

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.]

The COVID-19 pandemic has affected the Hayward Collegiate Charter community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transitioned to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, engage in professional development and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic.

Stakeholder Engagement

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

Parents

We held town hall meetings for parents via Zoom, broken down by class. We also conducted surveys on our program through Google forms. We utilized our parent engagement platform, ParentSquare, for communication of information and to promote two-way communication through parent responses and questions via text or email. We engaged our parents through social media platforms FaceBook and Instagram and encouraged parents to engage and comment. We provided bilingual translation in meetings as needed and issued written communications in Spanish and English.

Students

We received student feedback through teachers based on their regular interactions in class time and any one-on-one check-ins throughout the spring closures.

Teachers and other staff

Teachers and other staff provided input during regular one-on-one check-ins with the Director via Zoom.

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

We held our public meetings and public hearing via Zoom, which allowed for videoconferencing or telephone call-in. We publicized the meetings via ParentSquare – phone and email, and on Facebook and Instagram. We also provided the opportunity for parents to come to school and speak with staff in person as needed. We provided translation as needed for meetings and communications.

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

Parents

Based on a July survey, we learned that 60% of parents preferred a virtual start to the year, while 40% preferred in-person learning. Some parents expressed that they wanted less student work, but in digging deeper to understand the feedback we realized they may need clearer instructions for the work that is assigned. Parents also expressed that they hoped for a daycare option.

Students

We learned from students that they missed the physical classroom experience.

Teachers and other staff

Of our teachers and staff, we found that as of July about 60% wanted to conduct learning in a virtual format, while 40% preferred in-person learning. They expressed that they want to be sure it's safe to return when a return is planned. Some expressed interest in options if desired for virtual-only roles (such as taking a lead role in the virtual program or other options). Teachers and staff also provided input on what supports they might need in either format.

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

Based on parent, staff, and student feedback we prepared plans for distance learning (to begin the year and as needed) and a hybrid in-person model (to provide in-person learning with health and safety guidelines implemented when appropriate). We have implemented a single-sign on application and training to simplify the process of accessing distance learning platforms. We added summer professional development in order to ensure that teachers feel prepared. We have designed a system of clear communication about levels of COVID-19 risk and associated procedures to increase clarity and peace of mind for all stakeholders.

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.]

Students and families can choose either an AM morning session (beginning at 9:30am) or a PM afternoon session (beginning at 2:00pm). During this time, teachers and small-group instructors meet with their students and review core curriculum such as English Language Arts, Math, History, Phonics, Writing, and Social-Emotional Learning. Students can also login to do morning ninja (Karate) classes, intervention (invite-only), and digital app monitoring. Those are additional programs that extend beyond the school day. When it becomes possible to offer in-person instructional offerings, we are prepared to do so in a hybrid model. We plan to batch scholars by 8-student cohorts with a teacher in the classroom. Any new student must wait for 3 weeks before physically joining the classroom. We will hold lunch outdoors. Students will be on campus two days per week, either M/T (cohort 1) or Th/F (cohort 2) and then engaging in distance learning when the other cohort is on campus. Wednesday will be a distance learning day for all students and allow for campus cleaning and staff development.

We will continue to offer our full program of classes and curriculum, including core academics, Social Emotional Learning, and enrichment classes, whether in-person or in distance learning. Our intervention plan will also continue in either model, with in-class intervention provided through flexible groupings for small group instruction and one-on-one sessions for intensive needs. Groupings and tiers of intervention will be based on assessment data.

We will post a level indicator for our school to show families what procedures will be implemented for health/safety to provide clear information and meet public health guidelines. All teachers and staff will wear masks while on campus. Students are encouraged to wear face-shields and masks at all times. We equipped our campus with a quarantine room that connects to the outside to minimize contact when needed. We have prepared handwashing stations throughout campus and increased the cleaning schedule for our campus.

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

Description	Total Funds	Contributing
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, custodial supplies, thermometers, etc.) and increase cleaning schedule and hire on-call janitor	\$4,000	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.]

Schedule

The full distance learning schedule and hybrid learning schedule will be different in the timing of classes. Both formats feature the full complement of classes and same staff members in order to ensure a comprehensive program with continuity of content and staff. The distance learning program combines live synchronous instruction, independent online learning, and independent paper work. Schedules vary slightly by grade level, but a typical week overview includes:

Topic	Day	Teacher	Content	Time
Suggested Ninja Class	Thurs	Sensei	-suggested—not graded -Physical activity and Mindfulness	8:55 or 1pm
Zoom live classes	M-Fri	all	-2 hours -reading, math, social studies, science, social learning, Small and big groups.	9:30 or 2pm
Digital	Any	None	-70 minutes of Lexia Core 5 -50 minutes of Zearn -30 minutes of Raz-Kids	Any
Packets	All	Self	-Zoom packet to be done with teachers -Independent work packet	Any
Packet Pick Up	Friday	Parent	-Folder with Student Names -Drop off old materials, books, packets -Pick up new packets	9am-6:30pm

Curriculum Resources

We will use the same set of online and paper-based curricular resources whether in-person or learning remotely. This lends continuity of learning to our program. We utilize the following curricular resources:

Zearn Math

Cognitively Guided Instruction (CGI) math

RazzKids-phonics

Lexie-reading
Epic-teacher read-alouds
Codable-computer science
Mystery Science-science

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.]

Devices and Connectivity

We are providing one iPad per student to ensure equitable access to curriculum and participation in learning. We have surveyed families on connectivity, and we also asked them in-person when they came in to pick up the iPad. We will be providing hotspots to families without internet access.

Technology Support

We have arranged for our learning applications to be connected via Clever to minimize connection issues. We conducted practice sessions with families at the start of the year. We hired additional technology support staff which families can access by calling the office when they need any additional support.

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.]

Each grade receives 2 hours of live instruction daily + daily paper work and daily app minutes. Teachers will take attendance during live instruction. They will determine a time weight of assignments for both online and paper-based work.

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

In order to prepare for distance learning, we engaged in four weeks of p.d. before school started. We engaged in professional learning on the following essential topics:

-How to start school virtually

- How to make sure curriculum is well translated to a virtual curriculum model
- How to communicate with families to maintain open communication about needs & health
- How to effectively use our online tools and resources

We are continuing to hold our regular two hours of weekly p.d. now that school has begun, and we will prioritize this time to prepare our teachers to meet the needs of students based on the data and feedback we receive throughout the year.

Instructional Coaching

Our teachers will continue to be provided instructional support through weekly coaching & observation. Our school has adopted a set of skills for effective instruction that teachers work to master. In coaching, we focus on one skill each week. Teachers practice the skill, receive observation feedback and coaching targeting that skill, and then they receive additional observation feedback to capture growth and determine next steps in professional growth and instructional coaching.

Technology Support

Teachers can access technology support as needed by contacting our technology support staff.

Staff Roles and Responsibilities

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

We have added technology support staff to ensure that all stakeholders have support as needed with devices.
Our teacher responsibilities have also shifted around to accommodate distance learning.

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.]

English Learners

We continue to provide Integrated and Designated ELD for our English learners. All of our student packets are translated as needed. Our bilingual teachers are translating instruction as needed, and all teachers continue to utilize teaching strategies that support English Language Development, such as Total Body Response. Our parent communication platform, ParentSquare, provides two-way translation functionality and helps facilitate engagement of parents of English learners.

Special Education

For our students with IEPs and 504 Plans, we are providing for student needs through the virtual interface during distance learning. Our Special Education Coordinator IEP/504 monitors student progress and plan implementation.

Students in Foster Care and Students Experiencing Homelessness

We provide additional parent/guardian support for our students in foster care and those who are experiencing homelessness, and we make referrals to community agencies if needed for services such as mental health support.

Our students benefit from the differentiation inherent in their blended learning, where online learning platforms feature material tailored to each student’s needs. These platforms also have built-in language development and accessibility features.

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

Description	Total Funds	Contributing
Part-time technology support staff to ensure students/families are able to access distance learning, and teachers are able to deliver instruction	\$11,000	Y
Provide online learning platforms (apps and curriculum) to allow for self-paced, individualized learning, including Clever fees to simplify access and management for students/families	\$44,400	Y
Purchase additional technology so every student has a device and connectivity (10 hotspots, 20 iPads and covers, computers, and internet)	\$73,000	Y
Staff professional development: 4 weeks prior to the start of the school year and two hours weekly during school year on best practices for virtual learning, communicating with families about student learning, etc.	\$20,000	N
Core curriculum materials (textbooks, workbooks, packets), including SEL curriculum, and reference materials	\$38,300	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.]

We will use a comprehensive system of diagnostic assessments to measure learning status and identify learning loss in the beginning of the year and then on an ongoing basis to measure progress, including:

- NWEA MAP reading and math – every 6 weeks
- Math internal assessments– every 6 weeks
- STEP literacy assessment for all grades – every 6 weeks
- Illuminate – daily exit tickets

Based on our pre-assessment data for 20-21, we can see that overall as a school our scholars made substantial progress in literacy in particular. We see that 67% of our students grew 3 STEPs or More on STEP literacy assessment, and we progressed from 47% on grade-level to 75% on grade-level according to our STEP literacy assessment from September 2019 to March 2020.

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 have built into our regular program numerous practices and programs designed to support our English Learners, foster youth, low-income students and scholars with exceptional needs.

We provided iPads for all students to ensure success and equitable access under distance learning.

All of our student packets are translated as needed. Our bilingual teachers are translating instruction as needed, and all teachers continue to utilize teaching strategies that support English Language Development, such as Total Body Response. Our parent communication platform, ParentSquare, provides two-way translation functionality.

Our students benefit from the differentiation inherent in their blended learning, where online learning platforms feature material tailored to each student’s needs. During distance learning, we hold differentiated daily check-ins for at least 25 minutes. These tutoring sessions occur in small groups with 4-5 scholars with a teacher and one-on-one for struggling students. We use data from interim assessments and blended learning growth measures to determine groups and supports. We make referrals as needed for community resources such as mental health support.

We use the results from our assessments to identify skills and content mastered and those that need reteaching during in class instruction. We use small group instruction to implement tiered interventions and flexible groupings based on assessment data. We also provide intervention through one-on-one tutoring for students identified through assessment data.

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.]

We will use data from assessments to determine the effectiveness of our services and supports. We will be looking for growth & on-grade level performance. We aim for meeting growth targets set at the start of each assessment cycle. Students will be exiting and entering tiered intervention groups in 6-8 week cycles.

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

Description	Total Funds	Contributing
Tools to assess learning loss and monitor growth: <ul style="list-style-type: none"> NWEA MAP assessments (reading and math) STEP Reading 	\$6,000	Y

<ul style="list-style-type: none"> • Illuminate assessments 		
Instructional aides, SPED Coordinator and EL Coordinator, including SPED contract instructors, to support small group instruction and specific student needs	\$175,500	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.]

Social and Emotional Well-being

Student activities and enrichment continue during distance learning. Our students participate in Ninja class (jujitsu) daily for fun, social emotional learning, and physical activity. They also use Codable daily to develop their computer coding skills. We host weekly Funky Fridays, which involves dance and celebration. Our formal Social Emotional Learning instruction occurs once each week and utilizes the Paths curriculum.

Mental Health

Our teachers use questioning strategies to conduct mental health checks in mornings and afternoons. Teachers refer their concerns to the Special Education coordinator who conducts check-ins with students and meetings with families. She also makes referrals to community agencies when needed.

Staff Support

Full-time staff members have access to mental health services through their health plans.

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.]

In addition to monitoring attendance taken during live instruction, our staff regularly check Clever to see student logins to digital apps. Based on the tracking of synchronous and asynchronous participation, we have the following procedures for re-engagement:

Tier 1: Miss one day – ParentSquare message and call

Tier 2: Miss two days – Staff call made to both numbers on file

Tier 3: Miss three days – Home visits as possible and developing a plan of support.

Re-engagement check-ins include support from a translator as needed.

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.]

Under distance learning, we have contracted with Revolution Foods to distribute meals to families twice a week throughout the day (breakfast & lunch). We use ParentSquare to have parents sign up for days and times to coordinate distribution. When we have in-person learning, we will also serve breakfast and lunch on campus with specific procedures for health and safety.

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 and Emotional Well-Being	Paths social-emotional learning curriculum to guide SEL instruction once a week	Represented in Distance Learning (core curriculum)	Y
Mental Health and Social and Emotional Well-Being	Student activities to encourage student engagement and support student well-being (Ninja classes, physical education, Codable, online celebrations, etc.)	\$18,500	N
Mental Health and Social and Emotional Well-Being	SPED Coordinator check-ins and regular meetings with families	Represented in Pupil Learning Loss	Y
Pupil and Family Engagement and Outreach	ParentSquare to maintain communication with families, including translating communication into the family's home language; translator available as needed	\$2,600	Y
School Nutrition	Twice weekly meal (breakfast and lunch) distribution through Revolution Foods	\$76,000	Y

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
24%	\$174,322

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.]

Hayward Collegiate applies its Supplemental/Concentration funds on services that are proven effective in meeting the needs of Low-Income Students, Foster Youth, and English Learners. Technology supports help ensure equitable access to our program. Assessments help us to target and differentiate our instruction and supports. SEL curriculum supports the development of the whole child. Parent communication platform allows for multiple formats and multi-lingual communication. School nutrition programs provide for students' basic needs and support their ability to engage in learning.

Distance Learning Program

Technology support staff to ensure students/families are able to access distance learning, and teachers are able to deliver instruction
 Provide online learning platforms (apps and curriculum) to allow for self-paced, individualized learning, including Clever fees to simplify access and management for students/families
 Purchase additional technology so every student has a device and connectivity (10 hotspots, 20 iPads and covers, computers and internet)

Pupil Learning Loss

Tools to identify learning loss and monitor growth

Mental Health and Social and Emotional Well-Being

Paths social-emotional learning curriculum to guide SEL instruction once a week

Pupil and Family Engagement and Outreach

ParentSquare to maintain communication with families, including translating communication into the family's home language; translator available as needed

School Nutrition

Twice weekly meal (breakfast and lunch) distribution through Revolution Foods.

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

Our investments in technology hardware, software, and support staff ensure that all students can participate equitably in our full program, thereby increasing access through the provision of technology, and the support needed to use it effectively for learning. Assessment tools increase the ability of teachers to plan instruction and intervention that meets the specific needs of students, thereby improving student learning. Social Emotional Learning curriculum provides the basis for students to learn essential skills that increase their self-awareness, relational skills, and other attributes essential to success in school, college and career. The investment in a parent communication application increases the ability of parents to support their children in learning. The provision of school meals addresses a basic need that could otherwise be a barrier to learning.