

# 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>.

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## General Information

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

Escondido Charter High School (ECHS), entering its 25th year in 2020-2021, is located in north San Diego County in the City of Escondido with an average enrollment of 900 students. It serves students through two distinct options: Traditional Learning and Flex Learning, which includes a one to one independent study program. This variety of educational deliveries ensures that all students have their learning needs and styles met.

On March 13, 2020, ECHS, joined the other school districts in San Diego County, making the difficult decision to close schools in order to slow the spread of COVID-19. Many believed this to be a temporary closure, however, with the extension of California’s Stay At Home order, schools remained closed through the end of the 2019-2020 school year.

Anticipating the possibility of a school closure, in the weeks leading up to March 13, 2020, the school leadership team began to develop a thoughtful plan for addressing a potential school closure and the necessary pivot to distance learning. ECHS closed its campus at the end of the day on Friday, March 13, 2020. On Monday, March 16, 2020, the school was operational with online coursework to keep students engaged and continuing to learn from home. The remote learning curriculum was designed to focus on the most essential skills and knowledge for each course. The work assigned to students was not considered simply “homework.” Rather, the school work assigned to students reflected the most important components of the coursework students would have completed if they were receiving their instruction at school. This approach continued throughout the remainder of the 2019-2020 school year.

The COVID-19 pandemic has affected all of Escondido and significantly impacted the lives of ECHS stakeholders: students, families, faculty, staff and administration. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of students and increased levels of stress for them and their families. In addition, skyrocketing unemployment, threat of illness,

complexities involving student learning from home, access to basic services, food security, increasing physical and social isolation, and racial justice issues continue to add new layers to an already complex situation.

During the month of July, ECHS held a summer school program designed to lessen the effects of potential learning loss and provide an opportunity for students to meet content area standards. The program implemented a hybrid model utilizing blended learning and direct instruction. During this period ninety-one students completed a total of one hundred and sixty courses, both mitigating learning loss and putting themselves back on track for graduation with their cohort.

Throughout the closure, ECHS involved its stakeholders in the decision-making process. Through June and July, ECHS leadership, based on stakeholder input, developed plans for returning to school on August 17, 2020, and communicated this plan with the stakeholders. ECHS planned to start the 2020-2021 school year with a Two-Day Rotation Blended Learning Model (hybrid model) consisting of two days per week of on-campus classroom instruction in conjunction with three days of distance learning. This would have reduced the student population on campus to 50% on any given day. Governor Newsom's July 17, 2020 Executive Order, eliminated the option to start on August 17, 2020 in a hybrid model. This prompted the modification of plans to begin the 2020-2021 school year in a full distance-learning format.

Throughout the process, ECHS has worked to thoughtfully identify and address barriers to distance learning faced by students of greatest need, especially English Learners and those that are socio-economically challenged. ECHS continues to work to provide the best learning environment for its students while honoring it's number one goal: ensuring that students and staff are as safe as possible and practicable.

## Stakeholder Engagement

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

ECHS solicited stakeholder feedback through surveys, bi-weekly family Zoom question and answer (Q&A) sessions, and public comment at board meetings. This feedback has provided and continues to provide the school with valuable information to inform the school's safe reopening plan.

In July, a Safe School Reopening and Technology Needs survey was emailed to parents. This survey was administered via Google Forms, and the results helped inform the COVID-19 Safe Reopening and Operation of Schools Plan. In addition, ECHS conducted multiple teacher question and answer forums to assess teacher needs and concerns. Bi-weekly sessions were conducted via Zoom to update parents and address their concerns regarding specific safe reopening issues. To ensure the inclusion of all students, a hard-copy survey, printed in English and Spanish, was administered at textbook pickup to identify students' technology and Internet connectivity needs.

Notice of the September 16, 2020 Learning Continuity and Attendance Plan (LCP) public hearing was published in both the parent/student

information notes and on the websites for ECHS, Heritage Elementary, Heritage Flex Academy, Heritage Junior High, and the American Heritage Charter Schools on September 10, 2020. At this time an additional form was provided for stakeholder and public comment. The September 16, 2020 public hearing afforded governing board members and the interested parties an additional opportunity to ask questions and provide further input.

The ECHS governing board held a public meeting to approve the 2020-2021 LCP on September 30, 2020. This meeting provided stakeholders with a final opportunity to provide commentary regarding the plan. The LCP was approved unanimously and will serve as a guiding document for operations in the 2020-2021 school year.

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

Meetings with stakeholders were held via Zoom, enabling remote participation by members and, where, applicable members of the public. In accordance with Governor Newsom's Executive Order N-29-20, public meetings were made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the governing boards.

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

Stakeholder input focused around the following key areas:

1. Health and safety: Stakeholders exhibited concern regarding the potential impact of COVID-19 on the health of students and others. They expressed the importance of establishing clear protocols and fully communicating these to all stakeholders, and providing all necessary training.
2. Academic progress: Parents in particular expressed a concern about distance learning and academic progress. Rigor of the course material and the ability to provide the necessary support during distance learning, were cited as additional difficulties. While many parents expressed appreciation for the strong performance of the school staff, some expressed dismay at the difficulty of motivating their students to engage in school.
3. Learning loss: Stakeholders shared their concern about the impact of learning loss. At the guidance of the California Department of Education, students were faced with a reduction in the amount of new academic content presented in the spring of the 2019-2020 school year, focusing instead upon preserving the gains made. This modification forced the omission of some concepts and in all likelihood the creation of learning gaps.
4. Social emotional learning, connectedness, and engagement: Stakeholders expressed concern that the pandemic was causing increased trauma and pointed to the need for expanded social emotional support. In addition, students have communicated feelings of isolation and the desire for greater connection. Finally, while engagement was high at the initial start of distance learning, as it

progressed some students became increasingly disengaged.

5. Technological concerns: During the technology surveys, some stakeholders indicated that they did not possess the appropriate devices or connectivity required for distance learning. Concerns regarding the familiarity, use, and navigation of systems and platforms arose as well. Another request of parents in particular was the desire for simplicity or streamlining in regards to the number of platforms used.

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

Based on stakeholder feedback, ECHS has made the following modifications:

1. Adoption and dissemination of the COVID-19 Safe Reopening and Operation of Schools Plan.
2. Comprehensive COVID-19 staff and student safety training.
3. Purchase of additional UC a-g approved online curriculum.
4. Development of interdisciplinary teams to track learning loss and monitor student engagement.
5. Expansion of training to support social emotional learning and further help teachers facilitate connectedness.
6. Increased availability of devices and Internet connectivity options.

## 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.]

ECHS considers the safety of students, family, and staff of paramount importance. In planning for a safe reopening, ECHS has adopted a comprehensive COVID-19 Safe Reopening and Operation of Schools Plan (<http://bit.ly/AHCSSafeReopening>). This plan follows the current recommendations of the California Department of Public Health and the County of San Diego Health and Human Services Agency. The purpose of this plan is to ensure that ECHS maintains healthy operating conditions for all stakeholders. The COVID-19 Safe Reopening and Operation of Schools Plan details policies and protocols addressing: hygiene; cleaning; disinfection and ventilation; distancing; education of staff, students, and families; and monitoring for signs and symptoms of COVID-19. The plan also outlines protocols and procedures for when a staff member, student, or visitor becomes sick (or shows symptoms related to COVID-19) while on campus. Furthermore, it addresses the

potential of partial or complete school closures. In August, staff members participated in professional development training regarding the updated safety practices and guidelines included in the COVID-19 Safe Reopening and Operation of Schools Plan.

Due to Governor Newsom’s orders issued on July 17, 2020, ECHS began the 2020-2021 school year in a distance-learning format beginning on August 17, 2020. An important component of the reopening plan is the framework developed to accommodate in-person instruction. This framework is based upon both the Governor’s orders and guidance provided by the California Department of Education in their publication, “Stronger Together - A Guidebook for the Safe Reopening of California Schools.” ECHS is prepared to provide classroom-based instruction once San Diego County meets the prescribed requirements for in-person instruction to occur.

For the Traditional Learning option, classroom-based instruction will initially resume as a Two-Day Rotation Blended Learning Model (hybrid model) consisting of two days per week of on-campus classroom instruction in conjunction with three days of distance learning. Students are grouped into A and B cohorts that attend on-campus classes twice-a-week on alternating days. This model allows for the effective implementation of social distancing guidelines, reduces movement between classrooms, and makes staff adherence to cleaning procedures more manageable. Student schedules for A and B cohorts have been created and are ready for implementation. Teachers will continue to use their learning management system to clearly communicate expectations and support students during independent practice. Once in-person instruction resumes, teachers will continue to use their learning management system to facilitate a seamless transition back to distance learning, should that become necessary.

ECHS believes that in-person instruction provides certain benefits that cannot be fully recreated through distance learning. The hybrid environment on campus will allow students to interact with their peers and promote their social and emotional well being. The social environment will help students to develop daily routines. Students will have direct access to their teachers and on-campus learning environments in a safe (emotional and physical) environment.

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

Description	Total Funds	Contributing
Employee cost to implement COVID-19 mitigation and screening measures.	\$103,638	Y
PPE, cleaning, and COVID-19 mitigation measures.	\$30,100	Y
COVID-19 protocol management and tracking.	\$5,193	Y

## 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.]

Recognizing the possibility of additional future school closures and the need to facilitate robust distance learning opportunities for all ECHS students, in April of 2020, a decision was made to increase investment in the distance learning infrastructure at ECHS. This increased investment has resulted in the expansion of both the distance learning course library and number of seat licenses available to deliver distance learning courses. Purchase of these added resources, including UC a-g aligned and general level courses, has improved the school's ability to provide full access to the curriculum. Additionally, ECHS faculty have developed distance courses in-house and customized learning resources for students across all grades to meet the specific needs of each student.

To better facilitate instruction, ECHS has also purchased multiple enhanced licenses for Google Apps and the learning management systems currently in use (e.g., Google Classroom, itsLearning, etc.). These licenses provide robust assessment tools, student engagement tracking, plagiarism detection, and allow for teachers to provide live instruction via Zoom and/or Google Meet integrations. In addition, teachers will hold regularly scheduled virtual office hours to answer student questions related to assignments, engage students who are falling behind, and provide enhancement options for students.

As in-person instruction is allowed, the Traditional Learning hybrid model, consisting of in-person instruction and distance learning, will help maintain instructional continuity. Live instruction, previously delivered by video, will move into the classroom setting. The overall content of activities and assessments will remain the same as those delivered with distance learning.

*Pursuant to Education Code Section 43503(b)(6), if daily live interaction is not feasible as part of regular instruction, the governing board or body of the LEA shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.*

ECHS acknowledges that its current distance learning plan may not provide daily live interaction five days per week, as outlined in Education Code Section 43503(b)(6). However, it is the contention of ECHS that: 1) the daily live interaction, delivered as instruction and office hours, significantly exceeds the code's expectations; and 2) the use of Monday's to provide Physical Education activities, live assessments via Zoom and to facilitate cross-curricular team meetings designed to monitor and support student engagement and progress provides a comparable

level of service and school connectedness.

## **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.]

As ECHS begins the 2020-2021 school year in a full distance-learning environment and prepares for the likelihood that a majority of this school year will involve some form of hybrid learning, it is essential to ensure access to technology and Internet connectivity for all students. During the spring closure, ECHS's efforts to provide students in need of technological or Internet connectivity assistance undoubtedly aided pupil learning. However, significant areas of challenge remain, notably in ensuring that all students have access to Internet connectivity sufficient to support distance learning.

Prior to the start of the 2020-2021 school year, ECHS conducted two surveys, designed to identify and address student technology and Internet connectivity needs. In the summer, families received an online survey assessing their technology and Internet connectivity needs. In an effort to include those who were unable to receive or respond to the online survey, a second technology and Internet connectivity survey was conducted via hard-copy during textbook pickup. ECHS provided a Spanish translation of this technology and internet connectivity survey, and a Spanish translator was made available for families in need of technology or Internet connectivity who speak Spanish.

Students identified as not possessing technology or connectivity adequate to successfully engage in distance learning received the appropriate resources. In the case of technology, Chromebooks were generally provided and could be picked up at the school. Internet connectivity provided a greater challenge. To ensure students have the Internet connectivity necessary to support distance learning, ECHS has partnered with the San Diego County Office of Education (SDCOE), local Internet providers, and EveryoneOn.org, (a nonprofit dedicated to connecting low-income families to affordable Internet service), to ensure all students have the Internet connectivity necessary to support distance learning.

A little more than 23% of high school students indicated a need for appropriate technology to successfully engage in distance learning. To meet these needs ECHS has distributed more than 200 Chromebooks to students and worked with identified families to provide sufficient Internet access. ECHS remains as committed as ever to eliminating the digital divide.

As a part of the school's response to the spring school closure, teachers were surveyed regarding their technology needs. Feedback to this survey led to ECHS providing teachers with the tools necessary to fill the identified technology gaps. Prior to the start of the 2020-2021 school year, the IT department again surveyed teachers. This resulted in providing nearly 60 teachers with laptops or Chromebooks and the purchase of 10 document cameras to facilitate distance learning and in-person hybrid model.

The ECHS IT department works with teachers, on an ongoing basis, to identify and resolve student technology issues that arise. Most support can be provided remotely. The IT department staff calls families at home and works with them to resolve issues over the phone. If support cannot be provided remotely, families can return the non-operational device and generally receive an immediate replacement. The IT department has remained open throughout the spring closure of the 2019-2020 school year to provide onsite support and equipment repair. The IT department will continue to employ the same support procedures for teachers, staff, and students during the 2020-2021 school year.

## **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 Sunday, in preparation for the upcoming week, ECHS emails a digest to both parents and students containing a full list of assignments, organized by course and instructor. The digest is also posted on the school website. In addition, weekly assignments can be located in each instructor's Google Classroom or itsLearning course.

To provide the best learning experience for students in this hybrid environment, attention has been given to uniformity of assignments, assessments, live instruction time, and gradebook categories and weighting for each section of a course. This will ensure that all students learn the key concepts for each course, regardless of instructor. The intent of this action is to facilitate a seamless transition during the eventual shift from full distance learning to hybrid learning.

Student participation will be assessed based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the LMS, attendance during live synchronous instruction, submission of assignments, submission of a daily engagement survey, and other forms of contact or interaction with the instructor.

Instructors will document attendance and engagement for each student daily in Synergy and the ECHS Student Information System (SIS), providing verification of participation and a record of student assignments. During distance and hybrid learning models, Traditional Learning will document synchronous or asynchronous engagement for each school day. Flex Learning will document completion and submission of work assigned.

Feedback on individual assignments and activities will occur primarily within the LMS (i.e., Google Classroom, itsLearning, etc.). Overall student progress in a course can be tracked by the student and family in Synergy's StudentVUE/ParentVUE portal. In addition, every five weeks, parents and students will be emailed a progress report containing detailed performance information.

ECHS has developed a schedule clearly defining delivery of synchronous hours of instruction to avoid scheduling conflicts that may prevent



student attendance. An assessment schedule has been designed to prevent students from having more than two assessments assigned to them per day. Guidelines have also been published that identify weekly time expectations, by course, for at-home assignments. Teachers are responsible for assigning the time value of assignments given in their respective courses.

## **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.]

Families with students attending ECHS have come to expect exceptional instructional practices. These expectations are not limited to classroom-based instruction but also to the delivery of distance and hybrid learning. To ensure high quality instruction that will meet these expectations, ECHS has consistently provided professional development that is ongoing, intensive, and embedded in practice.

Beginning with the closure of school in March of 2020, ECHS realigned its professional development focus to better meet the demands of distance learning. A distance and hybrid learning repository for teachers was created to organize and make available best practices resources and technology training. The initial version of this repository included tutorials, white papers, samples of online course structures and layout, framework and tools for utilizing the Understanding by Design (UbD) planning approach, and guidelines for the use of, and access to, technology. Teachers are able to share their best practices and discoveries with this library, and additional resources continue to be added on a regular basis.

Professional development opportunities at ECHS will use synchronous (video or in person) and asynchronous methods of delivery, while following all required health and safety guidelines. Where reasonable, professional learning sessions will be self-paced and recorded for those who cannot attend. Professional development opportunities will be shared via email and scheduled on school site calendars.

Prior to the start of the 2020-2021 school year, multiple training sessions were held to reinforce best practices for distance learning, introduce updated policies for working with distance learners, and familiarize teachers with the major LMSs currently in use at ECHS. These include but are not limited to Google Classroom, itsLearning, and Amplify. New Teachers reviewed their syllabi with Administrators before submitting them for approval. This review included observations around distance learning and the implementation of their curriculum. Further technology training was, and continues to be, provided for tools such as Zoom, docucams, Google Meet, WeVideo, Illuminate, and new remote learning features for the ECHS SIS.

Three technology teachers have been temporarily reassigned to serve as technology trainers to provide teachers with the additional training and support required for the successful launch of the 2020-2021 school year. Their goal is to support teachers that have less experience with distance learning, from tools to content creation and assessment. They are available to help teachers make a smooth transition from

in-person classroom-based instruction to full distance learning. Surveys of training needs will be conducted throughout the year, with the goal of creating a continuous cycle of improvement. Professional development opportunities will continue to be added to the calendar throughout the year, from formal sitewide instruction, to teachers training other teachers.

## Staff Roles and Responsibilities

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

Building upon the knowledge gained from the March school closure and its initial implementation of distance learning, ECHS recognizes that some modification to staff roles and responsibilities is required to ensure that distance learning and hybrid learning are substantially similar in quality and rigor to regular in-person instruction. While some staff will continue to work within their job descriptions, significant changes will occur for many others, due to the necessity of working in a virtual environment and/or following new COVID-19 safety guidelines. Below is an overview of the substantial changes:

- **Teachers:** Will provide synchronous and asynchronous instruction daily, adapt their normally prepared lesson plans for full distance or hybrid delivery, track student participation, and identify the instructional time value of student work. In addition, teachers will be responsible for holding regularly scheduled office hours to: deliver targeted social-emotional learning, connect students with the school, provide support for struggling students, and help implement a tiered re-engagement policy. Upon the resumption of hybrid learning, teachers will be tasked with following the safety guidelines outlined in the COVID-19 Safe School Reopening Plan, including disinfecting frequently touched surfaces in their classroom between classes.
- **Classified Staff:** Will continue to perform their role, if possible, during distance learning. For classified staff whose duties require them to be in the same physical location as students, alternative duties that can be performed in virtual settings (i.e., attendance, engagement, student connectedness, etc.) will be provided, as practicable. Upon the resumption of hybrid learning, classified staff may be asked to assist with temperature checks and wellness screening.
- **School Counselors:** Will provide virtual social emotional counseling to all students in need of support and will participate in program review meetings as necessary. School counselors will continue to be involved with academic counseling, class scheduling, and college and career guidance.
- **Administrators:** Will focus on meeting the needs of students, families, and teachers to provide a safe, orderly learning environment designed for student success. As members of the Safe Reopening and Operations of Schools Team, administrators are responsible for implementing the COVID-19 Safe School Reopening Plan. In addition, administrators will ensure that the necessary resources are provided to allow a student to engage in a distance or hybrid learning environment, including virtual extracurricular activities, virtual parent engagement opportunities, and supporting student re-engagement policies.

- **Additional Role Modifications:** To support teachers' evolving needs related to distance learning, three technology teachers have temporarily been reassigned as edtech facilitators. These teachers are tasked with providing additional instruction on the use of technology and best practices for distance learning. In addition, two teachers and two aides have been temporarily reassigned to provide childcare support for staff members.

## 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 will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. The guiding principles in the California English Learner Roadmap Policy will direct the implementation of distance learning. ECHS will continue to provide bilingual communications and resources to families. Additional supports will include small group instruction, virtual and, where possible, in-person tutoring, additional time on task, and supplemental resources.

ECHS is committed to the inclusion of students with disabilities and ensuring that their needs are met. Students with disabilities will utilize the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. As needed, IEPs have been, or will be, amended to outline the services to be provided during distance learning. These addenda will remain in effect until such time as the school resumes full in-person learning. Students with Section 504 plans have been contacted by the school to determine if additional supports are required to aid in the student's success. When ECHS transitions to a hybrid model, follow up meetings will be scheduled to determine if changes are necessary. In accordance with new legislation, future IEPs will address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

Foster and homeless students receive additional support and services on a case by case basis. An emphasis is placed on providing these students with access to all school activities. Additional supports, coordinated by the ECHS Student Services team, include: check-ins, individualized one-to-one and small group virtual tutoring sessions, access to mental health providers to support students virtually and/or on site, and resources to promote social and emotional well-being. ECHS also collaborates with community organizations (e.g., social workers, Social Services, Interfaith, Salvation Army, YMCA, etc.) who assist the students by reaching out to families to provide information and resources.

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

Description	Total Funds	Contributing
Learning Management Systems, purchased curriculum, and course migration.	\$119,408	Y
IT support for distance and blended learning.	\$58,888	Y
Tracking student participation and progress.	\$46,731	Y
Professional development, training, and ongoing edtech teacher support.	\$44,387	N
Technology purchases to support distance learning (e.g., Zoom, devices, connectivity, etc.).	\$4,450	Y

## 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.

ECHS recognizes the significant potential for pupil learning loss, due to the interruption of in-person instruction in the 2019-2020 school year. ECHS also recognizes that the COVID-19 pandemic could possibly require the use of a hybrid learning environment for much of the 2020-2021 school year. Following CDE guidance, ECHS is committed to providing enhanced assessments and interventions, designed to aid in accelerating learning, in the critical areas of English and mathematics. These assessments will be ongoing throughout the year with comprehensive English and math assessments occurring on a trimester system beginning in the first month of the 2020-2021 school year. Specifically, parents and students should expect assessments during daily lessons and throughout the school year that identify both current and long term progress.

The 2020-2021 school year will see the continued expansion of the use of benchmark assessments, integrated into the curriculum, to measure and support student learning. Through a combination of assessment tools, such as Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) testing from the Smarter Balanced assessment system, Illuminate Back-to-School 2020, and other informative assessments, teachers and administrators will possess actionable data improving their ability to not only identify and address potential learning loss but to also empower academic goal-setting.

The ECHS Flex Learning option is uniquely positioned to support the identification of learning loss and provide accelerated learning due to its independent study nature. Flex students are each assigned to one mentor teacher and receive individualized instruction plans. This approach, coupled with the use of Edmentum's ExactPath, reinforces the ability to provide interventions where necessary and acceleration

when possible, while addressing the unique needs of each student.

Teachers, student services staff, and special education staff have access to this data and participate in planning meetings to review and discuss student academic progress. Regular meetings are held to help identify potential learning loss, with the knowledge that students with disabilities may be at a higher risk for experiencing learning loss due to distance learning. Team members also utilize behavioral and mental and physical health metrics to aid in this process. IEP team meetings are held to determine necessary accommodations, supports, and services required to address the student's needs.

## **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.]

The synchronous live instruction delivered by teachers via Zoom or Google Meet is a key component of learning loss mitigation and accelerated learning. Live instruction will focus on key skills and concepts (foundational knowledge) in the grade level and content area. As in the classroom, this instruction will incorporate practices embodied in Understanding by Design (UbD) and will be adapted based on students' individual and collective needs. In addition to presentation of key skills and concepts, synchronous live instruction, via Zoom or Google Meet, will include regularly scheduled office hours designed to provide students with opportunities to attend tutorial sessions, have their questions answered, and be engaged more directly by the teacher. As long as ECHS is required to utilize distance or hybrid learning environments, Mondays will be reserved for interdisciplinary teams to review student progress, office hours, and tiered learning loss mitigation activities.

Teachers are encouraged to use the CAASPP/SBAC module "Tools for Teachers" and the itsLearning Library to identify additional content for closing student learning gaps. Both tools offer appropriate grade level and content area lessons that are curated and searchable.

Freshman and sophomore students are currently assigned to a math review course that meets for two periods per week. Students have the opportunity to address gaps in their learning from previous lessons with targeted instruction from a certificated math professional. Students that are at course level without significant knowledge gaps will work on math homework.

During the month of July, ECHS held a summer school program designed to lessen the effects of potential learning loss and provide an opportunity for students to meet content area standards. The program implemented a hybrid model utilizing blended learning and direct instruction. During this period ninety-one students completed a total of one hundred and sixty courses, both mitigating learning loss and putting themselves back on track for graduation with their cohort.

Additional learning loss mitigation will occur in a tiered process:

**Tier One:** Small group instruction targeted on identified needs

**Tier Two:** One-on-One instruction designed to address identified needs

**Tier Three:** Administration, Student Services, family, and student meet to set academic goals and develop a plan to address identified needs

Recognizing that time away from the classroom for English learners can impact their language development skills, both academically and socially, Student Services and a team of teachers will meet to develop distance learning plans appropriate for individual EL students. These plans address academic, mental health, English language development (ELD), and attendance goals. Teachers will use core curriculum which has built-in support for integrated and designated ELD lessons. Additional tutoring sessions may be assigned to ensure students are progressing in their coursework and practicing language skills.

Low income students may interact less and have lower familiarity with the use of technology. To address this need, IT staff and tutorials are available to guide students through the distance learning process and provide training on how to use electronic tools and learning resources.

Lack of food can also negatively impact a student's academic performance. With this in mind, ECHS provided student meals during the months of May and June. In addition, information regarding available food resources in the county was shared with families and student meals will resume in September.

For students with exceptional needs, distance learning can pose additional challenges. These students will be provided with services and supports, as appropriate, to aid them in progressing toward goals as identified in their IEP. Additionally, special education and general education teams will work collaboratively to ensure that identified learning gaps are closed and IEP goals are monitored.

## 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 effectiveness of the services and supports provided to address learning loss will be measured by student progress in the ongoing assessments. Some metrics of measurement will include: UC a-g course completion rates, interim and benchmark math and ELA assessments, EL reclassification rates, weekly progress reports, five week progress reports, student attendance, student engagement, and

GPA. ECHS administration will use this data to inform allocation of resources in support of learning acceleration and learning loss mitigation.

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

Description	Total Funds	Contributing
Learning acceleration and loss mitigation, interdisciplinary tracking, and Multi-Tiered Systems of Support.	\$596,051	Y
Tiered management of student learning loss.	\$25, 654	Y
Teacher professional development and training.	\$21,000	Y
Learning loss and acceleration data tracking tools (e.g., Illuminate, Edmentum, etc.).	\$8,663	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.]

ECHS continues to monitor and support the mental health and social-emotional well-being of students, staff, and families in several ways. In preparation for the start of the 2020-2021 school year with full distance learning, administrators met with teachers and staff to gauge their overall emotional health and well-being. In response to these conversations, teams were provided opportunities to share and discuss the challenges currently faced and work together to identify potential solutions. Staff in-services highlighted the availability of the mental health counselor, and human resources highlighted additional counseling and mental health services available through employee healthcare benefits.

Students and staff are able to self-refer to a full-time mental health counselor for services. Staff members can also refer a student for evaluation and additional support. Students who receive mental health services designated in their IEP will continue to receive services. Their progress and well-being will be monitored and appropriate measures provided to increase service or support when it is determined the student is struggling or in crisis. ECHS provides information highlighting mental health and other well-being resources to students and families via email and the school's COVID-19 website.

To improve the staff's ability to support students who have trauma and/or social emotional needs, ECHS is providing ongoing professional development opportunities related to these issues. Recently, training sessions were held on Trust Based Relational Interventions. Leading up to the start of the 2020-2021 school year, an emphasis was placed on finding methods to strengthen teacher-student connectedness despite having to operate in a distance learning environment and, in some instances, having never met in person. Professional development

opportunities that are focused on mental health and social-emotional wellness will continue to be highlighted throughout the 2020-2021 school year.

At ECHS, especially during distance learning, teachers play an important role in monitoring and addressing student trauma and other impacts of COVID-19. By prioritizing student safety and managing stress, teachers can support the well-being and long-term academic success of their students. Key responsibilities include:

- Creating a safe, orderly learning environment
- Providing routines and structure
- Monitoring students' level of engagement and participation
- Identifying students and families who need additional support

ECHS took a series of actions during the spring campus closure in an effort to keep the school community connected and engaged. Social media played an important role providing an opportunity for weekly updates and posting of challenges that encouraged community participation. A virtual Arts Festival was held, highlighting student talents in areas of music and art for both traditional and digital media forms. The performing arts class presented a virtual performance of “That’s Princess with a Pea!” (musical) and “Murder on the Orient Express” (play). Prom was held virtually. In addition, graduating seniors were profiled in a series of social media posts.

Since the spring school closure, students have expressed a desire to exercise and stay fit. To meet this need, ECHS offers an off-season, socially distanced, non-contact fitness program available to all students. Students are able to participate in coordinated calisthenics monitored by ECHS coaches and experience camaraderie. All of these virtual and in-person encounters afford opportunities to engage students and assess their overall well-being. During the 2020-2021 school year, while distance and hybrid learning environments are in use, ECHS will continue to employ these initiatives, and more, to support student mental and social-emotional well-being.

## **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.]



Site administration, teachers, and support staff have defined roles and work together to eliminate obstacles to ensure that ECHS students are engaged and meeting compulsory education requirements. Prior to the beginning of the school year, support staff, teachers, and site administrators are trained on attendance accounting procedures to provide consistency and ensure best learning outcomes.

Teachers will document both attendance and engagement daily based on student participation in synchronous and asynchronous learning activities using the ECHS SIS. Use of the SIS provides clear documentation regarding the type of activity as well as student participation and performance levels, and allows for student engagement analysis at the site, grade, and classroom levels.

Both student attendance and engagement will be reviewed weekly. Students marked absent or not engaged for more than three school days, or 60% of the instructional days in a school week, and/or who are not engaged in all activities for an instructional day on a consistent basis trigger the following tiered reengagement policy:

**Tier One:** School personnel will contact the student and parent/guardian via telephone to determine if there are any issues with the student's Internet connectivity or technology accessibility, and to verify accurate contact information.

**Tier Two:** School personnel will contact the parent/guardian to enroll the student in tutorial sessions.

**Tier Three:** School administration will meet with the parent/guardian to determine the next steps and appropriate intervention strategies.

If there are barriers to communication with the family, the school administration and/or counseling team will conduct a wellness check that will consider: language barriers; access to the Internet and technology; food and nutrition; and social, emotional, and psychological needs. In cases where it is necessary to provide communication in a language other than English, translation services will be provided as needed. Finally, ECHS leverages several online platforms such as Khan Academy, Kahoot!, Math is Fun, and Ducksters to promote student engagement. Through games and interactive experiences students discover their strengths and interests, while, at the same time, building the skills they need for success in the classroom and beyond.

## 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.]

To help meet family needs ECHS distributed free meals to students qualifying for free and reduced meals during the months of May and June. As an additional support measure, information regarding available food resources in the county was shared with families.

ECHS will resume its free meal service for students qualifying for free and reduced meals beginning in September and will continue to provide this service throughout the remainder of the school year. The food distribution program will continue implementation of procedures developed during its summer meal distribution operations designed to ensure safe and effective meal delivery. These procedures include: the use of drive-through, curbside pickup, that ensures six feet of social distancing for staff, families, and students; the use of appropriate personal protective equipment (PPE) by all staff; the use of face coverings by staff, families, and students; and signage emphasizing social distancing. As an additional precaution, all meals will be prepackaged and condiments will be provided in individual packets.

During full distance and hybrid learning operations, distribution of meals will occur weekly on Monday morning. Qualifying families are asked to submit a weekly meal reservation for each student to ensure the proper number of meals are available. When students return to school for hybrid learning, lunch will be modified to a partial outside, partial in-classroom model to avoid large groups and mixing of students. Upon the resumption of traditional classroom-based instruction, meal service will shift from weekly to daily meal distribution.

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

Section	Description	Total Funds	Contributing
Engagement and Social Emotional Well-Being	Student engagement tracking, tiered re engagement, and social emotional resources.	\$179,506	Y
Mental Health and Engagement	Counseling resources, tiered re engagement management, and outreach opportunities (i.e., social media events, virtual arts festival, college bound seminars, etc.).	\$35,181	Y
Nutrition	Meal service management and food costs.	\$26,000	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
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7.72%	\$631,263
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## 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.]

Efforts and expenses to facilitate the safe reopening of ECHS for in-person hybrid learning (see COVID-19 Safe Reopening and Operation of Schools Plan) are targeted to provide students with the best opportunity for academic success. ECHS believes that in-person instruction provides certain benefits that can't be fully recreated through distance learning. The hybrid environment on campus will allow students to interact with their peers and promote their social and emotional well being. The social environment will help students to develop daily routines. Students will have direct access to their teachers and on-campus learning environments in a safe (emotional and physical) environment. These supports, in addition to the free meal program, provide essential support for foster youth, English learners, and low-income students.

Foster youth, English learners, and low-income students will receive targeted support and services as needed. To promote success in distance learning, ECHS will ensure that all students in need of a Chromebook and/or Internet connectivity will receive the proper equipment and be connected to the Internet. This guarantees that socioeconomically disadvantaged families will have access to technology that they might not otherwise have, and can engage in school, even from a distance. Supplies, resources, and paper-based instructional materials will be provided to students that are in need of additional supports. Each of these measures ensures equity for all students.

Tracking of participation, attendance, and engagement, along with tiered re-engagement strategies will boost performance for the entire student population and provide critically needed additional support for foster youth, English learners, and low-income students. In addition, ECHS teachers will offer scheduled office hours dedicated to providing students in need with additional re-teaching and time-on-task opportunities. This one on one, or small group instruction is available for any student and is especially valuable for those struggling with language development, mathematics, or those needing social-emotional outlets or academic support. While office hours are available virtually during distance learning, they will be available in-person once hybrid learning begins.

Ongoing professional development has been focused on teachers working with students who have trauma and/or social emotional needs. This includes recent training sessions on Trust Based Relational Interventions. Foster youth, English learners, and low-income students comprise a significant portion of the training's target demographic. At the start of the 2020-2021 school year, training placed an emphasis on creating connections between students and teachers, who, in many cases, have never met one another in person. Professional development

opportunities that focus on mental health and social-emotional wellness will continue to be highlighted throughout the 2020-2021 school year, again, supporting socioeconomically disadvantaged students.

Using Edmentum's ExactPath in conjunction with cross-curricular team meetings to monitor and support student engagement and progress will provide additional support to accelerate and mitigate learning loss for students. ExactPath combines adaptive diagnostic assessments with individualized learning pathways to promote growth for students in math, reading, and language arts. Using data points to inform learning decisions, including those generated by ExactPath, cross-curricular teams can better support students to reach their full potential.

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

The challenges created by the COVID-19 pandemic provided ECHS an unexpected opportunity to reexamine the services, resources, and supports provided for students. While working to modify the school's services, resources, and supports to most effectively meet the newly developing needs of all students, additional thought was directed toward identifying ways to increase and improve services for foster youth, English learners, and low-income students.

Access to technology and Internet connectivity is a crucial requirement for students to effectively engage in distance and hybrid learning. Beginning early in the pandemic, and consistently thereafter, ECHS identified students in need of technology and Internet connectivity and met those needs. For many low-income families, this marked the first time they had at-home access to technology. The school provided staff and tutorials to guide students through the distance learning process in an effort to familiarize them with the new technology and associated tools. Another benefit provided by the virtual platform was the increased participation in school meetings and teacher conferences from socioeconomically disadvantaged families. These families can now join meetings from a location of convenience for them and contribute their voices to the planning process in a manner previously unavailable to them. In addition, virtual tutorials allow foster youth, English Learners, and low-income students greater access to additional academic assistance. Finally, English learners derive an added benefit from daily interactions where language development occurs. Access to technology and a virtual learning platform provides additional support for their development.

ECHS understands the adverse effect that lack of food can have on a student's academic performance. With 46% of the school's students in the socioeconomically disadvantaged group, access to food becomes increasingly important. To meet student needs, using no federal funding, the school provided student meals during the months of May and June. This service will resume in October and support socioeconomically disadvantaged families.

The continued and increased training in social-emotional learning, modified for virtual platforms, will improve the quality of the learning environment for unduplicated students. This is an improved service for students who are English learners, foster youth, or are

socioeconomically disadvantaged, as it increases access to school and classroom cultures conducive to learning.

During the month of July, ECHS held a summer school program designed to lessen the effects of potential learning loss and provide an opportunity for students to meet content area standards. The program implemented a hybrid model utilizing blended learning and direct instruction. During this period ninety-one students completed a total of one hundred and sixty courses, both mitigating learning loss and putting themselves back on track for graduation with their cohort.

Student services, cross curricular teams, and mentor teachers will continue to support the social and emotional well-being of unduplicated students while also providing family outreach services and access to educational opportunities to ensure accelerated growth and increased achievement. In addition, these teams will monitor student engagement and progress, implementing tiered re-engagement strategies to improve the engagement and academic progress of unduplicated students. ECHS teams will continue to provide mental health assistance for students suffering from trauma or other impacts of COVID-19.

These services and supports exceed the 7.72% minimum proportionality percentage for the 2020-21 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).