

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## Information

[Provide a brief overview of the impact the COVID-19 pandemic has had on the LEA and its community.]

Measures during Spring 2020 caused a sudden shift in the way Empower Charter School (ECS) delivered instruction and supported our stakeholders. The COVID-19 pandemic found our families in a variety of circumstances – some continuing to work as essential employees, some with more time and capacity to facilitate their child’s access to lessons. The ECS team was able to quickly pivot to meet these needs, while also ensuring equitable access to a high-quality learning experience. The school had strong existing relationships that proved to be invaluable in ensuring open communication at all levels within our school community.

The Continuity Plan takes into account the ongoing and unique needs of our students and families. These include safety, childcare, socio-emotional learning, meals, and other services. We also describe our rigorous academic program and how we built upon last April’s Distance Learning Plan through targeted professional development, a systemic approach to teaching, and a focus on fostering relationships during live interactions.

## Stakeholder Engagement

[Provide a brief overview of the efforts made to solicit stakeholder feedback.]

We maintained regular communication with our stakeholder groups. Through the Spring, Empower sent weekly communications and offers of assistance to apply for programs targeted to support English learners, foster youth, and low-income students. Messages were sent via email and text in English and Spanish. The school office answered the phone between the hours of 8:00am and 5:00pm. This was the preferred communication method for families in need of assistance. Empower also held regular bilingual Zoom sessions.

*Coffee with the Director* to share pertinent information, updates, and resources. These sessions were recorded and could not attend in the moment.

elicited recommendations on the draft of this plan via texts, email, video conferences, and social media. Stakeholders were notified via our all-call system as well as written notices posted on the campus. Stakeholders could provide feedback via teleconferences, as well as direct messages or phone calls to administrators. Communications were translated for those speaking languages other than English.

ELAC, School Site Council, and Board meetings at the beginning of the 2020-2021 school year to discuss the specific items proposed to be included in the Learning Continuity Plan. All stakeholders had the opportunity to review the Plan and provide feedback.

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

Stakeholders were provided an opportunity to join public meetings via teleconferencing. These meetings were also accessible to members of the public. The link to access the online meetings was posted in writing at the school site, along with the agency's contact information.

[of the feedback provided by specific stakeholder groups.]

Students: Feedback indicated a desire for more hands-on learning experiences. In a distance learning environment, the need for hands-on learning and distribution of materials. Many parents also expressed a need for more social interaction during live online sessions and closures.

Other school personnel: Teachers and instructional staff requested streamlined access to online programs to minimize required sign-ins, and videos to support Spanish-speaking families with tech support. This group also voiced a need for more small group instruction, with accompanying strategies on how to extend language acquisition into the home environment. Teachers and other school personnel would prefer to conduct distance learning from their classrooms.

Administrators: The instructional leadership team closely monitored the pandemic, and recommended a phased approach that included hybrid models. This group facilitated 3 subcommittee research on online pedagogical practices, facilities for online learning. This in turn informed expectations for online instruction, trainings, and the purchase and implementation of technology tools.

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

holder input informed the development of a phased approach to reopening, professional development needs, facilities, and the purchase of technology tools.

## ity of Learning

### Instructional Offerings

of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who 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 school closures.]

veloped a phased approach to reopening for in-person learning. Following the guidance of health officials, students will return to campus for in-person instruction. This hybrid schedule will promote the safety of students and staff. Fewer students are on campus at any given time will allow for sufficient social distance in instructional spaces, streamlined access to campus, more efficient procedures, and increased cleaning/disinfecting.

will reopen fully once the risks of COVID-19 have declined for an extended period. We will continue to offer a distance learning option for families concerned about health and safety, but will offer classroom-based instruction whenever possible. At-risk students who have been significantly affected by school closures will be identified via a systematic cycle of assessments. Teacher work submitted during online instruction. The school will use this data to develop an instructional intervention schedule for distance learning.

### Related to In-Person Instructional Offerings

	Total Funds	
Enhanced facilities cleaning	[\$ 20,000]	
Materials to support health/safety, e.g. protective barriers, sanitizing stations, PPE, signage	[\$ 43,500]	
Music, arts, and athletics programming and childcare outside of regular school hours	ASES	
Additional flex facilitators for the Kindergarten Hybrid program	\$50,000	

## Learning Program

### of Instruction

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

arter School will offer a robust online learning program. It will include daily live interaction, small group support, formative assessments, and social-emotional learning supports. ECS will continue to offer Integrated and Designated Language Development, aligned to the English Language Development Standards. Supplemental online programs will also be offered to extend their language learning.

Program and instructional resources are suited to both in-person and online environments. ECS uses Ready Math and Ready Reading/Aravillas reading/language arts curricula, with Achieve 3000 and Smarty Ants as supplemental materials. These programs include video and interactive components. Teachers also receive training on a series of education technology tools and online resources to ensure continuity for pupils if a transition between in-person instruction and distance learning is necessary.

### Devices and Connectivity

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

arter School will take steps to continue high-quality instruction via distance learning. ECS will identify families needing support through a series of parent outreach efforts, including surveys, phone calls and text messages. We will make repeated efforts to reach families in unique circumstances, or who were unable to access devices and connectivity following school closure in the 2019-2020 school year. We will provide school supplies, materials for hands-on learning, and paper-and-pencil workbooks where needed.

Empower Charter School is providing Wifi hotspots in collaboration with companies such as T-Mobile. The Empower Charter School Technology Support Center is available to provide support to ensure access to devices and connectivity. Families can make appointments and/or contact their classroom teacher.

## Participation and Progress

of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how participation and time value of pupil work.]

Students will be expected to meet synchronously with certificated staff and peers each day. They will also have live instruction in differentiated or small group setting. Pupil progress will be measured via checks for understanding, participation in class, standardized tests and quizzes, completion and quality of assigned work, and normed third-party assessments.

Student participation will be measured by attendance and interaction in teleconferences or other communication technology. Pupil progress will be measured through the completion of assignments made by a certificated employee as well as assignments on the Empower Charter School learning platform. The time value of pupil work, including both synchronous and asynchronous assignments, will be certified by a certificated school employee.

## Learning Professional Development

of the professional development and resources that will be provided to staff to support the distance learning program and support.]

Staff will continue to participate in regular professional development to support the distance learning program. Training will include: 1) online pedagogy and assessment; 2) specific education technology tools; 3) health and safety protocols; and 4) social media. These offerings were informed by staff feedback, including results of a survey administered during the summer. Staff meetings will be used to discuss technology needs and build capacity via a train-the-trainer model. The Empower Charter School Technology Support Center is available to provide technological support for all staff members.

## Roles and Responsibilities

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

The shift to an online-only environment, even if temporary, impacts the responsibilities and routines of all staff. Teachers are responsible for providing instruction, managing the resource hub, posting regular assignments in the academic content areas, and holding daily live meetings with their students. Other instructional staff support teachers with planning, contribute to online resources, provide technology support, and facilitate class meetings. Counselors meet regularly with students to discuss and mitigate the negative impact of the pandemic. Administrative staff completes a regular checklist of tasks related to COVID safety. Front office staff monitors AB 77 record keeping.

communicates with parents. Administrators manage tech distribution, facilitate training on COVID procedures and screen parent outreach.

### for Pupils with Unique Needs

of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including students with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are e...]

ter School will provide the following supports to our students with unique needs:  
 Language learners will continue to receive both integrated and designated English language Development (ELD) instruction. Special education students will receive required services, in addition to general education offerings, in accordance with each Individualized Education Plan (IEP). The school will continue to hold IEP, Student Success Team, and 504 meetings in both distance and in-person.

Family Liaison will ensure that personalized support is available to any homeless students who qualify under the McKinney-Vento Act. Families experiencing housing instability, homelessness, or other socioeconomic stresses will be provided with focused support to help them experience difficulties with accessing online learning. Foster students will be able to access similar services.

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

	Total Funds	
Implement a professional development plan focused on online instruction	\$ 2,000	
Technology devices and hotspots	[\$ 17,500]	
purchase educational technology tools and software	10,000	
Technology troubleshooting and assistance to both staff and parents	4,000	
distribute hands-on instructional materials in both the hybrid and distance learning phases	5,000	
social-emotional learning, social activities, and supports: schedule additional staff hours and/or partnerships when needed	10,000	

## Learning Loss

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

Learning status will be measured via a range of assessments. In addition to curriculum-based placement and diagnostic assessments, the LEA will administer the NWEA MAPs in Reading and Mathematics to all students. All English learners will be formatively assessed during instructional time. Newly enrolled English learners will also take the Initial ELPAC, while students who may be eligible for ELD instruction will take the summative ELPAC.

## Learning Loss Strategies

of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, and how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The LEA will take the following steps to address learning loss and accelerate learning progress for pupils:

- Review standards from the previous year, and integrate them into grade-level content

- Identify the desired learning outcomes

- Provide academic support via small, differentiated groups based on teacher recommendation and language ability

- Progress and embed formative assessments throughout each lesson

- Use data and information collected from assessments to inform instruction and academic interventions

- Implement “flexible hours” when students can ask questions

- Implement enrichment activities after hours

- Provide regular opportunities for discussion using academic language

Some subgroups may benefit from additional, targeted actions and strategies.

For English learners: integrated and designated ELD, monitoring of language development

low socioeconomic status. These students also have priority for device distribution and internet hotspots.

exceptional needs: accommodations and supports specified by their IEP or 504 plans

h and pupils who are experiencing homelessness: The school designates a staff person as the liaison for homeless  
ists foster youth. The liaison helps monitor progress and provides referrals to appropriate services. These students  
evice distribution and internet hotspots.

## Assessment of Implemented Pupil Learning Loss Strategies

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

ness of services and supports will be measured on an ongoing basis via progress monitoring towards short- and long-  
ets. This will be accomplished via curriculum-based assessments, quality of completed student work, progression th  
ap, and daily checks for understanding during live instruction. 2-3 times per year, the school will administer normed,  
s (e.g. NWEA MAPs) to measure each student's individual progress from their baseline.

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

	Total Funds	
Assessment cycle	\$1,500	
staff additional intervention programming	10% of teacher salaries	

## Health and Social and Emotional Well-Being

of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during  
g the professional development and resources that will be provided to pupils and staff to address trauma and other in  
the school community.]

es that emotional well being is necessary for teaching and learning to occur. Instructional staff will be encouraged to  
their classes during daily synchronous check ins via routines, emotional check-ins, and structured conversations.



will play an important role in supporting and monitoring the mental health of all pupils. Students who appear to be s  
s identified by staff or parents, or who request help directly, will be referred for more targeted mental health support.,  
e school may connect the student or family with other community resources. The school will work to reduce the stig  
g services.

ve both professional development and support in the areas of social and emotional well being. They will be trained  
ning and the implementation classroom routines to build healthy communities. The school will provide regular oppo  
n peers via teleconference. Full-time ECS employees have access to professional mental health services via our p

## **and Family Engagement and Outreach**

of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are a  
ing and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than  
re not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instru  
ing loss.]

ompletion is tracked regularly in all subjects. If the school school determines a student is not engaging in instruction  
s, the student's family will be contacted in a language they understand. Additional or make-up work may be assigne

does not participate in Online Learning on a school day shall be documented as absent for that school day. If a stu  
owing steps will be taken:

o consecutive absences, the school will contact parents or guardians via phone, email, or text message to notify the  
es.

ree absences in a given week, school personnel will verify current contact information and provide daily notification o  
dent is absent from Online Learning for a second series of 3 days in a week, the school will reach out to families to d  
eds, including connection with health and social services as necessary.

dent is absent for a third series of three days in a given week, a virtual meeting will be scheduled with the school ad  
ent Success Team will attempt to schedule a meeting in an effort to improve attendance. The school team will work  
/guardians to remove obstacles to learning, and offer additional support and interventions. When feasible, the plan r  
oning the pupil to full-time in-person instruction.

ures will be translated and distributed to all parents.

## Nutrition

of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

arter School students are eligible to receive free meals from the San Diego Unified School District. Families will be provided with the District’s Food and Nutrition Services locations and hours of operation.

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

	Description	Total Funds	Cost
on	Provide meals for our students through the District	[\$ 86,379]	
of the Learning Continuity to the action described; may action does not apply to one n]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	

## Additional or Improved Services for Foster Youth, English Learners, and Low Income Students

Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low Income students		
	\$185,702		

## Descriptions

...s being provided to an entire school, or across the entire school district or county office of education (COE), an expl...  
...s of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effe...  
...eds of these students.]

...f Empower Charter School consists of unduplicated pupils (68% low income, 44% English Learners). Therefore, mo...  
...ese pupils are comparable to those available to all students, in accordance with applicable law.

...a need to provide systemic, prioritized, and targeted supports and services for foster youth, English learners, and low...  
...r needs were considered first in a number of ways. Foster youth and low-income students receive priority for techno...  
...d internet hot spots. Technology tools such as Achieve 3000 provide additional academic supports. The need to pr...  
...Designated ELD instructional time and integrated pedagogy drive scheduling, training, and staffing decisions. We w...  
...unctional supplies and materials to low-income students and families, and provide counseling/SEL support to student...  
...tely impacted by the pandemic.

...are effective in meeting the needs of these students since they provide the specific materials, access, and academi...  
...omote excellence and equity.

...of how services for foster youth, English learners, and low-income students are being increased or improved by the

...pupils with unique needs are being increased/improved by 17.35%. This represents a targeted investment in staffing...  
...nd increased instructional time.