

# Learning Continuity and Attendance Plan (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.

In response to directives to close schools and address the COVID-19 emergency, Elk Grove Charter School (EGCS), in consultation with and the cooperation of its authorizer Elk Grove Unified School District (EGUSD), aligned with EGUSD to close and reopen schools at the end of the 2019-20 school year and also worked on plans for the 2020-21 school year. The directives to start the school year under full distance-learning conditions impacted the school community in a variety of ways. Most notably the pandemic impacted the day-to-day operations of the school for both the Independent Study Program (ISP) and the school's hybrid direct-instruction workshop daily schedule; the school's ability to interact with students and families face-to-face; revealed varying technical capacity of all stakeholders; increased the work flow for staff and created an overload as the school pushes to convert to a digital delivery model; the ability to assess students both through formative and summative means within the course content and the identification of students for services for unique needs; the delivery and access of the EGCS community to daily meal service; The day-to-day school culture and connection with the school and its community at large.

The largest impact on the school community is in the elimination face-to-face interaction of students and families with school staff. The shift to distance learning required the school to adjust the daily schedule of the school for both the ISP and workshop programs. The school's ISP program for 10<sup>th</sup>-12<sup>th</sup> graders was the least impacted as students and teachers are able to meet weekly through video and phone calls; however, the school's daily schedule for direct-instruction of core courses for 7<sup>th</sup>-10<sup>th</sup> was altered drastically. The school's ISP program has operated successfully for years with weekly face-to-face appoints for students/teachers. Using information from the spring closure and reopening, EGCS developed a master schedule that allowed for continued interaction and access for teachers/students, but didn't limit the flexibility and independent study nature of the school.

In addition to the transition to full-distance learning and the elimination of face-to-face meetings/workshops, the pandemic has unveiled the varying technical capacity of all stakeholders. The knowledge base of both teachers and students in the use of digital platforms and general computing is far and wide. As EGCS transitions to more digitally delivered curriculum, the need to address the technical skills of all stakeholders will need to be addressed. In addition to the knowledge-base of stakeholders, the transition of the school's primarily textbook driven courses in ISP and direct-instruction core workshops will need to be addressed. The pandemic has pushed the school into exploring alternative means to digitally deliver courses. This will require an increase in teacher/staff workflow as we convert/prepare materials and content for digital access by students and teachers.

The school's ability to assess students has also been impacted by limitations to in-person interactions. Teachers have had to work to convert course content assessments to digital formats and explore ways to protect security as students take assessments away from the school site. Fortunately, most curriculum providers have completed

assessments as part of the curriculum package, but the school's ISP curriculum will need to have unit assessments developed and adapted to distance learning. As well, assessing students for services is limited as health guidelines restrict face-to-face contact between students and staff. EGCS along with EGUSD are working on solutions to provide identified students with required assessments and services.

Lastly, the pandemic has impacted the school's culture as teachers, students, and staff are limited to distance interactions. EGCS has a family environment based on the small class sizes and individual interactions between ISP teachers, students and families. In addition, the elimination of food/meal services on the school campus has shifted parents to access meals at EGUSD distribution sites. The 2019-20 school year, was the first year EGCS offered meals on campus which greatly contributed to student connectedness during the school year, but has now been eliminated due to the pandemic. Fortunately, all EGCS students have access to meals through the district's food services meal delivery/distribution program.

## Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

As an EGUSD authorized and governed charter school, the EGCS community was included in all of EGUSD's efforts to solicit stakeholder feedback. In addition, as a small school site, EGCS engaged with stakeholders to inform the delivery of the school's program under pandemic guidelines. The following sections include both the district's and the school's stakeholder solicitation process and feedback.

Following the start of distance learning in April, the district distributed a Connectivity and Communication survey to parents, students, and staff on April 26th. While the survey was primarily distributed electronically (email and text messages), the district also sought to engage parents through additional means. Flyers with survey invitations were distributed through all drive-thru meal pick-up services during survey collection periods. Parent and student survey forms and invitational fliers were translated into Spanish, Vietnamese, and Hmong. Food and Nutrition Services estimates they served about 11,000 students per day, reaching approximately 5,000 families. District staff also developed targeted call lists that prioritized phone contact for families that have historically not responded well to electronic surveys, considering factors like English learner status, socioeconomic status, race/ethnicity, special education status, and school of enrollment. Lists were distributed to district departments that typically work most closely with families, and surveys were administered over the phone. Bilingual Teaching Associates from the department of English Learner Services contributed to the effort, making parent phone calls to administer the survey in primary languages other than English.

A Distance Learning Reflection survey was administered to parents, students, and staff on May 17th. The primary focus of the Reflection survey was to understand what the distance learning experience looked like in terms of various instructional practices, and to measure student engagement and satisfaction. Through results gleaned from the Connectivity and Communication survey, we understood that less than 1% of students lacked proper technology for distance learning (~2% of parents, for those who responded via phone) so we had high confidence in sufficient access among the community to continue the use of a primarily electronic survey. Once again, emails, text messages, and website/social media distribution were augmented by fliers distributed through meal pickup service, and crowd sourced phone calls to parents targeted at historically underrepresented groups.

On June 19th, the district initiated a new survey of parents, asking them to express a preference for an educational model for the fall (Parent Input and Preference Survey). The district had initially planned to make this survey the first tier of data collection in a larger effort that would eventually grow to incorporate phone calls and mailings, with the intention of gathering a response from every family. The wider efforts were curtailed with the passage of AB77, which placed additional requirements on how parents could opt into full distance learning.

Regarding staff member input, the district collaborated with the Elk Grove Education Association (EGEA) bargaining unit to develop a survey for their unit members about their concerns for the coming school year. This survey was later adapted for use with local American Federation of State, County and Municipal Employees (AFSCME) and Elk Grove Team for Education/Administrative Management and Support (EGTEAMS) unit members. EGCS's employees were included in these surveys.

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

EGCS's governing board is the EGUSD board of education and the school's community had the same access to remote participation in public meetings as the Elk Grove community at large. Board meetings were held via video conference/webinar format with the ability to submit public comment electronically. School site meetings were also offered through Zoom video conferencing and via phone if needed. EGCS site specific meetings were held after the school held multiple device distribution events so families had access to the meetings via a Zoom. Invitations were sent out through the school's student information email distribution program as well as via auto dialer.

#### A summary of the feedback provided by specific stakeholder groups.

As an EGUSD school, the EGCS community was included in all stakeholder engagement efforts by the district as listed previously. The overall summary in the district of specific stakeholder groups applies to EGCS. However, participation of the EGCS community in district-wide efforts to solicit perception data is historically low. However, the district's educational model preference survey in the spring had a response rate of 60% (183 responses) of EGCS families. This is the highest survey response rate at the school to date. Data from that survey showed that 53% of EGCS families desired a full distance learning model, 42% preferred a transitional model that included both distance learning and teacher-lead instruction, and 6% wanted a full return to on-campus/in-person instruction. As a non-classroom based program that utilizes teacher-lead classroom support in core subjects, this data supported the typical desires of the EGCS community regardless of the pandemic. Families search out EGCS for its alternative schedule and hybrid delivery and their responses supported that desire. Early in the process, it was determined by administration that the recommendation for the 2020-21 school year would be to follow the direction of EGUSD in terms starting the school year under full distance learning or a transitional model. EGCS's typical hybrid delivery of ISP and core content workshops divided into AM and PM cohorts would adhere to healthy guidelines.

Once Sacramento County schools were required to open under a full distance learning model, EGCS worked to create a distance learning model that best fit the needs of the community and fidelity to EGCS's program. In an effort to better engage the EGCS community and determine the best direction for the 2020-21 school year, administration worked with staff on their perception of the school's distance learning model from the spring and the transition from the traditional ISP program with direct-instruction support to full distance learning. Staff indicated that there needed to be more opportunities for students to interact directly with their ISP teacher, class content, and students. Staff also recognized the need to develop a plan that allows for flexibility

by EGCS's community and transitions easily to in-person instruction for both ISP and workshop classes. Staff also commented on the need for teachers to be able to work remotely and maintain flexibility in order to work with individuals and families in the school's ISP program and with students, families, and colleagues in the school's workshop classes.

School staff also engaged with parents/students regarding the development of the distance learning model through material distribution/check-in events and informal community conversations. Many families expressed the desire for EGCS to maintain the flexibility of its traditional program that would allow for families and students the freedom to complete course work and engage with teachers based on their schedules and not a rigid daily schedule. However, families also indicated that they wanted more teacher/student interaction from the spring (especially in lower grades). Based on this information, EGCS developed its distance learning schedule for ISP and workshop courses that meets these needs and will transition to an in-person daily schedule once health regulations allow for it.

Below is significant feedback data from EGUSD distributed surveys that includes the EGCS community. Because 99% of EGCS students come from within EGUSD, it is important for EGCS to maintain connection with overall district perceptions. Unfortunately, EGCS response rate was statistically insignificant as is normal for district distributed materials. However, as families look for alternatives to their school of residence, it is important to understand how the perceptions of the community of Elk Grove shape their decisions to look for alternatives to the district's comprehensive school programs.

#### **From the Connectivity and Communication survey:**

Students overwhelmingly (98%) have access to devices sufficient for distance learning

- Less than 1% of students lack access to a device
- Only about 1% of respondents indicate students are only using a smartphone
- More than 9 out of 10 students have exclusive access to a device for distance learning

Students largely have sufficient internet access for distance learning

- Less than 1% of respondents indicate students do not have internet access
- 5% of respondents indicated partial internet access. The most prevalent explanation for this was that wireless internet connections were sometimes unstable, slow, or unreliable.

#### **From Distance Learning Reflection survey:**

##### Overall Experience

All respondent groups were asked to rate their overall distance learning experience on a 5-point scale from very positive to very negative with a neutral option.

- Of students, overall experiences were 37% positive, 45% neutral, and 18% negative
- Among the 4 largest ethnic groups of students, African American, Hispanic, and White students showed similar levels of overall experience, while Asian students had a more positive experience.

- Overall experience became consistently less positive as grade levels increased
- EL students expressed slightly more positive experience than non-EL students

Of parents, overall experiences were 40% positive, 32% neutral, and 28% negative

- Among the 4 largest ethnic groups of parents, White parents expressed the least positive experience by a substantial margin

Of teachers, overall experiences were 34% positive, 40% neutral, and 26% negative

Of administrators, overall experiences were 55% positive, 36% neutral, and 9% negative

### Student Engagement

Student engagement was measured as a combination of 8 distinct survey items that asked about student interest, inquiry, meaning, effort, proactivity, focus, connection, and sense of accomplishment with schoolwork during distance learning. When students or parents responded that they agreed with more items than they disagreed with, we refer to the student as “highly engaged” with school work under distance learning.

- 68% of students self-reported they were highly engaged
- 64% of parents reported their child was highly engaged
- Student engagement was found to significantly decrease as student grade levels increased.

### Satisfaction

Satisfaction was measured as a combination of 5 distinct survey items that asked about empathy, assistance, learning, responsiveness, and academic progress. When respondents reported agreement with more items than they disagreed with, we refer to that respondent as “satisfied” with distance learning.

- 84% of students reported satisfaction with distance learning
- 77% of parents reported satisfaction with distance learning
- 89% of teachers reported satisfaction with distance learning
- 98% of administrators reported satisfaction with distance learning
- Student satisfaction was found to significantly decrease as student grade levels increased.

### Top 5 Teacher needs for next year:

1. Strategies to keep students engaged and motivated to learn remotely
2. Strategies or resources to address the loss of students’ opportunities to engage in hands-on learning
3. Tools/resources to enable counselors or school psychologists to support students
4. Guidance and/or tools for assessing students' academic learning

5. Social and emotional learning lesson plans or strategies I can use with my students while my school building is closed

Top 5 Administrator needs for next year:

1. Tools/resources to enable counselors or school psychologists to support students
2. Social and emotional learning lesson plans or strategies I can use with my students while my school building is closed
3. Strategies to keep students engaged and motivated to learn remotely
4. Guidance and/or tools for assessing students' academic learning
5. Guidance and/or tools for assessing students' social and emotional well-being

**Open-Ended Survey Questions on Positives and Challenges**

Respondents were asked about their most positive experiences and their most challenging experiences during distance learning. A summary of major themes across all respondent groups is provided directly below. This is followed by a few, select representative quotes by respondent group.

Summary of Positives

1. The live interaction between teachers and students via Zoom is a valued component of distance learning.
2. The self-paced, flexible learning schedule has led to the development of time management and self-regulation skills, which fosters deeper content understanding and student success.
3. Teachers' continued commitment to meeting student and family needs has improved connections with families.
4. Parent engagement in student learning has increased.
5. Teachers have gained confidence in using digital tools for instruction.
6. Students were able to get more sleep and families had more time together.

Summary of Challenges

1. Maintaining student focus and engagement has been a struggle.
2. In-person or real-time interactions are needed to support the teaching and learning experience.
3. Problems continue with technology and connectivity.
4. Balancing the workload associated with the distance learning experience is difficult.
5. Some students and families are not responsive or participating in distance learning.
6. Teachers are grappling with how to assess student learning.

**From the Parent Input and Preference Survey:**

Parents were asked to express one of four educational model preferences for each of their children for the coming school year. 20% preferred full distance learning regardless of health conditions (A)

- 28% preferred full distance learning until all Sacramento County Dept. of health guidelines have been lifted (B)
- 7% responded that if they could not have a full return to traditional education they intended to leave the district (D)
- White parents were responsible for half of the D preferences, while only representing 18% of the enrolled population.
- Results were adjusted for student demographics (SED status, EL status, ethnicity, grade level) to predict the distribution of choices for the full population and results were largely consistent with the sample. The modeled distribution showed slightly higher preferences for choices A (22%) and B (29%), slightly lower preference for C (43%).

**From the EGEA Return to Work Survey:**

- The greatest concern about returning to work was exposure to infection (50%)
- 15% of members had “no concerns” about returning to work
- 59% were comfortable returning to campus to work with students following health guidelines
- 8% said their health and safety concerns would preclude them from physically returning to work
- 59% were comfortable with full distance learning for the entire school year
- Of concerns related to full distance learning models: 72% rated the inability to interact with students in their top 3 concerns; 53% rated unresponsive families/students in their top 3 concerns; and 49% rated live instruction in their top 3 concerns
- 62% were comfortable with a hybrid/transitional model of instruction
- Of concerns related to hybrid/transitional model of instruction: 62% rated familiarity/best practices in their top 3 concerns; 60% rated planning in their top 3 concerns; 58% rated workday length in their top 3 concerns
- 63% preferred a hybrid/transitional model of instruction to full distance learning
- Of concerns related to synchronous distance learning: 53% rated familiarity/best practices in their top 3 concerns; 36% rated personal liability in their top 3 concerns; 33% rated misuse/manipulation of digital content in their top 3 concerns

**From the AFSCME Return to Work Survey:**

- The greatest concern about returning to work was exposure to infection (74%)
- 61% were comfortable returning to campus to work with students following health guidelines
- 8% said their health and safety concerns would preclude them from physically returning to work
- 93% said equity was an important factor in a physical return to work sites
- 24% preferred full distance learning, 37% preferred a hybrid/transitional model, and 39% preferred a full time return to campus.

**From the EGTEAMS Return to Work Survey:**



- The greatest concern about returning to work was exposure to infection (80%)
- 59% were comfortable returning to campus to work with students following health guidelines
- 8% said their health and safety concerns would preclude them from physically returning to work
- 90% said equity was an important factor in a physical return to work sites
- 50% preferred full distance learning, 22% preferred a hybrid/transitional model, and 29% preferred a full time return to campus.

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

Access and flexibility are the primary components that influenced the school's plan. Stakeholders expressed the desire for the school to maintain flexibility to students and families that initially attracted students/families to EGCS. Most families are drawn to the program by the school's ability to develop an individualized student education plan. In addition, the ability to complete work outside of the traditional school day and at a pace that is dictated by the specific needs and trajectory of the student are hallmarks of the program.

EGCS understands the importance of student access to content experts in addition to the flexibility to work independently. Stakeholder input solidified this desire. The school's standardized district-approved curriculum and delivery model is essential to the success of EGCS students. However, in order to maintain fidelity to health and safety guidelines, EGCS adapted both its traditional ISP program and its hybrid "workshop-instruction" program to be delivered through full distance learning.

EGCS already had the infrastructure and understanding on how to deliver a hybrid program from its non-classroom based program. The school's established program incorporates both independent and teacher-lead learning. The school's Independent Study Program (ISP) for grades 10-12 was virtually unchanged from prior to the pandemic. The significant change to the IS program was the transition from weekly face-to-face meetings between student/teacher to weekly video conference meetings and the delivery of assignments through an on-line platform (Google Classroom) rather than paper materials. These changes allowed EGCS to provide its community with its desire to have access to distance learning and meet health guidelines and restrictions designed to provide safety to all stakeholders.

For the school's "workshop-instruction" program, EGCS adopted a weekly schedule by grade-level that allows for increased student/teacher contact from what was offered in the spring. However, it was important to EGCS to not eliminate flexibility and the students' access to both synchronous and asynchronous learning environments. The school's workshops schedule was developed to provide 2 "live" classes per scheduled subject for students in core course (grades 7-10) and math, foreign language, and art courses for students in grades 8-12. Students benefit from teacher designed and delivered lessons and activities twice a week and are then able to complete independent learning activities the rest of the week. Stakeholder input from the end of the 2020-21 school year, asked for more access by students to the teachers and classmates than was available at the end of the 2019-20 school year. Students work both synchronously and asynchronously during the school's AM/PM programs and have teacher-lead



# 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.

As a non-classroom based charter school EGCS is not required to provide classroom-based instruction per the school’s adopted charter petition. However, EGCS has developed a hybrid program over the years that has provided students with direct-instruction workshops. Workshops are designed to support the school’s ISP program in core content areas (English, Math, Science, Social Science,) for 7<sup>th</sup>-10<sup>th</sup> graders. As well, EGCS offers Math, Foreign Language, and Art through direct-instruction workshops for 8<sup>th</sup>-12<sup>th</sup> graders. In response to the COVID-19 pandemic, EGCS worked to maintain fidelity to its “workshop” support program by developing a weekly schedule that provides students with access to teacher-lead instruction. For students in risk of significant learning loss, they have access and support to credentialed teachers through a distance-learning format for open ELA/Math labs and all core workshops. The distance learning schedule provides flexibility and safety for students and families while maintaining access to content experts. EGCS’s independent study program informed the school’s distance-learning delivery model and schedule; capitalizing on the strongest components of independent learning by creating structures and freedoms for students to learn within small class sizes at a pace appropriate to their learning needs. In addition, EGCS’s program also provides significant opportunities for students to accelerate their learning as they are freed from the pacing of large class sizes and can complete credits through the school’s independent study program that allows for acceleration and remediation. Students are able to maintain the flexibility that initially brought them to EGCS.

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

Description	Total Funds	Contributing
Employ credentialed teachers to facilitate support workshops and open support labs in ELA/Math/Science	\$ 8,000.00	N
Purchase adopted curriculum in science and social science that includes both print and an on-line platform	\$ 60,000.00	N
Provide teachers with compensation (stipends/timesheet) to develop schoolwide assessments across curricular areas and purchase assessment programs that provide formative and summative assessments (ex.PSAT, NMSQT, NWEA, Achieve 3000)	\$ 4,500.00	N
Provide teachers with release time for teacher professional development and materials on instructional best practices focusing on questioning, checking for understand, and assessment.	\$ 2,500.00	N

# 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 an EGUSD authorized charter school, EGCS teachers and staff were included in all of EGUSD's efforts to support teacher learning and preparation for a distance-learning model of schooling. All educators were provided an **Innovating Education Handbook: Transitional and Distance Learning** to utilize for instructional planning, decision making, and lesson development. High quality instruction is clearly defined and how distance learning overlaps with learning in a traditional classroom. By knowing the principles of high-quality instruction and analyzing how students interact with content; appropriate decisions can be made for how content is delivered synchronously or asynchronously. Grade level and/or content areas were provided with the thinking behind a Scope of Learning that prioritizes standards for each grading period while considering the most effective methods for instruction and specifically calling out how to address students with special learning needs. All of this was done through a lens of access, equity, and inclusivity. Adopted curriculum will continue to be used with either or both digital and textbook access. With guidance from PreK-12 Education, EGCS developed plans to disseminate materials to students and families before the school year and at regular intervals during the school year to support new students, and the change of schedule at each grading period. Lesson platforms were also clearly called out with specific training for all educators to build and strengthen their ability to teach in a digital environment. All teachers at EGCS are using Google Classroom to deliver content and communicate expectations and assignments. The gradebook feature in the school's student information system (Synergy) is used by all teachers and as a school site was agreed upon to be updated weekly (at the minimum). In addition, all workshop teachers at EGCS provided their students, families, and administration with a pacing guide for the topics to be covered during the grading period. All ISP courses are standardized with syllabi that clearly outline all required reading, assignments, and assessments by credit. All ISP students and their families receive a copy of each course syllabus for classes they are enrolled in and syllabi are available in the students' Google Classroom and the school's web site.

## 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 EGCS students have access to a Chromebook, hotspots, and on-line curriculum through the school's and EGUSD's inventory of devices. Students in need of a hotspot can work with EGUSD and receive a hotspot if it is determined to be the best solution for their connectivity needs. In addition, all EGCS students have access to an on-line portal where they can access digital content from the school's and district's adopted curriculum providers. EGCS conducts weekly textbook and device check-out procedures to ensure current and new students have access to devices and curriculum both digitally and in print. As well, all EGCS students and families have access to the district's technology helpline to address problems.

## **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.

Credit units and attendance hours at EGCS are awarded through a time value calculation based on the students work product in each assigned course. As a non-classroom based charter school, this system is unchanged due to the pandemic and EGCS's established practices and protocols for measuring student participation and progress have not been effected. ISP Teachers assess the daily time value of completed assignments and awards attendance and credits based on accounting guidelines from the state. EGCS's ISP program mandates, at a minimum, between ISP teacher and student weekly. Due to the pandemic, EGCS students and teachers are still able to meet face-to-face through video conferencing platforms. During these meetings, students turn-in completed work and must pass a verbal and written assessment in order to move on to the next unit of instruction. Progress is monitored by the ISP teacher, student, and family based on this system. In the event students are not making progress, teachers work directly with the student and the family to develop a success plan that addresses the root cause of the poor progress. The education team then determines appropriate interventions and supports to address the problem. For students participating in the school's core and elective workshops, they receive 2 live teacher contacts per week per scheduled class in addition to the weekly ISP meeting. Students attend workshops in student cohorts through video conferencing and teachers engage with students and families through Google Classroom as a basic learning management platform. The school's weekly distance learning workshop schedule is designed to maximize student/family flexibility in addition to student access to credentialed teachers. In this format, students have 2 live synchronous classes per week and then are assigned 3 days of independent learning. Teachers have developed pacing guides to deliver the content in this manner. In addition to providing students with both synchronous and asynchronous learning environments, the weekly schedule was also developed to not only transition back to in-person schedule at the school when regulations allow, but also allow students the ability to remain in a distance learning environment throughout the school year regardless of grade level.

EGCS's program provides significant opportunities for students to accelerate their learning as they are freed from the pacing of large class sizes and strict instructional minutes. Students are able to complete credits through the school's independent study program that allows for acceleration and remediation based on their work product. Every student at EGCS has an individualized semester and graduation plan that is developed by the student, teacher, and parents/guardians. Plans are developed specifically for each student's individual situation, academic need, and post-secondary goals.

## **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.

EGCS teachers benefit from access to EGUSD's professional development and training opportunities. According to EGUSD, a comprehensive professional development plan was designed, acknowledging the unique and ongoing needs of staff to meet the demands of Distance Learning. Initial training focused on the use of multiple platforms including Zoom, Google Suite, SeeSaw, Screencastify, Edpuzzle and more. To build on platform knowledge, 2.0 courses were added that emphasized the pedagogy of Distance Learning, with a special emphasis on engaging students in a digital environment. Over 130 sessions were offered in July and August, prior to the school year beginning. Preservice was held in August, and the 2020-21 theme is Innovating

Education. This training provided teachers with a baseline understanding of Social Emotional Learning (SEL); in addition to knowing their resources, identifying routines, and planning effective high-quality lessons in a Distance Learning environment. Ongoing training through the fall will continue to focus on the connection between content, technology, and pedagogy. EGCS is supported throughout the school year by academic coaches to further enhance ongoing training.

EGCS teachers have access to EGUSD’s technical services and support line. All teachers can have devices and peripherals at the school and at home in order to deliver workshops/ISP. EGCS administration and office staff are available to assist teachers and students with technical support during the school day and all EGCS stakeholders have access to EGUSD supports. In addition to technical support, EGCS staff have received and have access to technical training through the district and from colleagues on site. EGCS will develop training modules for students and teachers that are specific to the learning model at EGCS throughout the school year. Training opportunities will be based on assessed and desired needs of all stakeholders.

## Staff Roles and Responsibilities

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

The roles and responsibilities of staff have remained the virtually unchanged. However, a few positions will need to make slight adaptations. The school nurse is a position at EGCS that will have a change in scope. In the past, EGCS has had an EGUSD school nurse who was assigned to EGCS in more of a consultation role. With the pandemic, EGCS still has an assigned school nurse, but their scope has shift from being primarily student oriented to a holistic approach. The school nurse assists with all stakeholders including staff and students in the event of suspected COVID-19. In response to the COVID-19 pandemic, Nurses have become an integral aspect of the COVID Case Response Team (CCRT), which facilitates the implementation of the appropriate measures if the EGCS school site or office area is notified of someone who has tested positive for COVID-19 or when an employee comes into close contact with someone who has tested positive for COVID-19.

The school’s office staff will also need to shift to meet the needs and demands of the community. In the past, the front office was primarily responsible for the day-to-day operation of the school on-site. With the shift to distance learning, office personnel will be asked to assist families with technical support and connectivity to classes, and ISP teachers.

## 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.

EGCS staff and students with unique needs receive support from both EGCS and EGUSD personnel. As a non-classroom based program, EGCS’s supports for pupils with unique needs is not impacted other than the potential for increased enrollment or identification of students. EGCS historically has low numbers of students with unique needs across all grade levels. However, in order to support students with unique needs, EGCS has an on-site English Learner coordinator, 504 coordinator, Resource Service Provider, assigned EGUSD school psychologist and nurse. In addition, EGCS receives support from

EGUSD departments focusing on attendance improvement, special education, and student support and health services. Identified students are referred to the appropriate department and case manager to facilitate services.

However, student identification and assessment for services is an area impacted by COVID-19 health and safety regulations. EGCS staff are working with EGUSD personnel to establish best practices that comply with county and district health guidelines. The school’s resource provider, assigned psychologist, and district program specialist work in concert to ascertain student needs. Specialists will work with classroom teachers to observe students in both the workshop and IS programs. The school’s resource service provider has received additional training from EGUSD and will continue to receive support throughout the school year. Other services for foster care students and homeless students are not impacted by distance learning. Students and families with needs are identified by site personnel and referred to administration. At this point, EGCS staff coordinate with district personnel to assist with connectivity, attendance, progress monitoring, academic, and college/career planning.

English learners receive designated ELD support in distance learning through aligned IS courses specifically designed for English learners and “workshop” classes facilitated by credentialed English teachers who differentiate instruction based on the needs of their students. In addition, all students at EGCS have access to morning core content labs. These labs are open to students, but will be used by both classroom and ISP teachers to refer students who are identified as needing assistance based on their academic progress. The school’s English Learner coordinator will work with district personnel to determine best practices in a distance learning environment and assist in delivering professional development for teachers.

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

Description	Total Funds	Contributing
Provide release time and stipends for teacher professional development (technology, certification, distance learning best practices)	\$ 2,500.00	N
Purchase Technology devices, peripherals, software and services	\$ 20,000.00	N
Provide stipends for ISP course development and conversion of current textbook based ISP courses to digital delivery platform	\$ 5,000.00	N
Purchase virtual labs software/service for science classes	\$ 1,500.00	N

**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.

As a non-classroom based charter school that specializes in asynchronous student learning, EGCS will address pupil learning loss through the school's established IS program and small-group live classroom instruction. A hallmark of IS programs are the ability students have to master content specific to their needs and trajectory without the social disconnect that may occur in classroom-based models. Even though EGCS and EGUSD students may be impacted by COVID-19 and experience learning loss, the reality is students experience learning loss every school year for a variety of reasons and the school's program has been successful prior to COVID-19. In this current environment, EGCS will need to develop ways to determine the source of potential learning loss in addition to developing appropriate intervention strategies.

EGCS staff will continue to develop semester plans for all students taking into consideration learning gaps that may be manifest through the student transcript. Students who demonstrate loss through social emotional manifestations will be referred to the school's counseling and administration. Intervention plans will be developed as a team with the intent to improve connection and mastery of the content in addition to improving coping skills.

Student learning at EGCS is measured through a robust assessment program. All students are required to pass a verbal and oral assessment per credit earned. This is a tenant of the school's IS program and will continue within the distance learning modes. Students who struggle to master content as represented on a variety of assessments will be referred to administration and success plans will be developed with all stakeholders. This education team will work to determine the root cause of the struggles and implement appropriate interventions.

Students who struggle in ELA and math have access to the school's open ELA/Math labs. These support labs are held daily (4x per week) and provide students with access to a content expert through distance-learning and on-line platforms. Also, students who struggle may be referred to attend labs as part of their success plan and others may attend based on teacher and family request. Our hope at EGCS is that all students have the skills and ability to self-advocate and search out for assistance.

## **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.

EGCS teachers, counselor, and administration work to create a semester learning plan and graduation plan through transcript analysis. Students are scheduled into courses through the school's IS program that allows for more flexibility and is not tied to the school's workshop master schedule. In addition, for students who exhibit learning that is manifest outside of the transcript review process, EGCS staff will analyze the lost learning and the potential cause(s) and take steps to apply interventions. If students demonstrate a lack of attendance or participation in distance learning as the cause of the learning loss, the school will work with parent/guardian, teachers, student and administration, to identify barriers to participation and establish intervention strategies and plans. In an effort to remediate learning loss, EGCS's IS and workshop schedule allows time for teachers to provide individual and small group remedial/accelerated instruction. For students with disabilities, data on IEP goals and objectives will be collected to identify any learning loss and remedial individual or small group instruction can be provided to mitigate the learning loss. English learners will receive support through the school's EL coordinator and trained teachers. Additional parent support can be provided through additional materials that allow for independent practice of the skill in the home environment or through parent training sessions. In addition, EGCS offers an extended school year for all students through its ISP



program. Students are able to complete graduation course requirements during the summer. In addition, EGCS teachers recommend students for foundational courses in ELA and Math in the summer. These courses are offered through independent study and small class workshops. Students earn elective credit and more importantly, fill foundational learning gaps that will set them up for success in future grade levels.

As an EGUSD charter school, students will continue to receive support from foster youth services, academic coaching and counseling, homeless student services, and English learners. The below information is from EGUSD departments and how they will support with identified needs:

Contracted and Foster Youth staff will provide online academic tutoring support via online platforms, such as Google Classroom and Zoom. In coordination with the students' teachers and caregivers, supplemental educational services are being provided on a weekly basis for various hours depending on need and availability. All educators will be utilizing district created assessments in ELA and Math for both diagnostic data at the beginning of the year and interim assessments to monitor student learning and needs throughout the school year.

Information will be provided to district coaches, teaching staff, support staff and administrators regarding the impact of homelessness on participation in distance learning and the need to plan for additional flexibility for deadlines and participation requirements for students who may have delays in receiving information and acquiring needed materials.

All students enrolled as homeless who are in grades 11 and 12 will be screened for eligibility for a Graduation Exemption determination per California state law. Counselors will be informed of eligible students and the Homeless Education Program will monitor Graduation Exemption Plan development.

Homeless Education Program staff will do ongoing exploration of available free and low-cost resources in the community that address literacy, social emotional learning, academic remediation, and enrichment to make available to families and unaccompanied homeless youth.

Training will be provided to Homeless Education Program staff regarding district programs and resources for academic and social emotional support and how parents, guardians, caregivers and unaccompanied youth can access the resources during the COVID-19 response and distance learning.

English Learners will receive supplemental supports from their school site based on identified gaps and needs, including but not limited to additional virtual small group or 1-on-1 instruction, supplemental digital programs, and virtual tutoring. . Professional development, of sufficient intensity and duration will be provided for certificated and classified staff. EL instructional coaches and site administrators will regularly observe instruction during distance learning, both integrated and designated ELD to support teacher implementation of EL-specific PD. ELS, in collaboration with FACE, based on the needs of the different typologies of ELs, will align additional academic, SEL, and family support. Graduation exemption will be examined for newcomers meeting the criteria.

## **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.



EGCS will develop measures to determine the effectiveness of the services and supports that are offered for the 2020-21 school year. EGCS will continue to engage with all stakeholders to determine perceptions of the school’s program delivery. Student and parent/guardian survey’s will be sent out quarterly and teachers/staff surveys will be collected both formally and informally. The school’s staff and PLC structure will be used to engage teachers in critical conversations regarding the school’s programs. Teacher perceptions will be balanced and compared to student and parent perceptions by administration. If changes to the program need to be made, administration will work with stakeholders to communicate potential changes and improvements to the school.

Administration will also engage with the school’s advisory council through quarterly meetings. The council will work with staff to collect and analyze information. In addition, as EGCS continues through the school year, the school’s multiple continuous improvement plans will be used as launch pads to program assessment. Through the planning process established by the school and the district, EGCS will determine and analyze essential data, identify gaps, conduct cause analysis, and develop and implement targeted actions. The school uses the Plan, Study, Do, Act process in improvement planning. The school’s ability to identify essential data points/measures that relate to the school’s distance learning model will be paramount in addressing learning loss and addressing success of the school.

The measures will consist of objective elements such as number/percentage of meetings per instructional day, minutes of live meetings, student attendance, credits earned; as well as subjective elements such as students’ reports and perceptions of teacher interactions and individualized support. In addition, this information will be used to verify and explore the relationship between implementation of various program components and student outcomes, and to determine which components of the program are most effective for various types of student outcomes or for various populations of students.

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

Description	Total Funds	Contributing
Summer school program for credit recovery and enrichment for students who may have had impacted schedules or scheduling conflicts.	\$ 20,000.00	N
EGCS will offer seniors who are not able to complete graduation requirements during the school year or during summer school with the opportunity to enroll in the school’s extended year program. Students are able to extend summer school during June and July in order to complete graduation requirements.	\$ 2,000.00	N
Implementation of morning ELA/Math/Science open labs into the school’s master schedule and staff with credentialed teacher. (Duplicate action from in-person instruction).	\$ 8,000.00	N

Description	Total Funds	Contributing
Develop and integrate an on-line credit recovery learning platform as an educational option for EGCS students. EGCS will contract with Edgenuity, a 3 <sup>rd</sup> party curriculum provider, to purchase access to curriculum and delivery platform. Edgenuity courses will be adapted to EGCS's delivery protocols and teachers will receive training on the program.	\$7,500.00	N

## 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.

EGCS receives support from EGUSD Student Support and Health Services department. This department developed a PBIS Guidance document that will support EGCS in the implementation of PBIS during distance learning. The document in addition to supporting the school's PBIS program on site will also explain the process to receive support and assistance from district mental health experts. The request process is the first step in a teacher seeking additional academic, social emotional or behavioral support for students. EGUSD Wellness Providers will also support EGCS teachers with Social Emotional Strategies for their students. In addition, the PBIS guidance document will explain the process for identifying a student who may be in crisis or in need of immediate support. Information materials and training will also include how to access mental health support for identified students.

EGCS's counselor will continue to provide counseling through video and teleconferencing. EGUSD wellness providers will develop guidelines for telecounseling for individuals as well as groups. EGCS's counselor attends all EGUSD counseling department meetings and has access to additional support and training through various departments. In addition, EGCS's counselor works with students and staff on the development and implementation of the school's college and career program and conversion to digital delivery.

EGCS teachers will receive ongoing training in SEL for adults as well as trauma informed care throughout the school year. The pre-service training from the district focused on SEL and EGUSD will provide a series of professional development focused on Social Emotional Learning and making connections with students. Below is a list of professional development that will occur this school year.

### SEL Professional Development

- Overview of SEL and the Why behind it. This will be in two parts. First part will be during preservice
- Trauma Informed Care (trauma compounded by COVID-19 and racism)
- Culturally Responsive Teaching/how to be an anti-racist teacher and support students who are frequently marginalized
- Adult Social Emotional Learning and Self Awareness

- Building relationships with students/staff
- Teaching and modeling expectations in virtual and in-person learning environments
- Response strategies for teachers, administrators and staff to support and assist students in distress

District wellness providers are creating instructional videos for teachers on SEL strategies for distance learning, engaging students in distance learning, creating work space in the home for distance learning, and how to implement PBIS and classroom expectations in distance learning.

EGCS will also convert the school's character education program to distance learning delivery so students in grades 7-10 can benefit from classroom activities and exercises that engage the students beyond the content area standards. The school's administration and counselor will work with a cadre of teachers to develop the program to distance learning and the identified needs of the students.

## Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

As a small school, EGCS engages students and families individually to address engagement and connectedness. For students in 11<sup>th</sup>-12<sup>th</sup> grade, they meet weekly with their assigned ISP teacher who facilitates their course work, but also supports the student and teacher of workshop classes the student is enrolled in. ISP teachers record attendance and grades and communicate with parents/guardians. In the event a student is not making progress, the ISP teacher refers the student to administration/counseling and a success plan is developed. The core intent of the plan is to determine root causes and develop/implement interventions. Often the student is referred to open ELA/Math labs for more support or may be assigned an additional ISP appointment during the week. Parents/guardians are also engaged to be active participants in the progress of the student. Per the school's master agreement, parents may be required to attend a monthly ISP meeting and sign-off on assigned and completed work. In the event a student is not making progress or is not engaged/connected with the program and EGCS has exhausted all intervention and success planning options.

EGUSD has several strategies to address pupils who are absent from distance learning. A comprehensive plan was developed by the Office of Family and Community Engagement that focuses on pupil and parent/guardian engagement and outreach. The plan encompasses two essential themes, how to support students and families to stay connected and engaged and how to assist schools to build trusting and welcoming relationships with their students and families. The plan also includes the Attendance Improvement Office's (AIO) tiered system of support for students during distance learning. EGCS administration works with the district departments to support students and families.

The Office of Family and Community Engagement has also created several opportunities to train educators on how to better communicate and engage with their students and families during distance learning and EGCS was included in the training. The trainings that applied to EGCS’s program are as follows:

### **Connecting with Families and Students to Improve Attendance**

The Office of Family and Community Engagement is also offering workshops for educators on how to improve connection and communication to improve attendance. These workshops provide teachers with tools they can use right away to keep pupils connected and engaged. The workshop provides research-based strategies from Attendance Works and is being adapted this year to focus on how to keep pupils engaged and connected through distance learning.

### **Communicating with Families 101**

The Office of Family and Community Engagement created an internal website for principals and teachers. This website provides schools various tools to use to help improve communication. At any time, principals and educators have access to the latest research, recorded family engagement webinars, videos and tools to help provide them with various strategies for outreach to pupils and their families.

### **Outreach to Families**

The Office of Family and Community Engagement staff in collaboration with the Attendance Improvement Office and all EGUSD schools, will continue to work together to provide support and resources for pupils who are absent from distance learning. The two offices will continue to work closely with schools to provide strategies for improved attendance. Through the new distance learning school schedules, time has been built in everyday for teachers to connect with families. The Office of Family and Community Engagement will work with schools to provide support on different best practices to reach families. Both offices will also reach out to families to find out what barriers are in the way of their students attending distance learning and will offer resources and support to help eliminate the barriers. The FACE Office has created videos in various languages to help empower parents to help their children with learning at home. The FACE Office will also continue to focus on the most vulnerable pupils and families (i.e. refugee students, newcomers, undocumented youth and students who qualify for free and reduced lunch), the office will provide translation for all phone calls and communication home. Both offices will provide regular check-ins with pupils and families throughout distance learning.

## **School Nutrition**

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

The EGCS community is fortunate to be part of EGUSD and the district’s Food and Nutrition Services supports EGCS students and families. During the school closures, EGUSD immediately mobilized to provide well-balanced, nutritionally-sound meals. In early March 2020, FNS worked with the California Department of Education (CDE) and received approval to operate the Summer Seamless meal program to provide free meals to children 18 years and

younger. Children were provided both breakfast and lunch in a non-congregate service model by first providing a drive-thru meal service at 13 of the District's highest need schools. A week later, FNS added seven meal sites to serve free and reduced eligible students enrolled at all schools in the District. Secondary schools were strategically chosen for this expansion to provide at least one meal service location in each community. These schools quickly became busy due to an increasing need and FNS added more schools for a total of 37 schools by the latter half of March 2020. In addition, five bus routes were added to serve high need families residing in apartment housing a notable distance from schools. One bus route was later converted to support two schools to meet the needs of EGUSD's distant and rural communities.

FNS's meal service model was designed to be safe for families and employees, eliminating human touch points by using a cart service for meal pickups. Families drove up, meals were provided on a cart at their driver side window, drivers took the meals off the cart, the cart was sanitized, and readied for the next service. All FNS staff were provided with sufficient personal protective equipment (i.e., masks, gloves, disposable aprons, hand sanitizer) and maintained social distancing protocols.

Food & Nutrition Services will continue to provide families with the opportunity to receive fresh, nutritionally balanced meals while children are participating in distance learning. Families who would like to participate can pick up lunch and breakfast meals curbside at nearby distribution centers at district schools. Supper meals may be provided at some schools within the district. Meals will be pre-packaged, cold meals to be consumed at home. Families will be offered a choice of meat or vegetarian option.

Meals will be available for pick-up, without children present, however proof of the child's enrollment will be required on the initial pick up. Food & Nutrition Services will provide a validation form that lists all children eligible for meals through the curbside meal program that can be used for all future meal pickups. Due to federal requirements, meals will only be available to school-aged children, enrolled at an EGUSD school.

Once the District transitions to on-campus learning, Food & Nutrition Services will provide families with the opportunity to receive meals whether they choose to attend school or continue with the distance learning model. Food & Nutrition Services will provide meal options that will work for both models. Meal distribution will be based on multiple factors like grade level, school of attendance and cohort. At this point, meals will be available at EGCS on-campus for students.

Food & Nutrition Services is also looking at technology to assist both families and schools in making the meal distribution process seamless. However, Food & Nutrition Services understands that not all families have access to technology so all decisions are made with alternate options available to ensure families are not excluded.

## 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 Wellbeing	EGCS students will benefit from lessons and content focused on social-emotional well-being and character education. EGCS will purchase content that is developed by experts in these fields.	\$ 2,000.00	N
Mental Health and Social Wellbeing	EGCS will provide stipends for teachers and staff to convert purchased SEL materials to the school's on-line platform.	\$ 2,000.00	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.39%	\$209,779.00

### 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 demographics of the approximately 264 students in the Elk Grove Charter School represent a very diverse student population. The 2020-21 percentage to increase or improve services is 8.39% which is a decrease of 1.27% from the 2019-20 school year, resulting in a calculation of reduced funds. However, the identified students that qualify for the free and reduced meal program, English learner and foster youth students are still in need of services. Therefore, even with a reduction in percentage and funds to increase or improve services we did not remove or cut any programs that are principally targeted to these students. While Supplemental grant funds are provided on the number of students in the unduplicated identified group, some of these funds may be utilized to provide services to students in other identified subgroups. To exclude non-identified students from identified low

achieving subgroups; such as African American, Hispanic, American Indian/Alaska Native and Special Education students from these services would be counter to the best interests of every student. Increased and improved services will occur proportionally to the number of students at EGCS.

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

Some of the services provided to our foster youth, English learners, and low-income students are: Developing and maintaining a literacy program, math intervention program, focused program improvements for English learners, summer school for both enrichment and credit recovery, maintaining and improving truancy and discipline prevention, and expanding college and career readiness.