrid, Formative, NearPod, SeeSaw, etc will be used to gather evidence of learning. Professional learning and teacher collaboration will be provided for teachers to fully utilize these guides, review assessment results and make instructional decisions.

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.]

The charter will address learning loss and accelerate learning loss for students through a multi-tiered system of support:

Tier 1: Core Instruction with on-going differentiated supports
Identify "Unfinished" learning (standards and content that are prerequisites to grade level learning)
Incorporate prior grade-level knowledge and skills, when necessary, to support access to current grade-level content
Integrate on-going practice and review into the teaching of current grade-level content, instead of disrupting it.

Tier 2: Core Instruction and Targeted Interventions
Identify students not meeting grade level expectations
Provide targeted, small group intervention to students in addition to core instruction (to close the gap in academic skills or performance)
Provide research-based curriculum/programs and evidence-based practices supported by research
Frequent progress monitoring of student progress

Tier 3: Core Instruction and Intensive/Strategic Interventions
Identify students with significant learning loss
Provide intensive and strategic interventions in addition to core instruction (to close the gap in academic skills or performance; focusing on foundational skills)
Provide research-based curriculum/programs and evidence-based practices supported by research
Frequent progress monitoring of student progress

Tier 2 and 3 supports will be provided through a combination of in-person instruction, e-Learning platforms, tutoring and teacher office hours where 1:1 support may be provided. Personalized intervention e-learning platforms include: iReady online assessment and instruction program in reading and math, ZEARN Learning Recovery Path in mathematics, Imagine Learning adaptive language and literacy program to support English language learners.

English Learners: Targeted/Strategic support will focus interventions to ensure students make progress toward English language proficiency and meet grade-level academic achievement; ensure accessibility to curriculum; and provide frequent communication with parents.

Students with exceptional needs: The IEP process will customize educational opportunities; identify student needs and determine targeted/strategic supports when necessary; ensure accessibility to curriculum; and provide frequent communication with parents.

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.]

Through regular, on-going family meetings teachers will monitor the success of students based on programs and services implemented. Schools will monitor the effectiveness of services and supports provided school-wide to students during monthly Positive Behavior Intervention and Supports (PBIS) team meetings. (Academic & Behavioral) The District Leadership team will discuss the trends in data and address any systemic changes necessary to improve programs and services for students.

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

Description	Total Funds	Contributing
- Provide High Quality Support Staff - Provide timely intervention to support students in response to unfinished learning due to COVID-19 school closure. - Provide standards aligned curriculum, formative assessments and resources for reading and math intervention.	$3,000	Yes

Mental Health and Social and Emotional Well-Being

Independence Charter will support the mental health and social and emotional well-being of students in the following ways:
- Build relationships where staff expresses care, fosters a supportive environment and develops partnerships with families.
- Provide classroom lessons to develop Social-Emotional skills including: growth mindset, self-awareness, managing behaviors, social awareness and responsible decision making.
- Classroom instruction includes: welcoming and inclusive activities, engaging strategies, brain breaks throughout the day and ends learning with optimistic closures
- Monthly school-wide themes will include: 3 Rs - Respectful, Responsible, Ready; Integrity; Acceptance; Gratitude; Perseverance; Compassion; and Courage
- Provide monthly newsletters to families giving tips, resources, and strategies for health and coping during these uncertain times. (https://www.stancoe.org/mental-health-resources)
- Counselors provide a variety of services including: classroom guidance lessons using Second Step curriculum, and mindfulness strategies.
- Together, counselor and psychologist support students with interventions and services for a variety of social and emotional concerns such as exhibiting signs of self-harm, anxiety, depression and/or suicide threat.
- Counselor/psychologist will address trauma and the impacts of COVID-19 through wraparound supports and referrals to community agencies/services to help a children and their family meet identified needs.
- Staff is trained to understand and address the learning needs of children impacted by trauma through a responsive lens.

Pupil and Family Engagement and Outreach

Independence Charter will provide communication to students and families regarding engagement in the Instructional Program. (In-Person and Distance Learning) Expectations will be provided during beginning of the year family engagement meetings where families will be provided schedules and Distance Learning contract. During the first 20 days students will be trained in routines and expectations for attendance/engagement. Staff will maintain regular contacts with parents/guardians/caregivers on an on-going basis for students not meeting expectations.

Procedures for tiered re-engagement strategies for Students Missing more than three school days OR 60 percent of the instructional days in a school week.

Tier 1 - Parent/Guardian/Caregiver Contact (Incident 1; Incident 2 - non-consecutive weeks)
- Review Distance Learning Contract focusing on Attendance and Grading
- Discuss research related to Chronic Absenteeism
- Discuss supports needed for learning - (i.e. Internet Access, Schedule, Tutoring, identify areas student is not engaging - synchronous, asynchronous or assignments and target area to remedy, discuss family work schedule and logistics of family routines)
- Verify the current contact information for enrolled pupil
- Review the daily schedule for home learning with student & family
- Discuss ways to meet instructional minutes: synchronous, asynchronous or assignments in light of family work schedules and routines

Person(s) responsible: Teacher(s), Special Education Case Manager (if appropriate), Attendance Clerk

Tier 2 - Parent/Guardian/Caregiver Meeting (Incident 2 - consecutive weeks; Incident 3)
- Ask questions of family to inquire about supports needed for: Physical Health; Mental Emotional Health; Quality of Life; Routines
- Create plan to address identified needs
- Refer to District Support Services - School Nurse, Counselor, etc.
- Refer to District Academic Support Services - Small Group/Tutoring/Intervention

Person(s) responsible: Teacher(s), Special Education Case Manager (if appropriate), Attendance Clerk, Learning Director, Counselor, Principal

Tier 3 - Parent/Guardian/Caregiver Meeting (Incident 3 - consecutive weeks; Incident 4 or more)
- Begin daily notification to parents/guardians of absences
- Begin Check In-Check Out - Daily contact with Student
- Review Plan - What is working? What is not? Are supports in place?
- Possible referral to outside agencies for appropriate health and social services
- Follow-up regarding Academic Support Services provided - Small Group/Tutoring/Intervention
- Possible Home visit
- Determine student needs and discuss transitioning the student to full-time in-person instruction (if in Distance Learning Program)

Person(s) responsible: Teacher(s), Special Education Case Manager (if appropriate), Attendance Clerk, Learning Director, Counselor, Principal

School Nutrition

Independence Charter School participates in the district nutrition services program.   A free daily breakfast and supper meal is provided to all students in grades TK - 8 grades. Each school site has a distribution center for meals. Lunch is served daily between the hours of 11:00 AM to 1:30 PM. All students ID cards were mailed for use during lunch distribution each day.Charter students can go to any of the district sites to obtain their meals and each site is adequately staffed to handle the maximum level of needs.

Unfortunately, the Seamless Summer program was not extended allowing districts to serve all children 17 and under. From April 1, 2020 to July 31, 2020 the district served 156,650 meals to students. As an elementary school district, many of the non-driving high school students now have to cross the freeway (Highway 99) to get to Modesto City School's high school distribution center rather than receiving meals within the Salida district. As a result of these changes, the point of contact has dropped substantially since opening day August 12, 2020. The charter has been using all-calls to remind our families of the free meal program in an effort to get numbers back to the Seamless Summer levels.

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	- Provide High Quality Support Staff - Provide for student health and wellness through health support services. - Provide counselors who provide support to families and small group guidance lessons to at-risk-students. - Communicate routinely with students and families about academic and behavioral expectations and seek their involvement as partners in education.	$2,000	Yes

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
26.22%	$97,610

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.]

Funds support actions and services to first address the needs English learners, low-income and foster youth beyond those provided for all students in the areas of academic, social-emotional, physical and mental health for students and families. These student groups may not have a strong support system to which they can turn to in times of crisis and district actions, programs and services will provide that net to address any students or families in crisis. In addition, funds will provide professional learning related to specific actions and services to increase the quality of instructional programs provided to English Learners, foster youth and low-income students.

Maslow's Hierarchy of Needs and Emotional Intelligence, supports district actions first helping to address and meet the basic needs of students before they can learn and be successful in school. Research also shows that social and emotional learning (SEL) can have a positive impact on students' academic performance. Researchers generally agree upon five key competencies of SEL (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Weissberg, Durlak, Domitrovich, & Gullotta, 2016). Those competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The charter's social emotional learning will support students building these competencies so that they may be successful in academic learning. Process to monitor - family meetings and check in to ensure needs are met.

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

Programs and Services that are essential for the success of English learners, foster youth, low-income include:

Programs added include: increased technology for students in Transitional Kindergarten and Kindergarten, daily meetings and student check-ins, daily interventions for students who have experienced learning loss due to COVID-19 school closure, and Parent Educational offerings to support families with children participating in Distance Learning.

Programs and Services continued include: counseling at each school, classroom instructional support aides, district bilingual Community Liaison, staff professional learning focused on the needs of unduplicated students, and supplemental materials to support learning of California CCSS in English language arts and mathematics.