

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
Tierra Pacifica Charter School	Jennifer Proudfoot, Director/Principal	director@tierrapacifica.org

General Information

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

Like all county schools, Tierra Pacifica has spent the months since the beginning of the pandemic in distance-learning mode. The week before the shelter-in-place orders were given, TP did a Tech Needs Survey to determine whether we were able to transition to online-based teaching and learning right away. By loaning out Chrome Books to ensure that every child had access to the virtual program, and helping families who needed assistance with internet connection or service, we were able to make the transition immediately.

Our staff worked diligently to make the new situation as smooth as possible for our students and families. In addition to weekly assignment documents and teacher updates provided to students and their parents, weekly operational updates from the school director kept our parents apprised of the constant changes the pandemic was having on our community and our learning situation. Instructional aides were assigned to contact students who needed extra support, and to run “virtual recess” and monitor social threads and pages to keep our kids connected and engaged. Teachers used Google Classroom as the learning platform and supplemented it with other tools and apps. Most importantly, every classroom sent out a weekly Friday survey to find out how our families were doing, enabling us to support them better. Particular attention was paid to keeping students engaged and supporting their mental well-being. All students maintained their virtual attendance and schoolwork until the end of the 2019-2020 school year.

During the summer break, several parent task forces were formed to work on the issues of creating outdoor classrooms, designing reopening schedules, refiguring classrooms for physical distancing, developing cleaning protocols, procuring cleaning materials and PPE, and helping brainstorm how to deal with the financial burdens of this crisis. Several staff and board members attended these task force meetings as well.

One of the biggest impacts of the pandemic has been the tremendous increase in demands of the entire staff at our school. Teachers and admin have had to put in countless extra hours and we have had to add hours to classified staff schedules in order to just barely keep up with demands. Morale has been lower than usual and the exhaustion is very real. One of our teachers decided to retire early and did not return in the fall.

Stakeholder Engagement

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

Tierra Pacifica always uses teams consisting of parents and community members to engage them in school decisions. Three new task forces were formed as a result of the pandemic: Operations, Health & Safety, and Outdoor Classrooms. These teams began their work (via Zoom) in spring and have met throughout the summer as well. In addition to these task forces, parents were invited to give feedback at online classroom meetings prior to the start of the new school year. This Learning Continuity and Attendance Plan was presented at the August 25, 2020 Governing Board meeting which was posted on our website 72 hours ahead. The Board secretary and the principal sent a letter of invitation to the inbox of each parent inviting them to participate in feedback. In addition, non-English speaking parents were invited in their own language, by their chosen mode of communication (email, text, or phone call), and given a follow-up invitational phone call, to attend a meeting with translation, to understand and give feedback on this document. The presentation of the final Learning Continuity and Attendance Plan for approval occurred on September 14th at a public Governing Board meeting, posted to the school's website 72 hours prior.

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

All public meetings are facilitated on Zoom. Invitations and reminders are translated and sent via our parent communication portal directly to parent emails and cell phones, based on parent account settings. Meetings are posted on our website, including the Zoom link and phone access number, at least 72 hours prior.

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

Feedback has been overwhelmingly positive for how the school is dealing with the current needs of families during this crisis. These teams have offered the following feedback:

Technology Team: As we are preparing for 100% distance learning for the fall, our most recent survey indicates that approximately 50 families will need to borrow a computer, and a few will need more than one for multiple children. Teachers need ethernet cables and other tech for effective online teaching such as cameras, keyboards, headsets, standing desks, etc. A handful of families needed assistance determining how to improve their internet connection and/or borrow a hot spot. In addition, two teachers need newer computers and campus wifi needs upgrading to one building. There is great concern that our current network cannot handle the increased streaming needs that online instruction will require.

Operations Task Force: Scheduling of classes and content of courses should be planned to ensure equity for all students and to minimize disruption to families by keeping siblings on similar schedules. Some parents want the school to be involved in the formation of off-campus learning pods for child care purposes.

Health & Safety Task Force: Outdoor classrooms are a priority. Two areas would allow for movement next to classrooms where teachers could easily observe students both inside and outside, and three others would provide seating for up to eighteen students in a more traditional classroom-style arrangement. Parents would like videos teaching students how to arrive and leave campus, and use the restroom safely before reopening.

Outdoor Classrooms Team: Outdoor classrooms should be created in phases. Phase 1 would allow quick deployment of seating so kids can get outside right away. Phase 2 involves larger resource and work investment in two areas of campus. A colorful, “movement migration” should be painted on the blacktop for the younger students. Paintings could represent the actual works of artists of color.

Santa Cruz County Office of Education: Campus was inspected for safety compliance. Suggestion to put plexiglass between classroom sinks and hang from the ceiling to create a better barrier on the isolation room. Electrostatic sprayer recommended for daily disinfecting. They will return before the campus reopens to ensure that all plans have been executed as described.

Staff: Internet connection on campus is unreliable. Teachers are very concerned about the ability to effectively teach online classes from campus, and in the event that some students are on campus while others are at home, the load to our system will probably be too great. This is of utmost importance and needs immediate attention. More online curriculum is needed, and an upgraded Zoom license. Office staff needs extra support to support families through distance learning and increased attendance tracking.

Also needed are ergonomic office solutions for teachers who are not used to sitting at a computer all day. Several need standing desks, keyboards, and office chairs. Staff appreciates the ability to request a \$60/mo stipend based on FTE to help pay for increased costs of working from home, such as improved internet access and home office supplies

Given the challenges of 100% distance learning, some staff have asked for the flexibility to work from home whenever possible. Office staff have suggested a staggered workday and working from home to minimize the number of people in our small office at the same time.

Students: Students have reported that they miss school and their peers, but most feel confident that they can manage distance learning. They have appreciated the work their teachers are doing to keep them engaged and having fun while they learn.

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

- Purchase of 25 more ChromeBooks and 2 staff computers
- Upgrade of network at school site
- Purchase of tech equipment for teaching (cords, cameras, headsets, etc)
- Purchase of ergonomic equipment for teachers (standing desks, office chairs, keyboards)
- Building of outdoor classrooms and blacktop paint
- Purchase and installation of plexiglass
- Switch to new janitorial company and switch to more accessible cleaning products
- Purchase of electrostatic sprayer
- Reopening schedules
- Staggering of staff schedules
- Ability of staff to work from home during school closure

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.]

Schedule

- Upon return to campus, students will attend in person in an AM/PM schedule, with K-3 and 6th grades doing distance-learning on Fridays.
- K-3 classrooms will accommodate half of their students in the AM and half in the PM. Some asynchronous work will be assigned for the time that students are at home each day.
- 4-8th grade classrooms will attend either AM or PM with slightly extended hours compared to K-3. Some asynchronous work will be assigned for the time that students are at home each day.
- Individual schedules will be prioritized so that siblings can attend school at the same time to the greatest degree possible giving parents more flexibility to work.

Safety

- Safety Protocols for reopening include:
 - staggered arrivals and departures for students
 - symptom screening for students via smart phone app each morning
 - symptom screening for staff via cloud-based screening tool each morning
 - temperature and symptom screening stations at three entry gates
 - distancing decals placed on ground to tell students where to stand and sit
 - two sinks in each classroom with plexiglass between them for students to wash hands multiple times per day
 - hand sanitizer in every classroom to be supervised by teachers
 - desks or beach chairs placed 6ft apart, including the teachers'
 - outside "classrooms"
 - janitor trained in cleaning protocols by Department of Pesticide Regulation
 - frequent cleaning throughout the day of high-touch surfaces by teachers, using a neutral cleaner approved by the EPA
 - disinfecting of classrooms using electrostatic sprayer with EPA approved cleaner between AM and PM classes and of all rooms on campus each night
 - HVAC systems set to increased airflow throughout the day, and use of air filters to the highest MERV rating possible for our equipment (MERV 11)

- increased airflow through restrooms using exhaust fans
- “closing” of all drinking fountains
- restrooms restricted to two persons at any given time, urinals “closed”
- installation of plexiglass in office around desks
- videos demonstrating how to wash hands, use restroom, enter through the screen stations, exit campus
- isolation room for persons exhibiting COVID symptoms
- adequate PPE such as masks, shields, gloves, N95s for office staff helping sick students

Instruction

- Staff will prioritize social emotional learning and community building through various methods and curriculum such as weekly classroom meetings, appreciation circles, mindfulness practices, frequent opportunities for movement, team-building exercises, Second Step empathy/anti-bullying lessons, Toolbox skills for resiliency, self-management and decision-making.
- School Counselor will be available 12-16 hours weekly to see our neediest students either by drop-in or regular appointment.
- Staff will continue to teach using Common Core Standards curriculum and will assess students at predetermined intervals. (See Assessment Calendar below.)
- Students identified as needing more support will be given assistance to ensure all students develop grade-level competencies. (See Multi-Tiered System of Supports Pyramid and Interventions Flow Chart below.)
- Instructional aides (4), a reading teacher, resource specialists (2) and student teachers (number undetermined) allow smaller adult:student ratios and provide the ability for push-in and pull-out small group or one-to-one instruction.

TPCS Schoolwide Assessment Calendar

Writing Assessments

October and March

Teachers are evaluating students’ informational writing primarily for 1) elaboration, 2) organization, and 3) conventions. The number of discrete skills evaluated increases by grade level. Rubrics used are derived from Lucy Caulkins’ Units of Study curriculum which is used in K-6 grade classrooms. A score of 1-4 is given for each skill area, generating an overall percentage score for writing.

Reading Assessments

August and May

There are multiple reading assessments done twice per year. Teachers of grades 1-8 are administering the San Diego Quick assessment which assesses a grade level reading score based on a list of vocabulary words. In addition, the reading resource teacher assesses every student, grade 1-6, in the first and last three weeks of school using Acadience reading assessments for reading comprehension and fluency.

Results from these assessments determine which students will receive Tier 2 & 3 interventions such as the Lexia online reading program and/or once or twice weekly Orton-Gillingham based reading groups with her.

Spelling Assessments

December and May

Students in grades 1-8 take the Words Their Way spelling assessment twice per year. This generates a detailed look at what developmental spelling stage each student is currently in, as well as a percentage score intended to easily show growth.

Math Assessments

August and May

Math assessments are done at every grade level twice yearly. Assessments are taken directly from the math curriculum used for that grade level. The fall assessment uses the previous year's spring assessment. A percentage score is generated for each student.

August	October	December	March	May
Math Reading	Writing	Spelling	Writing	Math Reading Spelling

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

Description	Total Funds	Contributing
Reading Intervention Teacher (incl. increased hours to help more students)	\$23,700	Y
EL Support (three staff to meet regularly with EL students in small group or 1:1)	\$33,600	Y
Lexia online reading support (extra student licenses)	\$2,200	Y
8 th Grade Math Support Class (increased math time/support to prepare students for high school)	\$4,350	N
Teachers' Aide (additional aide and extra hours for existing added to provide support for afternoon groups)	\$16,500	Y
Counseling (5 additional hours per week to add support for neediest students and some parents)	\$8,550	Y
Health & Safety materials		
• PPE, Screening Stations (masks, shields, sanitizer, thermometers, plexiglass, umbrellas)	\$2,000	N
• Cleaning supplies (janitorial, dispensers, disinfectant, electrostatic sprayer)	\$2,000	N
• Outdoor Classrooms (shades, umbrellas, straw bales, blacktop paint, white boards, play equipment)	\$19,000	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.]

Students will participate in the same, standards based, Common Core curriculum whether they are learning completely remotely, or in the classroom. Tierra Pacifica uses Investigations Math (K-5), CPM Math (6-8), Lucy Caulkins’ Units of Study Language Arts, FOSS Science modules, and History Alive.

Teachers will use SeeSaw learning platform for grades K-3, and Google Classroom for grades 4-8 to organize, deliver, collect and give feedback on lessons when students are off campus. They will endeavor to engage students in the same meaning-building discussions and relationship-building collaborative work via daily synchronous meetings on Zoom. Students participate through a variety of apps such as FlipGrid, Nearpod and Kahoot! Most of our curriculum, including FOSS science, Investigations and CPM math and Caulkins’ Units of Study language arts, is being supplemented by publisher video lessons and other virtual resources.

Assessments follow the same calendar as if we were at school “in person”. Intervention strategies follow the same MTSS protocols except that meetings are held virtually except in extreme circumstances for our most vulnerable students.

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.]

A new Device and Connectivity Survey was conducted during the summer of 2020 to assess student access to virtual learning. About 50 families borrowed at least one ChromeBook from the school, and a handful were given wifi hotspots supported by T-Mobile. A few students were provided with keyboards for their iPads and ethernet cables to improve their connectivity.

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.]

- Teachers will take roll in each synchronous class daily.
- A detailed Daily Attendance and Assignment Tracking document will allow each teacher to specify and record the number of instructional minutes and mode of instruction, as well as which subjects are covered by assignments.
- Teachers will use their knowledge and experience, as well as curriculum suggestions, to determine the time value of each assignment.
- Students will be required to turn in work each day. Teachers will evaluate and return student work via the online learning platforms.

- Teachers will use a Weekly Engagement Rubric to measure and record each student’s engagement score for the week using the following criteria: Attendance, Punctuality, Materials, Participation, and Work Completion.
- Assignment completion is being tracked by each teacher using the learning platform.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development

Staff members have attended multiple training sessions for how to deliver instructional content for virtual learning and optimize virtual instruction.

- CUE (Computer Using Educators) Conference
- Distance Learning Leadership Summit (Santa Cruz COE)
- FOSS training
- Pearson Math training
- Lucy Caulkins’ writing workshops
- COVID-related legal workshops for administrators

Resources

- Hardware: Our staff tech specialist and the school Tech Team (made of volunteer parents) meet with teachers frequently to assess technology needs. We have already purchased 25 ChromeBooks and video equipment to help with virtual teaching such as ethernet cables and tripods. We anticipate needing more ChromeBooks as many of ours are past their life expectancy. There are two teachers who need new laptops to be able to handle the new apps and software necessary to teach their virtual classes.
- Software: Teachers have several licenses to virtual curriculum supplements and new apps to support learning. Some of these include:
 - Pearson Realize individual math licenses
 - Caulkins’ Units of Writing lesson videos
 - Subscriptions to Padlet, FlipGrid, NearPod, Pear Deck, SeeSaw, ExplainEverything, Gizmos, ThingLink, Teachers PayTeachers, and National Geographic Online
 - We have upgraded our Zoom license (\$1000) and will add Lexia reading support licenses (\$2000) to our current contract. More subscription services will be added to support student learning.

- Office furniture: It is important that our teachers and staff take care of themselves while teaching remotely. They are not accustomed to sitting at a computer all day long. Making sure our teachers have classroom/home office essentials for ergonomics is a priority. We expect to be ordering some materials for this purpose.

Staff Roles and Responsibilities

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

- Teachers are now expected to deliver class content online through the learning platforms SeeSaw and Google Classroom. This includes frequently recording videos for students and parents to watch in order to do the assignments. They must master many different supplemental applications for students to engage in learning. In addition, when students return to school, they will be managing two groups each day, and ensuring hygiene and cleaning protocols, as well as physical distancing throughout the day.
- Instructional Aides have been reassigned to support students who need closer attention during distance learning. This could be because of accessibility difficulties, learning issues, language challenges or attendance problems. Some will be on campus for part of the school week even during distance learning.
- Special Ed Resource teachers and the Reading Specialist will conduct assessments and 1:1 sessions online, until the school has permission to bring these students on campus for limited instruction. In some cases, small groups and 1:1 instruction will still be carried out virtually depending on its success. This will be determined on a case by case basis.
- The Office Manager and Tech Specialist have shifted their work balance to ensure families with connectivity challenges receive help in a timely manner, in their native language.
- Our School Counselor has added hours to provide support groups and workshops for our staff and parents, in addition to our students. She is also providing schoolwide resource lists and parent training based on Positive Discipline to help parents navigate remote learning.
- Our Diversity & Equity Consultant ensures that our students and families have access to all school resources and that new, online expectations for students are equity based.

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.]

- Teachers have additional time built into their schedule to work with students with exceptional needs each day to ensure that their progress is monitored and supported.
- A designated EL teacher is assigned to each EL student to meet with them regularly via Zoom, and EL students who need reading support are part of intervention groups led by our reading specialist. In addition, we provide individualized phonics instruction to our English Learners using the Lexia online adaptive curriculum.
- 504 meetings will be conducted via Zoom at the beginning of the school year.

- IEP meetings will continue to be scheduled and conducted via Zoom.
- Our resource, speech teachers, counselor and one-on-one aides will all continue serving individuals as per their IEPs via Zoom.
- OT will be provided on campus, in our outdoor classrooms.
- At any time, teachers, students and parents may request a Village Success Meeting (VSM), or a team meeting, to support any student who is identified as falling behind or needing more support for any reason. VSMs will be held for all EL families by November.
- Staff will continue to provide Tier 2 & 3 supports as they are needed. (See MTSS documents below.)
- Any student in foster care or experiencing homelessness is referred through the VSM process to access any of the above mentioned services and supports. This includes counseling services and working on campus if necessary.
- Our Tech Specialist and Office Manager ensure that all families have devices and access to the internet. They frequently deliver to student homes/shelters, if necessary.
- Instructional Aides have been reassigned to do frequent check-ins with certain students to ensure that they are receiving all of their intervention support from various providers, are able to access their regular classes, and are engaged in a meaningful way. Often they assist students with assignments. Some of these students are coming to campus for limited 1:1 instruction.

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

Description	Total Funds	Contributing
Replacement of faulty/aged network	\$23,000	N
Hardware: ChromeBooks, cables, tripods, computer carts, headsets, cameras	\$20,300	N
Software: additional online curriculum supports and supplemental apps (details above under “Resources”)	\$6,000	N
Office Furniture/Ergonomic support and WFH Stipends	\$2,500	N
Professional Development	\$4,000	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.]

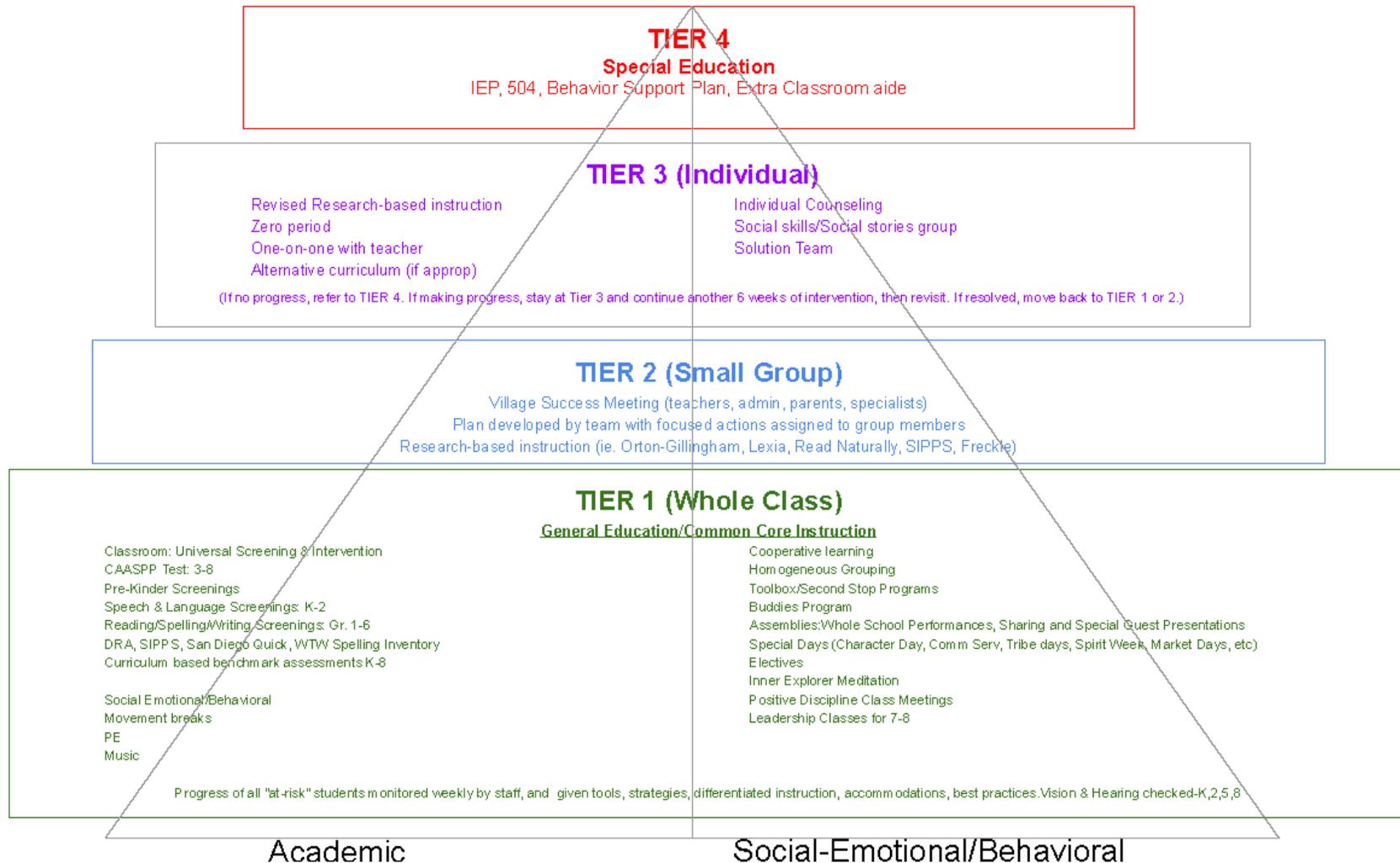
Staff will use the above-mentioned assessments in addition to curriculum-based unit assessments and formative assessments to measure learning status and learning loss. Major assessments are tracked on a schoolwide spreadsheet and inform decisions at VSMs and IEP meetings about specific interventions to address learning issues. The school’s existing Multi-Tiered System of Supports (MTSS) Pyramid and Intervention Flow Chart will continue to guide our process. (See below.)

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.]

- Parents of all EL students will attend at least one VSM each year to monitor progress of their student and offer input into strategies that work for their child.
- EL students are assigned an EL teacher to work with them and monitor their progress on a regular basis.
- Every student who is low-income, fostered, experiencing homelessness or has exceptional needs, is assigned to a staff member who monitors their progress and their family's needs to ensure they are being provided equal access to their education. Staff meet regularly to check in about these students.
- Our Equity Consultant helps our staff to examine our expectations and decisions in offering equity-based extra support to these students.
- Release time for teachers to work 1:1 with students who have the greatest need, by providing them with an art or music teacher who can take over their class for one hour a week.

Tierra Pacifica MTSS Pyramid



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 MTSS Flow of Interventions describes the process of measuring whether interventions are being successful and next steps when necessary. (See below.) Teachers will do daily formative assessment in addition to regularly scheduled school-wide and curriculum-based assessments throughout the school year.

Flow of Interventions



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

Description	Total Funds	Contributing
Additional online curriculum supports (Lexia, Pearson Math Online, Units of Study Videos)	\$5,000	Y
Professional Development (Caulkins, FOSS, Pearson Math, Stanford Math)	\$4,000	N
EL Teachers	\$33,600	Y
Reading Specialist	\$23,700	Y
Art/Music Teacher to provide release time for 1:1	\$12,000	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.]

- Part of the daily symptom screening when kids return to campus will be a question asking them to rate their mental health. This will be shared with teachers and the counselor if reporting warrants.
- During 100% distance learning, teachers will be asking students to self-report mental/emotional well-being.
- SEL will be incorporated into synchronous classes at least 3X/week in every classroom (Second Step, Toolbox, Sanford Harmony)
- School-wide celebrations and traditions are still on the calendar! They are being adapted to a virtual environment.
- Weekly staff meetings will include a mindfulness practice and a support circle in which staff can share and connect with one another. Any follow-up needed will be done by school director and counselor.
- Staff members will each complete two training modules on teaching during the COVID crisis.
- Our Equity Consultant helps ensure that all students have equal access to SEL in their classrooms and get 1:1 counseling if needed.
- Two staff members recently completed “Facilitating Meetings for Equity” with the National Equity Project.
- Weekly letters from the director to the school community will continue to include community resources for all types of support.
- Our School Counselor will continue to offer parent trainings and staff support groups, as well as helping to connect families to community resources when needed.

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.]

- All students received guidelines and expectations at the beginning of the school year for how to engage in synchronous and asynchronous learning.
- Staff will place importance on connecting with each student each day, as well as creating multiple opportunities for peer interaction.
- Teachers will keep track of student attendance and engagement on a daily tracking document. (See photo of partial document below.)
- Teachers will assess each student’s weekly engagement using a rubric. (See rubric below.)
- Teachers will assess student work on assignments through the online learning platforms (SeeSaw and Google Classroom).
- Parents are still required to call the school if their child is “absent” for any reason. As per our usual, school staff will contact any family whose child was not in attendance at synchronous classes that day to discover the reason for the absence.
- Teachers will contact families directly if absences are not adequately explained or are chronic.
- Students who do not complete work on time will be contacted by their teachers to determine whether interventions, modifications, or other types of supports are needed.
- A VSM will be called when contacts by teachers do not seem to alleviate the issue. (See MTSS Intervention Flow Chart on page 12.)
- Actions to improve student attendance/performance will be generated at the VSM meeting and assigned to the appropriate team members.
- Home visits by the teacher, administrator or counselor may be necessary to get students online and attending class.
- A last resort for students who are not “attending” classes online would be to bring them onto campus to work in an outdoor classroom with supervision.



fx English and Math

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	
1																							
2																							
3							Monday								Tuesday								
4						Minutes of Live Interaction	30						Work Assigned	English and Math			Minutes of Live Interaction					W A	
5						Minutes of Work Assigned	200										Minutes of Work Assigned						
6						Total Minutes	230										Total Minutes	0					
7						Mode of Daily Interaction	By Video											Mode of Daily Interaction					
8			Student Name			Daily Live Interaction	Minutes of Live Interaction	Minutes Of Assigned Work	Total Minutes	Work Assigned							Daily Live Interaction	Minutes of Live Interaction	Minutes Of Assigned Work				
9			1 Bobby			By Video	30	200	230	Rdg, Wtg, PE, Sci, Math												0	
10			2 Sammy			By Video	30	200	230	English and Math												0	
11			3 Andy			By Video	30	200	230	English and Math												0	
12			4 Sally			By Video	30	200	230	English and Math												0	
13			5 Fitz			By Video	30	200	230	Rdg, Wtg, PE, Sci, Math												0	
14			6																				
15			7																				
16			8																				
17			9																				
18			10																				

2020-2021 Weekly Engagement Rubric

Score	Attendance	Punctuality	Materials	Participation	Work Completion
4	Student attended all synchronous meetings	Student arrived on time to synchronous meetings	Student had necessary materials ready for class	Student was on task and interacted with teachers and peers appropriately	Student completed assigned work
3	Student attended most synchronous meetings	Student arrived on time to most synchronous meetings	Student had necessary materials ready for class most of the time	Student was on task and interacted with teachers and peers appropriately most of the time	Student completed most assigned work
2	Student missed several synchronous meetings	Student sometimes arrived to synchronous meetings on time	Student sometimes had the necessary materials ready for class	Student was sometimes off task and/or did not always interact with teachers and/or peers appropriately	Student did not complete all of the assigned work and/or did not appear to be putting forth best effort on assignments
1	Student missed many or all synchronous meetings	Student rarely or never arrived on time to meetings	Student rarely or never had necessary materials ready for class	Student was often off task and/or often did not interact with teachers and peers appropriately	Student rarely completed assigned work and/or rarely put forth best effort on work

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.]

Our students may pick up free breakfast, supper and snack at the Green Acres distribution site on Tuesdays and Fridays from 8-11am. Lunch is provided free to our students who qualify for Free and Reduced Lunch, or can be purchased for \$3.00. Meals are bagged individually to limit exposure to both students and staff.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	Temporary office staff position to complete additional demands of attendance reporting and new COVID safety measures	8,000	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
3.87%	\$47,299

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 following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students but are being made available for all students across an entire school or the whole district: Safety measures for in-person learning, outdoor classrooms, online learning platforms and overall network upgrading will benefit all students. These actions remove basic access barriers and provide safety and structure to our neediest students.

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

Tierra Pacifica is required to increase services for EL, Foster Youth, and Low Income students by 3.87% which is equal to \$47,299 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learners, Foster Youth and Low Income students. The following actions described below meet and/or exceed the totality of the required percentage increase.

Actions In the Learning Continuity Plan

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage

Extra EL support time with EL teachers

Small Group Reading Intervention

Lexia adaptive online foundational reading instruction for EL

Upgraded Zoom license to allow translation during meetings for parents of EL students

A substantial percentage of additional Teacher's Aide time is to support these students brought on campus during Distance Learning

A substantial percentage of additional counseling hours to support more students, especially those in foster care, or experiencing homelessness, or whose parents or guardians are currently un- or under-employed

Actions outside of the Learning Continuity Plan

No additional actions