

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|--------------------------|--|
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General Information

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

COVID 19 had the school move into distance learning after March 13, 2020. Families, students, and staff were surveyed about technology needs and were supported with equipment, modifications, and internet cost contributions. The community moved into offering synchronous Crew classes and Office Hours online over Zoom while continuing with the already existing 1:1 Chromebook program, use of Google Classroom, use of the online mastery based grading program JumpRope, and an emphasis on both character and academics. Our PTC continued to connect with Administration, just online. Leadership team meetings, Professional Development, other team meetings, and morning circle continued with the staff, just online. Students were offered some opportunities for extracurriculars online. CIF sports needed to stop. Families and students were given opportunities to give feedback via survey, through PTC, in drop ins with Admin, in drop ins with the Character Dean and Guidance Counselor, and during Crew classes. Students with special needs were connected with individually as well. Students were provided paper packets if needed. 100% of students were connected with during distance learning. This was how our community rose to the challenge during the COVID 19 pandemic. The community was deeply impacted negatively as we all are committed to the EL Education approach to learning which includes hands on group projects, fieldwork, experts, interdisciplinary learning, deeper learning strategies, and a strong sense of CREW. Although we move online quickly and did our best to keep traditions, celebrations, and connections alive, no one felt it was better in distance learning than in person. Everyone missed seeing each other. Our large, rural County is very spread out. This meant internet access is an issue even if we work to mitigate it and it could be frustrating for everyone in our community when the connection of the internet was not working well in one home or County-wide. The giant budget cuts / deferments and potential freezing of enrollment both do not help any school community. Our school remained connected, everyone worked hard, and we're all grateful to continue our work together, but the impact is still unfolding and will have repercussions for our and all schools for years to come.

Stakeholder Engagement

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

The SAEL Survey to all staff, students, and parents / guardians provided an opportunity for feedback on school plans, goals, and budgetary decisions in the Spring and the Feedback on the Distance Learning details Survey in the fall gave an opportunity to write feedback again as well. The PTC (Parent Teacher Crew) met over Zoom 3 times to touch base about school development, budgetary decisions, instructional and curricular decisions, formats for school, and student support. Staff was connected with during regular, weekly professional development sessions and meetings about feedback on the school program, goals, and implementation during distance learning. Drop ins were offered by the Admin for parents / guardians and students. The Board adopted the LCAP replacement document at a publicly held Board Meeting. This Learning Continuity and Attendance Plan was agendized at a public board meeting on Aug 13th and then adopted at the regular Sept Board meeting. A draft of the plan has been available on the front page of the SAEL website (www.sierraacademy.net) since 8/5/20. Families who were on our radar for not having consistently strong internet were called for feedback by the Character Dean as well. All families of students with IEPs were called by the Special Education Coordinator prior to the start of school to check in and for any additional feedback. There are no students who are current English Language Learners and the home language survey in enrollment forms did not reveal a need for further translation of the information provided, surveys offered, or phone calls made to get feedback.

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

All meetings were held over Zoom, publicly posted, with call numbers provided and numerical access codes so anyone with a phone could join a meeting via audio. The Board Meetings held publicly over Zoom acted as both the public hearing and approval meeting and both were offered over Zoom with the ability for people to get support from our Board Secretary who is also our Technology and Business Manager who could troubleshoot any issues in real time over the phone, Zoom, or email if needed.

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

The PTC, which also solicited input from parents anecdotally and discussed SAEL Survey results from parents in the meetings, specifically wanted to ensure that there was an increase in synchronous classes offered if distance learning were to continue in the 20-21 school year. They appreciated the communication, swift move to distance learning, the offering of synchronous Crew and Office Hours over Zoom, and the focus on socioemotional learning and support in general in the transition. The PTC was hopeful for how more synchronous classes may create an even greater routine for students at home as Crew was often the student "reason to get up and get ready for the day" so more classes would help with that as well.

Students gave feedback anecdotally in Crew class, through the SAEL Survey, and in a Crew Council (student leadership group) session. Students appreciated the decrease in assignments during distance learning to help everyone adjust to the new routine. Students appreciated synchronous Crew and Office Hours. Students missed their peers, missed being in school with teachers, and wanted more opportunities to engage with peers from other grade levels. Specifically connections on equity issues were requested and pilot sessions held had positive engagement.

Teachers were clear that distance learning was the preferred and safer option. They appreciated the tech support they were given and how the school was responding to get all students access to internet, hot spots, phones, etc as needed. Teachers gave feedback about how if distance learning was continuing, more synchronous classes would be helpful for supporting student learning. They deeply engaged in grading policy revisions and support in order to adjust for distance learning and appreciated the ability to engage in this work as a team.

Teachers also talked about needing additional tech / screens and that Screencastify software was very helpful for them to post lessons and explanations.

The Board had public board meetings where distance learning progress was discussed. The Board echoed the desire to have consistency and routine for families and to keep communicating openly and transparently throughout this process. The distance learning decision for 20-21 was made at a public board meeting with public present and giving comments.

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

The shift to provide distance learning in the Spring as well, with more opportunities for engagement, came from stakeholder feedback. This means when stakeholders talked about the importance of Crew, we continued to have Crew class and have retained all Crew Advisors full time in order to support all students with tracking progress, supporting socioemotional wellbeing, and continuity of education in general. Office Hours offered by teachers will continue as well. This meant keeping staff fully employed and supporting all those salaries and benefits during the time of distance learning. The teacher connection and support was hugely important, spoken about favorably in drop ins and meetings, and showed to be essential for continuity of education in the SAEL Survey. This meant investing in staff retention on not reducing staffing dramatically even in distance learning with more classes offered only remotely. Students wanting to engage across grade levels has meant an investment in retaining all staff in order to offer synchronous extracurriculars across grade levels in a variety of areas including equity.

The addition of synchronous classes over Zoom and synchronous cross grade level extracurriculars came directly from the feedback of stakeholders. The desire for both the meeting of required minutes and days balanced with making sure students were not spending full days on Zoom meant that the schedule for the school during distance learning demonstrates that balance.

A greater investment in tech hot spots, support, and tools for staff and students was also essential, especially investing in back up chromebooks to have them readily available in case something breaks, was important to respond to feedback about ensuring accessibility and the importance of having all students have access to necessary tech. Teaching staff was also provided with an additional chromebook and iPad as well as Screencastify software to support a virtual classroom set up that responded to staff feedback about needing more resources to successfully facilitate Zoom classes.

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.]

In person classroom plans exist, have been vetted and discussed with stakeholders, and we are ready to move into in person classroom instruction as soon as the global pandemic is safely under control in the United States of America and specifically our local area in Nevada County. The plans are thorough, address all mandates and guidelines, and provide a variety of cohort options in order to support getting students back in person whenever possible. They involve plans for tracing, social distancing, mandated masks for all on campus, as well as cohort models. The in person schedule mirrors best practice high school scheduling for EL Education high schools that allows for interdisciplinary Expeditions, or units of study, to continue to provide access to and the realization of the EL Education learning model. It also ensures subject matter classes are occurring for specific subject matter as is necessary in high school. All the classes in any in person offering continue to support students to accumulate all necessary credits to ensure grade level cohorts remain on track for graduation. There is time in the schedule for interventions and strategic groupings in classes to recover lost learning as well as Office Hours time to make meetings and small group interventions happen with teachers and students. All students will be supported remotely due to the necessary safety precautions during this global pandemic until it is safe to return to the classroom in person. This means investing in further staffing in order to support all students during distance learning and so we are ready to immediately switch to hybrid or full in person models as soon as safely possible. The distance and in person learning models have truncated days on Zoom or on campus in order to safely handle cohort separations, bussing, cleaning, and teacher preparation time that would be necessary for teachers to run concurrent distance and in person classes simultaneously in order to support all students during this time. The schedule model also still takes into account the 240 minutes offered minimum per day over the at least 175 school days. Screening procedures are already in place for all staff on site and similarly an in home survey would be implemented for all students or staff who would come on campus. The scenario plans incorporate next steps, notification letters, and procedures for if there are positive cases in a cohort or with someone in close proximity to someone in a cohort as well as someone who is symptomatic. There is a safe room where students could remain if they display symptoms and are waiting for pick up.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Retention of all teaching staff and paying all personnel related expenses essential to support both in person full and hybrid school options | 1,339,034 | 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.]

As always, we are committed to supporting the character and academic development of all students. Based on input from our family, student, and staff SAEL Survey, from the PTC and families that reached out to the PTC and staff, from staff during professional development, from students in Crew in Spring and the Summer, we are proposing the following for our distance learning plan:

Continuing to offer all courses required for graduation from SAEL which ensures our students are eligible for 4 year colleges and universities using student engaged, EL Education-based practices as best we can online

Continuing with the attached Calendar we had shared previously (which means the first day of school is still August 17th, we still have Labor Day off, and October Break is still October 19th - 23rd): SAEL 2020-21 Calendar Revision 4.28.20.pdf

Continuing to use Google Classroom to post assignments, mini lessons, and information (with better consistency in the formatting and titling of assignments)

Continuing to use JumpRope for grade updates (and doing this approximately every two weeks like we did during "normal" school)

Continuing to offer Office Hours over Zoom for students to be able to meet with teachers in smaller groups or with tutors to check in

Continuing Special Education support over Zoom supported directly with our Special Education Coordinator

Continuing to encourage ALL students to engage in learning opportunities offered over Zoom as much as possible

Continuing to offer Crew over Zoom on Monday and Wednesday mornings, but ADDING in optional Clubs / Extracurriculars on Tuesday and Thursday mornings to promote the mixing of grade levels that happens in those experiences and during "normal" school. The Clubs / Extracurriculars offered over Zoom will be: Robotics, GSA, Art, Equity, Music, Yearbook, Eco, Spanish Conversation, Crew Council, and Wellness.

ADDING 3-4 synchronous classes over Zoom per grade level so that students and teachers can interact together in an online class experience

SUBTRACTING some additional electives. SAEL usually offers 8 classes, plus Crew and Office Hours, which is more classes per semester than any other local high school. Students will still have about 4-6 classes overall.

We are TRYING TO FIGURE OUT distance fieldwork and experts as much as possible.

The class schedule involves 1-4 synchronous courses per Monday - Thursday day per student as well as 0-3 non synchronous classes per Monday - Thursday day per student. Friday is for non synchronous learning and staff professional development. Every day has opportunities for engagement. Daily attendance is tracked and differentiated between presence in synchronous Zoom classes and engagement in offered learning associated with daily lessons. Engagement is tracked weekly using per teacher, per class engagement trackers that outline the assigned work for each week based on downloads from Google Classroom where all work is posted for all students and two way interactions can occur. Both attendance and engagement are signed off on appropriately and by the certificated staff in charge of each class period. The offered schedule ensures compliance with the 240 minutes per day necessary for students in grades 9-12. Overall, Monday - Thursday, every class is equivalent to 90 minutes, synchronous or non-synchronous. On Friday, every class is equivalent to 60 minutes and Crew is equivalent to 15 mins. The breakdown is as follows:

- Synchronous Zoom Classes and related work: 90 mins / class equivalent, 45 mins synchronous over Zoom
- Non Synch Classes and related work:
- -Mon - Thurs: 90 mins equivalent
- -Fri: 60 mins equivalent
- Office Hours: 60 mins per day Mon - Thurs offered
- CREW:
- -Synchronous: Mon - Thurs: 45 mins synchronous over Zoom
- -Non-synchronous: Fri: 15 mins non synchronous equivalent

Every grade level's schedule has been analyzed and broken down to ensure all students are getting the 240 minimum minutes offered per day over at least 175 days, with additional time built in to make up for lost learning. This looks like students being able to engage in Office Hours appointments with teachers and embedded interventions during synchronous classes based on assessments and credit accumulation.

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.]

The LEA has purchased phones, contributed to internet costs for staff and students, and purchased hot spots for students. All students already have 1:1 Chromebooks with tech support available and the ability to immediately swap out any broken equipment. The LEA has purchased further hot spots in anticipation of next school year, will offer the front of the school building with families who can stay in cars safely as a hot spot, and we are coordinating with the local County and District about how to best offer further connectivity to areas or groups of areas through mobile hot spot stations. Google Classroom is used for all assignments, JumpRope for all grade update information, and Remind for Crew Advisors to connect with Crew students using multiple devices (ie phones, computers). In order to ascertain who may need support, all students were verbally surveyed last year and identified by any engagement issues faced in 19-20. All students were surveyed again about internet support in Enrollment Packets this school year, folks were encouraged to reach out if they needed connectivity support in emails from Administration to all students, families, and staff, and at the incoming 9th drop in Zoom meeting students and families were verbally encouraged to reach out for support from Admin. All incoming 9th students were also called by their Crew Advisor to check in and connectivity was asked about. All students with IEPs were called by the Special Education Coordinator and connectivity was also asked

about. This reach out and seeking of information provided the school with a list of students and families to then get follow up about connectivity. This meant calls, driving to homes, and staff practicing with hot spots throughout the county to see which interventions may be most helpful in which areas. Hot spots were then distributed via pick up and drop off. Families were called and troubleshooting happened for current internet that may need a boost or the offer of phones or paying phone bills if that was more helpful than a hot spot that may or may not provide connectivity in certain spaces in the County. Families in unique circumstances have received 1:1 troubleshooting with a specific staff member in order to see which intervention may be the most effective for their family circumstances. Students identifying as homeless were given hot spots and those have unlimited data and can work in most places where there is also cell coverage. Connections with other school sites in some of the most isolated parts of the County have allowed for students to utilize those spaces and internet where other interventions may not be able to happen. All the students without connectivity in 19-20 were first on the list in 20-21 to follow up on their interventions, provide a new solution, or to troubleshoot the new situation that may need an intervention different than last year. There is an ongoing spreadsheet monitoring potential and current connectivity issues for families and students, current interventions, and notes for all situations so all staff are on the same page about what has happened to support and what interventions may need to be tried next.

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.]

Synchronous classes will be held over Zoom. Attendance will be taken in classes about presence and if students are present. Teachers will also attendance based on engagement in student work being presented on Google Classroom. Engagement will also be tracked weekly and assignments are monitored to ensure they are meeting the 90 minute equivalent for Mon - Thurs classes and 60 min equivalent for Friday classes as detailed in the school's attendance and engagement monitoring protocols. All students will continue to access feedback on process using the JumpRope online mastery based grading program that supports students to see where they are mastering standards or learning targets and where they still may need to progress. Tracking progress on this familiar system allows for interventions and supports to take place as grades are updated about every two weeks and teachers are able to hold an hour of office hours every Monday - Thursday for all students. This will allow staff to look at attendance and presence as well as engagement in work and achievement on that work through this online system. Staff will also engage in connection tracking through internal spreadsheets, data dives, and a critical look at subgroups to ensure equity for all students in who is being connected with, supported, and demonstrating progress and who isn't and what interventions are then needed to ensure equity.

Measuring time and value has been determined by the Instructional Leaders Team (Core Council) and reviewed by the representative Site Council group. All staff has reviewed the plan and begun using it to track daily attendance and weekly engagement. The plan involves ensuring all assigned work for the class that day is equivalent to the 90 minutes offered to get to the 240 minutes per day for all students. All students are marked for being Present, Engaged, Absent, or Excused Absent every day through collaboration with teaching staff that marks students based on their presence or engagement and office staff that engages with families who may be calling in about excused absences. The teachers determine work time value based on their expertise in teaching and learning as well as their experience designing standards aligned curriculum as EL Education educators, collaboration across grade teams, and professional development supporting all to do so.

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.]

All teachers will continue to engage in professional development in house using resources from the nationally recognized EL Education model to support student engagement in helping students demonstrate mastery of knowledge and skills, high quality student work, and character development in rigorous, college preparatory, interdisciplinary, project-based curriculum and instruction. The professional development also involves using an anchor text, *Onward: Cultivating the Emotional Resilience of Educators*, written by Elena Aguilar, to support the development of teacher support, internal resilience, and to provide discussion prompts for staff during this time and beyond. Teachers will get coaching from an internal coach as well as an EL Education School Designer. Staff will continue to have their mac lap tops and now will be provided with a chromebook, an iPad, and stylus pens in order to support even more innovative, multiple screens, and camera angles for synchronous and non-synchronous learning. Tech support is supported by the Technology and Business Manager, who has been promoted and supported in retention so he can be responsive immediately throughout the school day for staff, students, and parents/guardians on any tech issue that arises. Teachers will continue to engage in Improvement Science work along with their Teacher Led Conferences (TLCs) where they share their strengths, struggles, and next steps around goals and data in their work as educators. This will allow teachers to continue to grow and receive support in any school configuration, but especially during a time when the school has shifted into a new distance learning pathway.

Staff Roles and Responsibilities

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

The Technology and Business Manager now engages more frequently in creating tech documents, tech tutorials, and tech troubleshooting in real time as the community engages off site. The Office Manager now is engaging in e-enrollment packets, the e-enrollment process, and supporting all families to be connected as the new school year begins. This means more initial phone calls home to connect with families instead of having a full on site orientation in person with everyone present. The Character Dean is now supporting more positive efforts to engage with all students in positive character praise and activities remotely instead of having these more informal check ins in person at school.

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.]

All students will be supported to engage in the distance learning program at SAEL through relentless follow up, tracking, and support for everyone in our school community. This has meant and will mean driving to the homes or areas of occupancy of students we have not connected with so we can check in on students, safely and at a distance, to figure out how to best get them to engage. This has meant making individualized, consistent contact and holding synchronized class support opportunities over Zoom for students with IEPs and 504s. It means reinforcement trainings for staff in order to extra ensure all accommodations, modifications, and goals are clear for our students with Special Needs. It means tracking progress for all students, having teachers look at this data in teams, and making adjustments, individualized contact, or additional support within the Crew structure for any student struggling. It has meant allowing for Incompletes for

students who may need more support, additional time, or greater intervention to show mastery in classes required for graduation. Students identified as homeless are provided with hot spots so they can use these anywhere the student is. Coordination with CASA student advocates exists for all students identified as in foster care at SAEL. This collaboration is through our Guidance Counselor to ensure the family, student, and CASA representative are all connected and working together to ensure united support and progress for the student. All families of students with IEPs were called by the Special Education Coordinator at the start of the school year. All incoming 9th students were called by their Crew Advisors as the school year started to also reach out and mine for any families who were not yet on the radar for having exceptional circumstances. Additional support County-wide was shared at Admin and Superintendent meetings to ensure SAEL Admin were clear on interventions and services for all students if those interventions may need to be made.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Tech expenses to support Chromebooks, hot spots, internet services, etc. | 30,000 | Yes |
| Screencastify to support teachers with creating engaging lessons during distance learning, including the ability to record strategy elements of the lesson for posting on Google Classroom for all students, including those unable to engage in a synchronous Zoom class that day | 1000 | 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.]

All students were allowed to earn an Incomplete temporarily so that students can engage in interventions at the beginning of the school year with more individualized support as 20-21 begins. This means keeping a full staff even in distance learning in order to support learning loss as well as forward progress. Students who have Incompletes will have individualized check ins, opportunities to provide alternative ways to demonstrate mastery, and an extra analysis of past work to see if it meets standards across subjects/standards. The measurement comes from formative, summative, and SBAC interim assessments that will be distributed, graded, and analyzed on grade level, department, and Crew grade level teams. A staff member is assigned the support and follow up specifically for students with Incompletes in order to help shepherd them through the process of still demonstrating mastery through past or current work.

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 analysis of assessment data that exists and future testing as the school year begins will be used to strategically intervene for students who need support right now to get back up to grade level standards and also to figure out where students did not progress as fully as they would have during "normal" school. This data will be used in teacher goal setting, student goal setting, and in real time in synchronous classes to support moving students forward on standards / learning targets that are essential for mastery on the specific grade level in the specific content areas required for graduation.

Office Hours is a useful and synchronous structure that allows for students to engage in small groups or in meetings with a specific teacher to get support in real time for current or past learning and assignments. Remind is a messaging program that allows for safe and documented two way communication and is an option for Crew Advisors to use strategic reminders, intervention, and connection strategies to help get students to school overall and to Office Hours as well if they need it.

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 effectiveness will be measured by looking at student attendance (and therefore engagement moving forward), student achievement on mastery based grades, student credit accumulation, graduation rates, and progress toward graduation. All teachers engage in Improvement Science at SAEL individually and in teams. There is an analysis of what worked, what didn't, and next steps every year in order to look at overall effectiveness as well as effectiveness of interventions and shifts throughout the school year. This means teachers are consistently planning, doing, studying, and acting in order to make adjustments in real time. They learn from each other as teams take on this work together. They also learn from each other in Teacher Led Conference (TLC) sessions where teachers present to each other on what went well, what didn't go well, and what next steps will be. This allows teachers to consider the effectiveness of all pieces of the work they will do. The teacher assigned to supporting students with Incompletes will do this work as well as the teachers supporting the students who they are now teaching at the start of a 20-21 school year that will begin in distance learning coming off a school year that just ended in distance learning. It will be measured by the metrics listed above as well as through individually determined qualitative pieces like surveys which will allow students to give direct feedback about what is working, what's not, and how they feel about it as well.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Remind to support more seamless Crew Advisor to Crew student contact and reengagement interventions | 750 | Yes |

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All students have a Crew or Advisor class that has met synchronously during distance learning. This allows a small student to teacher ratio (20:1) to exist for every student in the high school program. This adult becomes a support person, contact for students and parents, and someone who is tracking progress with and for the student and family. This adult advisor loops with students which means all students that attended SAEL in 19-20 loop with their Crew Advisor into the 20-21 school year. If there is any shift in Crew, it is attended to through activities that develop belonging and relationships at the start of the new school year. Students engage in team building, communication skill development, character development, academic progress tracking, and other activities to work with peers positively, developmentally appropriately, and with a team approach to getting through this difficult time. The Office Hours appointment process that existed before COVID and now exists online allows for more small group connection with teachers if students need to check in, are struggling, or would like to take their learning deeper. Parents / guardians can also help make and attend these appointments with students. The SAEL character traits continue to be important at SAEL and are discussed and proactively used in all classes to lift students up and give them explicit teaching and learning opportunities in positive habit building: Integrity, Curiosity, Collaboration, Advocacy, Craftsmanship, and Grit. Growth Mindset is a huge part of the school program and is modeled by all staff with students to ensure that learning and progress with temporary failure is better and more courageous than getting things right. This allows for feedback to be normalized and embedded in all assignments as they are provided as opportunities to learn and grow. Extracurriculars, including Clubs for equity and wellness purposes, will be incorporated to empower students to connect across the school over common interests and also lead and support peers to become engaged and connected in this less formal way as well. Monitoring student health becomes a part of Crew with explicit curriculum built in to solicit that information from students. The Guidance Counselor gives specific input on this curriculum, provides PD to staff, and is available for any issue that arises. In addition the consultation is available from Guidance Counselor and Character Deans for parents/guardians, staff, and students using drop ins, through the Guidance Newsletter, and on the Guidance website. Trauma informed practices are embedded in PD and in Crew and throughout the school program.

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.]

The LEA has called, emailed, and driven to the homes of students to ensure engagement is 100% in distance learning. This means tracking engagement in synchronous classes, with work completion, and analyzing data across subgroups to ensure equity of access and engagement. Families are reached out to individually if they express any need for support and students with Special Needs were individually contacted multiple times throughout distance learning to ensure they are being connected with, supported, and all needs are being met to achieve their goals. There is a Student Success Team meeting regularly to discuss any students not engaging and documenting all follow up efforts while cross referencing grades and progress toward graduation. The "case loads" for Guidance Counselor and Character Dean were utilized for ongoing support for students who may need it in order to document, secure, and provide necessary outreach to support all learners in distance learning. Learning loss mitigation plans are in place for fall, strategic summer school programs were offered online for proactive credit recovery options for students, and staff has been retained to help with individually supporting students to make progress toward graduation if they earned a temporary Incomplete. When we could not hold graduation in person, we drove as a staff in separate vehicles to the home of every senior to safely and from a distance offer an personal graduation ceremony for every member of the Class of 2020. Re-engagement can be individualized based on knowledge of the family and student as well as clearly implemented by leveraging staff member relationships that already exist as well as those clearly being built. All incoming 9th Crew Advisors have called home to establish those relationships before the first day of school even happened. This means using phone calls, emails, posts, and Remind messages all are ways to access and reach out to families and students to figure out if there are concerns about connectivity, concerns about accessing the general education curriculum, or concerns about supports available for all students. We have found that usually speaking or messaging with individual families to talk about their unique circumstances can help determine the just right next steps to help the student reengage and the family feel supported to keep doing so. Creating a sense of belonging and what we call "CREW" along with the inclusion of explicit teaching and referencing of a growth mindset and what it takes to build one has helped the school have real, vulnerable conversations with our families who may need a specific intervention or method of support in order to get the student on track and supported. When there are students who may need consistent follow up, a "case manager" role or type role is played by the Character Dean, Guidance Counselor, or Special Education Coordinator in order to keep weekly or daily follow ups happening to keep contact and connection. There are not families that do not speak English at this point at SAEL. There are two Spanish bilingual staff members and one of those staff members is also fluent in French and Catalan. There is also space in the budget for translation services if those are necessary at any point. Staff is taught about creating equitable spaces, microaggressions, trauma-informed practices, and how to create inclusive learning environments for students and families as a part of Professional Development as well to contribute to the goal of ensuring 100% pupil and family engagement and outreach.

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.]

SAEL continued to work with our meal provider, Central Kitchen, a program offered through another local school district, to provide safe meals to families. Students and families could drive through to safely get lunch and breakfast to consume off site. Safety and social distancing practices were used. Multiple sites are available for families throughout the County. This information was distributed widely via email, all call, posts on social media, and posts on our Advisory class Google Classrooms. During phone calls home, during Advisory Class, and in Connection Week check ins, Advisors are encouraged to ask about how families are doing and to offer this information about food or to refer the family to the Guidance Counselor for additional support. Students on the radar for potentially needing further support are being checked in with by the Character Dean and / or Guidance Counselor. During in person schooling, the lunches will be served at school using safety protocols. The lunches at SAEL from Central Kitchen are already individually packaged and arrive ready to serve. The lunches would be distributed in an open space according to cohort complying with any temperature regulations necessary for storage. There is staffing in place for support with in person lunch.

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

| Section | Description | Total Funds | Contributing |
|-----------------------------------|--|-------------|--------------|
| In-Person Instructional Offerings | An increase in cleaning services / janitorial personnel costs will be necessary if there are hybrid or in person offerings | \$15000 | 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 |
| 9.1% | \$145,613 |

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of foster youth, English Learners, and low income students were considered first as these are the needs of who can be our most vulnerable learners. Feedback about support from these students and families was prioritized and also analyzed in the context of how best to support ALL learners whether in distance learning, hybrid learning, or full in person school. Feedback from these families was sought and taken anecdotally (on the phone, over email) as the SAEL Survey and the Distance Learning surveys were both anonymous for parents / guardians. This looks like ensuring these subgroups are achieving in progress toward graduation, credit accumulation, and with mastery based grades as we adjust policies for distance learning and support learners in real time. The actions are effective only if these subgroups are performing on par with or outperforming peers at school who are not in these subgroups. Attendance, outreach, and support was always proactively provided and checked in on without punitive responses. It was always about how the school can help and how the school will get the student back engaged, not about how a student may have struggled to engage initially for at any time. Engagement was tracked for students in the form of attendance in synchronous offerings, engagement by turning in assignments, Office Hours appointment engagement, and check ins with the Guidance Counselor, Dean, and / or Crew Advisor. Food services, tech support, and offers of additional funds and technology are included in every communication update home from Admin as well as links to the Guidance Website with mental wellness and support resources outlined there as well. These actions were effective because there was 100% engagement in distance learning in Spring 2020 and we plan to do the same efforts to ensure this is the same result in Fall 2020 as we launch into the 20-21 school year. All students continued to make progress toward graduation and none of these subgroups was disproportionately, negatively transferring, not making progress, or not engaging at all. This data will continue to be monitored and interventions provided if there are concerns. All teams and individuals at SAEL use Improvement Science to monitor progress on goals. Time is provided in PD for student engagement analysis, support, and next steps. This data is shared appropriately and strategically so teams and individuals can analyze this information and incorporate it into their own Improvement Science work in order to determine individual, team, and whole school effectiveness.

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

These pieces are being increased with greater focus and emphasis on our students who are low income, foster youth, or English learners by providing additional Guidance support or Character Dean intervention if a student is not connected, engaging, or experiencing a sense of belonging at school, especially during this distance learning time. In addition, staff was fully retained during distance learning in order to keep consistency in Crew Advisor support and Academic teacher support in the 19-20 school year in the swift transition to distance learning as

well as with the transition to the 20-21 school year starting in distance learning. This means engaging with interventions like looping teachers from one grade level to the next as a way to support students to start 20-21 off stronger than if they had a new academic teacher and investing in the staffing plans to do this effectively. Staffing to provide support and interventions to students who are low income, foster youth, or English Language Learners at the beginning of the 20-21 school year has been invested in in order to make sure these students get supported with learning loss or any Incompletes that exist in classes required for graduation. This will ensure these students stay on grade level, get the support they need to do so, and continue on toward graduation and college acceptance with their cohort.