

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

On March 13, our Executive Director in conjunction with our local health department and authorizing district, closed school campuses in effect from March 16-April 14. Students were provided with educational materials and opportunities for the duration of the closures (distribution was March 18). Each teacher put together review work for Math, English, History, and Science. The work was a combination of online as well as print materials, and was not required, but encouraged. Everything was extra credit. We found this to be a great boost to the social emotional well-being of the children, as it made many students visibly more excited.

During the course of that initial school closure, our director and local school board, along with our authorizer, moved to keep school campuses closed for the remainder of the year. We surveyed parents to assess device and internet needs and confirm which of our parents were first responders. This marked a transition from educational opportunities to distance learning. On April 14, we did a curbside drop off and pick up of materials for the remainder of the year. We also distributed 14 Chromebooks to students in need of devices. For the remainder of the school year, each teacher provided daily Zoom classes, Monday through Thursday. We had an average attendance of 88% in 8th grade, 89% in 7th grade, and 95% in 6th grade. During these Zoom sessions, students received instruction in English Language Arts and Mathematics. All classes read their final novel of the year together as well. Each teacher also uploaded instructional videos (created by them) as well as links to other resources to help with learning and assignment completion. Teachers were available through text, call, email, and Remind as well as built in office hours during Zoom classes, to answer questions from students and parents. Through classes, tutorial videos, and assignments, all classes were able to finish out the year, covering all remaining standards to ensure that our students were prepared for next year. We had three parent meetings through Zoom, and the consensus was gratitude for the daily classes and work, which they said “gave their child purpose” to their day, which they felt helped with depression and fear.

In addition to grade specific instruction in English and Math, we also completed a final science unit and each student completed a digital portfolio reflecting on the year, which they presented through a Zoom session, to all three teachers and 8-10 peers. There was a morning and afternoon science class each day to provide flexibility to students and families (the same class was offered in the morning and the afternoon – students chose which to attend). We had a 91% average attendance rate for Science class and 97% of students (72/74) participated in the end of year presentation.

In addition to graded coursework, we also had a weekly Zoom challenge on Fridays. Kids would be placed in teams and have tasks to complete. There was no grade for these – the entire goal was to provide a fun activity for the kids to help them feel connected and give a sense of normalcy. We had an average attendance of 73% for these Fridays.

All students with Individual Education Plans (IEPs) met regularly through Zoom with our special education teacher as well as their classroom teacher, where they continued to work on the goals set forth in their IEP. They received regular accommodations for all assignments given by the classroom teacher, as did our students with 504's.

At the time, we had no English Learner students, but we did have students who have been reclassified. We continued to monitor all students during the school closure and met with parents. We surveyed all parents to see who had access to a device and had internet in their home. We found that there were many families with multiple people sharing a device and some with none at all. We purchased and distributed Chromebooks to students who had multiple family members sharing a device. Priority was given to low income and foster youth. We distributed fourteen Chromebooks, nine of which went to low income and foster youth. We also had one student without internet access and were able to provide the information to get the WiFi set up in her home, which she did on April 21.

All of our students had access to meals provided by our food contractor, Ezequiel Tafoya Alvarado Academy (ETAA). Meals were distributed once a week and each kit included ten meals (five breakfasts and five lunches). Our parents were provided with electronic and physical fliers regarding the meals program, including pick up times and location (0.8 miles from our school site). Our cafeteria manager worked in consultation with the chef of ETAA to coordinate information for our families.

As the school year ended and we transitioned into the summer, it became clear that we would not be able to return to school "as normal" in August. At the beginning of June, the California Department of Education released a guidance document on school reopening, "Stronger Together." Our team met to begin looking at ways to modify our program to allow for social distancing and extra time for handwashing.

Sherman Thomas STEM Academy is a small middle school, serving approximately 75 students in grades 6-8. Our program is based on hard work, problem solving, and collaboration. A key element of our school is teamwork. Due to COVID-19 and the current health mandates, we realized that much of what we do that makes us unique would not be able to happen for at least the beginning of the school year. As we were making these preparations, we saw an exponential increase in the number of cases in our community and on Monday, July 6, Madera County (where our school is located), was placed on the state's monitoring list.

On Friday, July 17, 2020 Governor Newsom declared that all schools within counties on the COVID-19 monitoring list must start the year in Distance Learning. Per the governor's declaration, we must remain in Distance Learning until our county has been off the monitoring list for at least fourteen days. As such, due to state school closure, we will be starting the 2020-21 school year in Distance Learning Full Time. If we receive guidance from the state or Madera County Department of Public Health indicating that we can provide instruction to students on campus, in our Blended Learning Model, we will make that switch as soon as possible. If throughout the year we are closed again, by local, state, or federal officials and/or we have a student/staff member test positive for COVID-19 and we have to close again, we will again switch to Distance Learning Full Time. We anticipate throughout the upcoming year having to move fluidly between Blended and Distance Learning and are working hard to be ready for whatever comes our way.

On August 10 we had a pick up drop off day (picking up supplies and dropping off beginning of the year paperwork) and started school in our Distance Learning Full Time model on August 14, 2020.

Stakeholder Engagement

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

We have actively worked to solicit stakeholder feedback, particularly with our parents and teachers. We had parent meetings April 16, May 26, June 30, July 23, August 6, and August 11. At each meeting there was a time for questions and suggestions. When we had our April and May meeting, during Distance Learning, the largest portion of the meeting was for parents to share what was going well, areas of concern, and suggestions for improvement – things they felt would make things easier/smoothen for either themselves or their child. We also conducted online surveys for parents March 23 (whole school, assessing tech needs and first responders - 100% response), March 31 (by class, determining best time for Zoom classes - varied by class), April 26 (by class, determining best time for Zoom classes - varied by class), June 15 (tech needs and preference on instructional model - 100% response), and August 12 (assessing meal needs - 100% response) . We used these surveys to gather valuable information.

We also conducted a student survey at the end of the year, for students to provide feedback on what went well and suggestions if we had to move forward in the fall in either a Blended Learning or Distance Learning model (81% response). In addition to the survey, which was anonymous in the hope of fostering honesty, administration also met weekly with our student council, which had representatives from each grade of our school and unduplicated students. They provided input on what was going well and suggestions for improvement, and helped plan a weekly class for the whole school (held virtually) with a focus on the Social/Emotional well-being of the students. We averaged a 73% attendance rate for these Friday activities.

Our organizational leadership of Sherman Thomas Charter Schools also met in June to go over the state's released document, "Stronger Together," and discuss possible learning programs and safety concerns/needs.

The staff of Sherman Thomas STEM Academy met regularly over the summer, working together to create our initial Blended Learning program and eventually our Distance Learning Full Time program, based on parent feedback, SB 98, attended webinars, and experience.

Lastly, administration receives a daily update from the Madera County Department of Public Health regarding new confirmed COVID-19 cases and deaths and regularly checks the monitoring list. They also receive the weekly email from the state superintendent with any pertinent COVID-19 updates.

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

All of our school parent meetings have been held through Zoom (all of our parents have internet access). We provide notice in advance, through emails, and send notifications through the app Remind. All board meetings (unless we have been under a "Shelter in Place" order) have been held through Google Meet or Zoom, as well as taking place in person (parents have the option to attend remotely or in person).

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

The biggest feedback we have consistently received from staff, parents, and students is communication is key. We have received praise for our constant communication and transparency and gratitude, which has fueled our desire to continue thorough timely communication. We also received a lot of feedback regarding the importance of consistency. When we first started Distance Learning in the spring, in an effort to

be accommodating to various schedules we had classes taking place at various times throughout the day throughout the week. After doing that for two weeks, parents shared animatedly that they didn't care when class was, just make it consistent. We did that for the remainder of the spring and kept that in mind as we planned for the fall. Another key piece of feedback was to have something on one page that allowed parents to see what was due and when. We also saw that there were internet issues, primarily from the teachers (who had weak internet in their homes). The teachers requested to be able to work from the school for the fall, where they would have easy access to all of their resources and more reliable internet connections.

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

One of the biggest areas influenced by stakeholder input is our daily schedule. All classes, in all grades, take place at the same time. This creates the requested consistency asked for by parents, students, and staff. Another aspect of the Learning Continuity and Attendance Plan influenced by stakeholder input is our communication plan. In addition to our weekly emails sent out by administration and teachers (which is usual for our program) we are also putting all assignments on one page for parents so they can easily see what is due when. We also created a suggested daily schedule, which was requested by parents. Our Blended Learning program also takes parent input from the survey into consideration regarding having their child on campus. Some parents do not feel comfortable, even with masks, hand sanitizing, and social distancing, to have their child on campus. Other parents are completely comfortable sending their child. Under our Blended Learning program parents have the choice to send their child for anywhere from 0-4 days a week (depending on the type of option they choose within the program). This aspect of our plan was a direct result of guidance from the state and parent feedback on our June survey.

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.]

This year, we plan to operate one of three programs: Distance Learning Full Time, Blended Learning, or Normal Learning. For at least the beginning of the year, we will be in Distance Learning Full Time, per governor directive and the California Public Health Framework. We have created a Blended Learning program and have made the necessary preparations to operate on campus, when we are allowed to ease into doing so. We recognize that the best education comes from "in-person instruction" and have taken actions to prepare for that. We have purchased multiple automatic hand sanitizers to locate throughout the campus, masks for all students and staff (cloth and disposable), infrared thermometers, MERV-13 air filters, acrylic partitions for tables and the office, increased hand washing locations, removal of traditional drinking fountains, increased janitorial services, purchase of an electrostatic sprayer, student desks spread 6 feet apart, and reduced number of students on campus. All of these purchases and preparations help to pave the way for in-person instruction.

In our Blended Learning program, each student will be assigned two full days for instruction from their teacher on campus. Half of each class will be assigned Mondays and Wednesdays and the other half Tuesdays and Thursdays. When students aren't in class, they will be engaged in Distance Learning, either at home or allowed to remain on campus with parent's consent (to accommodate working parents). On the days students are engaged in Distance Learning, families should expect four to five hours of work, in various modes.

Students will receive instruction from their teacher in English, Math, and History from 8:00am until lunch. After lunch, students will work on Science, with dismissal happening at 2:45pm. Physical Education will be done at home with a P.E. log and a list of recommended activities. This is due to the very limited options we are currently allowed for Physical Education and additional time needed for prepping by teachers and extra cleaning by staff.

On Fridays, all students must work from home, at least until we can work out how to do challenges/activities with social distancing. Our Friday's are one of the students' favorite aspects of our school, and it is our intention to roll them back out as soon as we possibly can. We will be working hard to plan and create challenges that we can do under current health mandates. For the beginning of the transition to Blended Learning, until we can have students on campus working collaboratively and safely, Fridays will be a day for the teachers to collaborate, plan, and prep as recommended by the state. Will also be doing a more thorough deep cleaning of the campus. If students have questions on any assignments/projects, they can also email or text their teacher from 8:00am – 2:30pm and/or go to the Office Hour.

Whether we are in-person or virtual, we will be offering intervention to students, to help with anyone who has experienced learning loss (or was already behind before the school closures). Twice a week students can attend English intervention, getting help with foundational skills in writing structure. On Saturdays, students can receive intervention in math. Again, this focus is on foundational skills that students should have before entering middle school (multiplication, division, order of operations, fractions, and decimals). Students who are struggling and/or those deemed to be at greater risk of experiencing learning loss will be strongly encouraged to attend and parents will be notified of this opportunity. All students of the school are invited and welcome to attend.

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

Description	Total Funds	Contributing
Purchased and purchasing equipment/supplies to support and promote safety between students and staff for when in-person instruction becomes feasible (ie. automatic hand sanitizers, infrared thermometer, electrostatic sprayer, acrylic and wood to construct partitions for tables, MERV 13 air filters).	\$3,000	N
Secured (donation) equipment/supplies to support and promote safety between students and staff for when in-person instruction becomes feasible (38 gallons of hand sanitizer, cloth face coverings for all students and staff, and face shields for teachers).	\$0	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.]

All of the platforms that we are using with the students will be the same regardless of whether or not we are in Distance, Blended, or Normal learning. Assignments are all posted in Google Classroom. We have student accounts for Renaissance, IXL, and Brain Pop. In any form of learning, we will continue to use those online resources. The delivery method would change depending on whether or not teachers are in the room with students or teaching virtually. However, while how it looks might be different the practice would be similar. For example, in person students might work in a group (socially distanced and with masks) but while working virtually teachers will place students in break out rooms to have group discussions and work on projects together, similar to what would be happening in person. We will be teaching the students how to work in a group and the principles of group dynamics will be the same in all formats, providing continuity to the program. The teachers have created the pacing schedule for the year and will be following that, regardless of whether or not we are virtual or in person. Assignments and class times will always be given at the beginning of the week. Again, much of the results of what we are doing would be the same, providing for ease in transition between in person and virtual learning.

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.]

We conducted a parent survey in June of all families and found that 100% (and we had a 100% survey response) had either high speed or good/mostly reliable internet (choices were high speed, good/mostly reliable, bad/cuts out often, only on our phone, and no internet at all). In terms of devices, we had 30 students that either had no device in their home or they were having to share. We purchased the necessary Chromebooks to ensure that every student had a device and that no one had to share for the start of the school year. Since school has started, we have found that there are a few more students whose device works, but not optimally (trouble with being on Zoom AND another site at the same time) and so we are working to try to secure additional Chromebooks for those students (so far that is 4, but we are trying to secure more devices as they become available in case the need arises for more).

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.]

During Distance Learning, all students have two classes each day that are each 90 minutes (Math in the morning and English/History or Science in the afternoon), Monday-Thursday (180 minutes/day). In addition to that, each teacher has 30 minutes in the afternoon for students to come if they have questions on any topic. Students are expected to attend their core classes (180 synchronous instructional minutes). On

Fridays there is a 90 minute block of time for students to check-in. This block of time is also focused heavily on the social-emotional well-being of the students, with the ability to “hang out” in break out rooms, if requested. We will also be having activities that foster group work in the future during these times.

Monday through Thursday students also have 60-120 minutes of asynchronous work to do (in addition to the 180 synchronous minutes). On Fridays, students have 240 minutes of asynchronous work. Students are also completing Physical Education independently, submitting a log of activities each week. They are expected to complete 200 minutes per week (it is modified depending on the Air Quality Index). All students and parents were given a list of suggested activities. Each certificated teacher is assigning a time value to each assignment to determine the amount of time the average student should be spending on instructional minutes. We are emailing this document to parents, for their information/planning, posting it in Google Classroom for the student’s planning, and printing and signing a document (attesting to the value) and placing it in a binder for record keeping purposes and documentation.

Our suggested Monday – Thursday daily schedule:

8:00am – 9:30am	Daily Check-in form; P.E.; Gathering supplies for the day and getting ready for class
9:30am – 11:00am:	Math Class (synchronous instruction with peers and teacher)
11:00am – 11:10am:	Break
11:10am – 12:10pm:	Asynchronous work
12:10pm – 1:00pm:	Lunch Break
1:00pm – 2:30pm:	English/History (Mon/Wed) and Science (Tues/Thurs) (synchronous instruction with peers and teacher)
2:30pm – 3:30pm:	Asynchronous work (open time with teacher available 2:30 – 3:00)

Attendance is based on being in class and/or having submitted an assignment. Even if a student submitted an assignment, and is therefore not absent, if we do not physically see the student, our office staff is calling home.

Parents will be updated regarding grades on a weekly basis. In addition, as of August 31, if a student has a D or F in any subject the teacher will email the parent to ensure that they are aware and to address possible reasons for the lower grade (typically the result of missing assignments) and come up with a plan to get the student back on track. They might also recommend attending the intervention or tutoring sessions being offered at the school (through Zoom).

In addition to monitoring student progress through physical engagement, assignment completion, and quality of assignments, students will take a reading and math diagnostic on two platforms – Renaissance and IXL. They will do this diagnostic at the beginning of the year, end of the semester and the end of the year, to assess overall subject matter growth in those two core subjects (which have an impact on science and history as well).

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.]

Administration and/or teaching staff have attended the following trainings/webinars since March 13:

March 18: CDE Webinar on COVID-19 and School Closures
March 20: YM&C's Legal Guidance for Charter School Leaders

April 2: Distance Learning Innovations for Special Education
April 21: CDE Webinar, Update to all Coordinators

April 6: Parent and Family Tips for Helping Middle Schoolers at Home (this was also sent to parents to attend)

May 21: CDE webinar, Safe Reopening Schools

June 8: Webinar on the CDE's LEA Reopening Schools Guidance Document

July 2: Critical Update – Understanding the Financial and Legal Effects of the Budget Trailer Bill on Charter Schools (YM&C)

July 10: CSDC's Budget, School Reopening, and Legislative Update

July 15: Surviving Legal and Operational Obstacles Caused by COVID-19

July 21: CSDC's Social Emotional Leadership in the Context of Trauma

July 23: Distance Learning Up Close: Teaching for Engagement and Impact in Any Setting

July 24: Legal Guidance for Addressing Special Educational Issues When Resuming Operations During the Pandemic

Teachers are encouraged to attend free webinars/training. In addition, if they see a webinar with a cost they can submit a request to attend. For this year, we have also signed all teachers up for "Kyte Learning" an online professional development site with hundreds of tutorial videos for online teaching. Something that we value in this program is that the videos are differentiated, allowing staff to get help based on their needs. Staff have also attended webinars over the summer dealing with how to help special needs students virtually, dealing with the social-emotional needs of students and students going through trauma, as well as proper safety procedures.

In addition, the teachers did a book study over the course of the 2019-20 school year on the book "Teach Like a Pirate," by Dave Burgess. We were supposed to end the year by going to that conference in June, which was canceled due to COVID-19. Each teacher was able to select five books, in the cancellation process, from their publishing company. They all selected books with blended and distance learning in mind to be able to acquire more professional development from a variety of authors on the topic. The focus was on integrating tech into the classroom and online assignments/projects.

Staff Roles and Responsibilities

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

We have two full time classified employees – one who primarily deals with yard duty and the food program and the other who primarily deals with visitors and attendance. While we are in Distance Learning, both of their roles have been modified. They work together on the food program (which takes part of Monday and Friday) and on attendance (they go in to the teacher's Zoom classes to take attendance and call the families of students who were not there). They are also doing the cleaning maintenance of the office (if someone does come in, sanitizing any touched surfaces).

During Distance Learning, one of our teachers is also serving as our “tech support” for students, parents (as it relates to school and assisting their child), and staff. She is assisting/training the other two teachers on some of our new online programs – Brain Pop and Screen Castify. She also assists all students (through email communication, text, Remind messages, and most frequently Zoom sessions) with assignment submission problems related to technology.

There have also been physical changes made on campus, while we are in Distance Learning Full Time that affect the staff. Each person (certificated and classified) now has a “bubble” – a work area that only they enter (if someone else needs to enter the bubble, the area is sanitized). There are also assigned bathrooms that are shared with just one other employee (as opposed to 5) to decrease the amount of cleaning needed throughout the day. Staff are also required to wear masks (while it is a mandate), do a self-screening every day, and are subject to a temperature check. Each staff member was provided with two cloth face coverings and teachers were provided a face shield as well. We have also purchased gloves for when staff members need to work with parents or students who are coming on campus to drop off/pick work or materials up.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

All three teachers and our special education teacher met with each parent of our students with exceptional needs before the start of the school year (all teachers met with the parent because all teachers work with all students, based on the nature of the program we run at our school). Through those meetings, we were able to get parent input on what worked for their child in the spring, what didn't work, hopes for the fall, and concerns. We are using that information to set each child up for success. All IEP's are still happening in the timelines required by law, students are receiving their accommodations, and services are being provided as well as can be in Distance Learning. Any changes in minutes or services have been clearly communicated to the parents. Students receive one-on-one support from our special education teacher outside of their class times (so they don't miss instruction). For students that require more push-in support to practice peer interaction, our special education teacher joins the Zoom class and participates in break out rooms with the student and peers. We are communicating regularly with parents to ensure that the needs of all students are being met.

All students with 504's are still receiving all of their accommodations that are relevant (a common accommodation that is not currently relevant would be preferential seating). All meetings are still happening on the timelines required by law. While school campus is closed, they take place virtually through Zoom. We will also notify parents, personally, of the homework help and intervention available.

At this time we have no English Learners, students in foster care, or students experiencing homelessness. We do have RFEP students, who our EL coordinator is closely monitoring. We also have a foster/homeless liaison and if we have students who enter that situation they will provide them with resources to support their physical needs as well as academic.

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

Description	Total Funds	Contributing
Purchased and continuing to purchase Chromebooks and management licenses to provide students with the resources necessary to be successful in Distance Learning.	\$13,000.00	N
Purchased subscriptions/licenses for various online programs to enhance and/or facilitate Distance Learning (Zoom and Brain Pop).	\$2,030.10	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.]

All students will take a Reading and Math diagnostic over two platforms, IXL and Renaissance within the first two weeks of the school year to measure current levels. It's hard to ascertain "loss" when 30/74 students are new to us and we don't know what their levels were before the school closures. We are used to students coming to us below grade level. Many of the strategies we normally employ will be utilized this year as well. However, we do anticipate additional losses to be present and have planned accordingly. We have used IXL and Renaissance as diagnostics over the course of the past three years and teachers have found them to be a very accurate measure of current levels, as evidenced by classroom assessments as well as summative state testing.

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.]

We set aside the first 3 days of school, each year, for something we call "Raven Boot Camp," where we start with remediation and foundational skills to both build confidence as well as evaluate student levels. Teachers are mindful of varying levels of strengths and weaknesses and plan and differentiate accordingly. This year, we are even more mindful of the backfilling that might be necessary. That being said, the majority of class time and assignments, especially after the first few weeks of instruction, will be grade level rigor. If a student is behind and lacks skills from earlier grades, we will strongly recommend utilizing the school resource IXL. The school has paid for an account for all students that includes practice in ELA and Math for grades K-12. All students will be familiar with the program as it is utilized in all classes by the teachers. One of the first assignments that all students will be completing is a Diagnostic in IXL. When this is complete, it will give all students an approximate grade level equivalency for several strands of Mathematics, Reading, and Language Arts. On that report (which is online), students can click on links that will give them practice problems they can complete. The program tells them if they are right or wrong and if they are wrong, it explains why. This is a great resource that all students will have and we will recommend spending time on the weekends or after completing graded assignments daily, working on old skills to accelerate learning or help mitigate any learning loss. As

teachers, we will be able to see how long any student spent working on any skill on each day, as well as which problems they got correct and wrong, to know areas of weakness and where they may need additional help.

In addition, starting the second week of school, we will be offering virtual intervention (with certificated teachers) in English Language Arts as well as Mathematics. These intervention times will focus on skills that students should have mastered before starting middle school. All students who are struggling and are English learners, low-income, foster youth, have exceptional needs, or are experiencing homelessness will have their parents directly contacted to ensure that they are aware of this service being provided for free. In addition to this intervention, we will also have two days a week where students can come (again virtually) to get help on any homework they are working on from former students who are now in high school. These high school students are being trained on being an effective tutor and each have shown mastery of our curriculum and state standards. Through these intervention programs and tutoring, it is our goal to accelerate learning progress for all pupils.

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.]

In addition to class formative and summative assessments, students will also take a diagnostic test at the beginning, middle, and end of the year to measure growth of each student. This will allow us to determine who is at/above grade level as well as the gains made by each student. In addition, we will be logging all students who attend tutoring and/or intervention and evaluating whether they show progress in their core subjects. Lastly, we can evaluate the growth (or loss) of students in relation to the amount of time spent on remedial skills suggested for improvement from IXL.

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

Description	Total Funds	Contributing
Intervention after school (twice a week, during the week and on Saturdays) for students in ELA and Mathematics to address foundational skills ran by certificated teachers for the first 16 weeks of the school year.	\$4,000	Y
After school help with homework, twice a week, provided by trained high school students (and overseen by a certificated teacher) for the first 16 weeks of the school year.	\$2,500	Y

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.]

One of the quickest and regular tools that we will utilize to evaluate the social and emotional well-being of our students is their Daily Check-in form. All students are required to complete the form to start their day. It's very quick, with only a couple of required questions, one of which is an emoji for them to click on indicating how they are feeling (ready to work, happy, silly, sad, worried, sick). There is also an optional section where they can make the teacher aware of any concerns they have or questions (academic or otherwise). Teachers will be tracking the

responses of the students to look for trends. Any student marking “worried” or “sad” in particular (could be once or repeated) will be followed up with by staff to try to provide supports and strategies.

Administration, as well as some additional staff have attended professional development sessions, post March 13, on helping students and staff dealing with trauma as well as helping middle school students and parents be successful in a distance learning world.

Students and staff are provided with mental health resources in our handbook as well as strategies that are built in throughout the year, through various activities.

Our student council will be meeting to come up with activities to help students feel connected, while having to be in school virtually.

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.]

Communication is one of the key features of Sherman Thomas STEM Academy. Throughout the school closure of the spring, families were regularly updated with plans, procedures, and intentions. Throughout the summer, communication has continued to happen regularly for families. On June 25 we released our Fall Reopening Plan, which at the time was for a Blended Learning Program. We had a parent meeting on June 30 to go over key components of the plan and to answer any questions. After the governors announcement on July 17, staff worked to create our Distance Learning Full Time Plan, which we released to parents on July 20 and followed it up with a parent meeting on July 23, again highlighting main components and answering questions. We had our Back to School night on August 6 (the week before school started) in order to go over final key pieces of information regarding what Distance Learning would look like, with an emphasis on school meals, Zoom expectations, and attendance. On August 11, we provided a morning and evening parent meeting to answer any final questions, with the focus being on helping their child log in to Zoom and Google Classroom (we provided a morning session for students as well). Parents are sent a minimum of two weekly emails, recapping events/information and letting them know any important upcoming information. Fliers are also sent home, when certain special events and/or important information needs to go out. We will have monthly parent meetings to provide “face to face” (virtually) answers to questions and to get feedback on what is going well, areas of concern, and suggestions for improvement.

If a student is absent three days in a week, we will meet with the parents (could be virtually) to create a re-engagement strategy. Before we get to that point, we have several things in place to hopefully connect students back to school as soon as possible. If a student is not at class, our office staff will be calling home (even if they complete all assignments for the day and are therefore not absent). Also, if a student is showing up to class, but not completing assignments (and is therefore not absent) parents will be contacted. It is vital, for the student’s success, that they are engaged – coming to class and having daily live interaction with their peers and teacher as well as completing assignments. This is the greatest way to not only decrease the risk of learning loss, but more so, to make up for any loss and to achieve gains. Our focus is not on keeping students from going backwards, our focus is on moving them forward. Any student consistently missing portions of class or one block of time will also have their family contacted. We want to ensure that parents are aware of what is going on.

If we do have to create a re-engagement strategy, it will be a team effort including the child, parent/legal guardian, teacher, and administration. Together, we will create a list of strategies to utilize to re-engage the student, with tiered supports and thorough explanation of potential consequences, the greatest of which would be an adverse impact on the child's academics – evident in learning loss and poor grades.

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.]

When we are on campus, we have an approved food vendor approximately one mile from our school campus that we contract through for meals. Students pre-order and the meals are either free, reduced in price, or cost (depending on eligibility). During Distance Learning Full Time, meals for the entire week are provided once a week (5 breakfasts and 5 lunches distributed one day). These meals are free to all families who qualify and cost \$4 for those who qualify for reduced priced meals. For families that are not eligible, they can chose to purchase a meal kit for the week for \$28. Parents completed a survey for Distance Learning indicating whether they always wanted the meals, never wanted the meals, or wanted to be asked each week (any parent can change their mind with notice). They will be surveyed again when we transition to Blended Learning to determine who wants the meals. Our cafeteria manager picks the food up from our vendor and parents come to our school to pick up the food in a designated window.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Purchased and purchasing tech supplies to support teachers instruction through Distance Learning (microphones, earbuds, USB hubs, laptop stands, lighting, Huions, etc.)	\$1500	N
Distance Learning Program	Professional Development for all teachers through KYTE Learning	\$225	N
Distance Learning Program	Stipend for teacher to be tech support for students, parents (assisting students), and staff during Distance Learning	\$2500	N
Pupil and Family Engagement and Outreach	Stipend for teacher for creation of all fliers distributed to families with communication in regard to COVID-19 and/or Distance Learning. Also, editing of all plans and weekly parent update email communication.	\$2500	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
7.79%	\$42,413

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.]

In this plan, those actions that are being provided to the whole school, but were driven by consideration of the needs of foster youth, English learners, and low-income students are our intervention/tutoring program being offered to mitigate learning loss this fall. Our intervention/tutoring program that we will be running was initially created with the needs of foster youth, English learners, and low-income students in mind. Staff has witnessed many families in the community and beyond (region, state, and nation) who see their children falling behind and have hired private tutors. This continues to increase the “socio-economic divide.” All students have experienced some degree of learning loss. For those students with financial means, their parents can secure the resources to mitigate that loss. We are choosing to use those Learning Loss Funds to provide a free after school opportunity for all students. They will be able to receive English intervention twice a week, during the week, and Math on Saturdays from certificated teachers. We will also have two after school sessions for homework help, from trained tutors (and former students) to help all students get caught up on material they are struggling in. We do not currently have any English learners or foster youth, but our low-income students and Reclassified Fluent English Proficient (RFEP) students will be notified of this opportunity to ensure they know of its availability.

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

When we are able to return to campus for in person instruction, we are hoping to hire an aid to work primarily with our foster youth, English learners, RFEP, and low-income students. They will work with all students, but as with COVID and our Learning Loss Mitigation funds, the intention is to increase and improve the additional support that low-income students receive. These students cannot afford tutors to provide the additional support and so we will be able to provide that, above and beyond regular classroom delivery. It is also our intention to continue our tutoring and intervention program through the spring, but with the use of supplemental and concentration funds, rather than COVID monies. Lastly, if we are able to return to campus, and social distancing restrictions have eased (we realize this is unlikely, but we are optimistically hopeful) we intend to have some field trips (we normally do approximately one per month). We would want to visit three college campuses. The purpose of these field trips is to expose all students to college campuses. For what would be first generation college students, often times the idea of college is intimidating. This provides much needed exposure at a young age, to set them on a trajectory for education/training after high school (including trade/vocational programs).