

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.]

St. HOPE Public Schools (SHPS), consisting of Sacramento Charter High School (Sac High) and St. HOPE Public School 7 (PS7), originally made the decision to close schools beginning on March 16, 2020. Administrators, staff and teachers worked over spring break to revamp instruction and school procedures, get scholars and families ready for distance learning, and address other changes and challenges they faced due to shelter-in-place restrictions. The schools acted very quickly to put in place a new way to teach scholars as it was important to miss as little instructional time as possible. In addition to general instruction, plans were put in place to address individual student needs, including re-visiting and revising all IEPs and 504 plans for students with disabilities, identifying ways to target students who needed additional support, making sure school culture and connectivity were maintained as much as possible, and identifying resources for scholars and families to support social and emotional needs. Instruction resumed, via distance learning, on March 31, 2020.

When the 2019-20 school year ended, work began on creating a plan to fully prepare for schools to reopen in August, regardless of the type of instruction that would take place. Feedback was gathered during the spring and summer to better understand the needs of scholars and families during distance learning and build a plan for re-opening to address these needs. School facilities were readied to accommodate the potential return to in-person learning, technology was purchased, gathered and readied to address the needs of scholars and families, and staff were made ready to work in a variety of settings.

In addition to the disruption to instruction and learning, scholars and families lost daily access to staff/teacher in-person supports, regular meals (breakfast and lunch), extra-curricular activities and the benefits of these activities for students and, for so many families, daily childcare for working parents/guardians. As initially started in the spring of 2020 with the initial shut down, SHPS continues to work with families to address challenges including:

- Technology: The school provides school-issued Chromebook for those families without hardware and works with families to ensure they have internet access and are able to navigate the online learning platforms.
- Academic: The school continues to provide high-quality, common core aligned daily lessons. The school continues to identify and work with scholars needing extra support and accommodations, whether special education, 504 plan or other scholars.

- Social-emotional needs: Staff work to ensure that scholars and families receive supportive services such as Mindful tips, access to counseling services, home visits, and more.
- Access to regular meal service: SHPS developed a plan to ensure that all scholars have access to adequate nutrition regardless of instruction type.
- Culture and engagement: In addition to regular check-ins with scholars and families, SHPS schools held events during the spring of 2020 to keep families and students involved and this continues in the 2020-21 school year. Events such as small group and virtual orientations, Back to School Kickoffs (to collect technology and meet teachers) and a virtual Back to School Night, offer scholars and families opportunities to connect with teachers. All of this has required SHPS scholars, families, staff and teachers to be flexible, accommodating and in many cases, do 'whatever it takes' to ensure that learning continues for all scholars.

Stakeholder Engagement

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

Stakeholder engagement started early in developing the plan for the 2020-21 school year. At the conclusion of the 2019-20 school year, the school solicited feedback from parents via parent surveys and the formation of parent focus groups. In addition, school leaders met with the Sac High's Senate Leadership student body to gather feedback on distance learning.

Teachers were engaged via feedback to managers as well as mandatory bargaining to ensure all players were on the same page in addressing multiple modes of instruction.

School leaders worked with schoosite and SHPS staff to ensure that proper procedures were in place to be prepared for the logistics of distance learning, a hybrid model, and in-person learning. This included the IT team, human resources, food services, front office staff, other administrators, and the facilities team.

In addition, feedback was solicited specifically for the Learning Continuity and Attendance Plan (LAP), which is just a snapshot of the extensive planning that went into the 2020-21 school year. Feedback was solicited as follows:

- The LAP was posted on the school's website for comments prior to the Public Hearing.
- The LAP was presented at a Public Hearing of the governing board on September 17, 2020 for review and comment. The LAP was posted 72 hours in advance of the meeting for review by the public.

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

Public hearings and meetings will be held virtually to allow for safe facilitation of the process. Participants are able to login to the virtual meetings and/or view the proposed LAP and provide comments separately from the virtual meetings.

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

Stakeholders shared a number of key points including the following feedback:

- 86% of parents surveyed (561 parents SHPS-wide) said that live Zoom sessions would strengthen distance learning by providing in the moment support and instruction and decreasing the amount of questions that scholars would have when trying to work independently. In addition, this would reduce the need for adults in the home setting to have to support their children with their school work.

- Parents said that making advisory sessions (live) mandatory for scholars would be beneficial for engaging students.

- Stakeholders gave the feedback that our distance learning program would be strengthened by adding live lessons and more structure to the daily schedule. For example, in the Spring of 2020 scholars had all day to independently complete assignments by 10pm daily. This lack of structures was difficult and often resulted in scholars showing up to Office Hours and needing the lesson to be taught to them. Instead of having this occur, it would be more effective to have live lessons throughout the day.

-Stakeholders gave feedback that scholars needed opportunities to engage with their peers and that distance learning needed to more closely represent our traditional school day in order to keep instruction rigorous and engaging.

-Stakeholders gave feedback that there needed to be more consistent opportunities to connect in-person, following all health and safety precautions. For example, there needed to be more frequent drive-thru events for purposes of relationship building and community building.

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

Ongoing stakeholder feedback, and shifting local/state/federal guidelines regarding the pandemic, make it necessary to keep the school's plan flexible. Stakeholder input has led to a number of changes and additions to the plan for reopening schools in 2020-2021 including: ensuring scholars have ongoing support with hardware and internet connectivity; moving to a structured school day with live lessons for all grade levels, and more live teacher and staff contact with scholars and families.

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.]

SHPS's priority is the health and safety of the St. HOPE community. All decisions for classroom-based (in-person) instruction will be based on state, county and CDC requirements and guidelines for school closures/opening. This includes following all guidelines and requirements to ensure the environment is safe for all scholars, staff and families. With this in mind, plans were made over the summer for a variety of instruction models including full distance learning and contingencies for the return of all students to campus full-time or using a hybrid model of distance learning and classroom based instruction.

Each grade level had an orientation prior to the start of the 2020-21 school year wherein SHPS shared its collective plan for re-opening that ensures scholars receive the best instruction in the safest environment possible. In addition to an overview of the distance learning model, a hybrid model was introduced to families. The proposed hybrid model includes 50% on campus time and 50% independent learning time, with students rotating days to decrease the number of students on campus at any one time to ensure social distancing practices can be maintained. The hybrid curriculum has been designed to be standards based and rigorous, with work to complete when scholars are not on campus (Independent Practice). Independent Practice lessons are designed to take the same amount of time as a regular class work. Independent Practices will be collected and graded upon return to school.

To identify and address students with potential or actual learning loss, the school will employ several targeted approaches. The school uses an inclusion model in all core classes and this will continue in the hybrid model. Two adults, a lead teacher and a co-teacher, in the classroom allows for co-teaching and small group instruction, as well as targeted support for special education scholars, scholars with 504 plans, English Learners, and any other students needing additional support. In the hybrid model, scholars in kindergarten through 6th grade have scheduled intervention times throughout the week to help address learning loss in core subjects. Assessments were conducted in the lower grade levels already to identify gaps of learning and plans were made to individually close those gaps during distance learning. This practice will continue regardless of the mode of instruction.

To facilitate a safe and healthy environment when scholars return to campus, the following plans have been created:

- Custodial contractors will disinfect all common areas on campus daily (i.e., commons areas, front office, restrooms, teacher lounges, copy rooms). Staff offices and teacher classrooms will be disinfecting on an as needed basis if staff access the room throughout the day. Notices are posted on every door to identify which rooms have been accessed and need to be cleaned on a daily basis.
- Scholars will be given hand sanitizer upon arrival each day and have their temperature checked by and complete a health screen by staff prior to entering the campus.
- Masks will be required for scholars and staff.
- Scholars will disinfect their space before leaving and when entering a new class. Time has been built into the daily schedule to accommodate for this extra step.
- Common areas have directional signs and social distancing labels (on the floor) to ensure appropriate spacing is maintained when moving around campus and transitioning from one classroom to the next.
- P.E. will be conducted when students are back on campus; however students will have modified lessons to ensure social distancing is maintained.
- During lunch, meal pickup has been modified and students will be given assigned eating spaces to ensure social distancing.
- Elementary scholars will have recess that is designed to ensure social distancing is followed.

When scholars are welcomed back on campus, parents will have the choice to keep their scholar at home and continue distance learning as necessary. In addition, scholars who cannot attend classroom learning for extended periods of time (i.e., due to quarantine) will have the opportunity to continue the same rigorous program of study via distance learning.

In the event that a positive COVID19 case is identified on campus, contact tracing will be enacted to ascertain the extent of the exposure and better inform next steps for the school. The school will consult with local health officials when determining next steps should this happen.

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

Description	Total Funds	Contributing
PPE equipment and other safety supplies (i.e. thermal scanners, sanitizer and cleaning supplies)	\$14,000	No

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.]

The Distance Learning program mirrors the physical learning environment as much as possible. The number one goal at St. HOPE Public Schools is to continue to provide high quality instruction for all of our scholars safely. We are working diligently to ensure that 100% of scholars will continue to receive instruction, not only to be prepared for the next grade level, but also to continue on their path to and through college. The live instruction and live office hours support us in maintaining the highest expectations for learning, allow for consistent peer interaction and enable teachers and staff to deliver the optimal level of support.

We want Distance Learning to be:

- Accessible
- Focused
- Engaging
- Impactful
- An opportunity for connection

To ensure continuity of instruction, scholars will follow a structured bell schedule and participate in all of their classes each day just as if they were on campus. This schedule includes structured breaks and lunch and most days, except early release days, have scheduled office hours/tutoring time at the end of the day for students to get additional connection with, and more support from, their teachers.

Content and instruction continue to align with grade level common core standards. Common core aligned benchmark exams were given to each teacher to use to backwards plan their curriculum. Each day, scholars will have learning objectives and assignments designed to reinforce synchronous (live) distance learning lessons. Virtual breakout groups will be utilized in the co-teaching model to differentiate instruction in addition to designed service sessions for students with identified needs.

Teachers and scholars will access synchronous instruction via Zoom. This daily live interaction is not only for purposes of instruction, but also progress monitoring, and maintaining school connectedness. In grades kindergarten through 5th, teachers are utilizing Boom Cards as an interactive way to assess scholar learning, as well as Scholastic News, Epic, typing.com, Reading A-Z, and Prodigy. To facilitate online instruction, teachers received professional development on how to plan and execute a lesson in distance learning, and how to utilize Google Classroom and Zoom for instruction.

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.]

When the school initially closed in the spring of 2019-20, the school first addressed the issue of getting scholars ready to move to distance learning by contacting families to ascertain their access to working technology (smartphones, computers and tablets) and internet access. The school worked to checkout Chromebooks and get families setup with internet access through a variety of programs that were put together for students and families (i.e., wifi hotspots, accessing personal wifi hotspots through their phone plans, many of which were offered free by service providers). As necessary, staff were utilized to address language barriers in communication (i.e., for households with a primary language other than English).

Similarly, for the 2020-21 school year, the school started with a survey to assess technology needs. Followup calls were made to families to determine specific technology needs. Students who need a device can checkout a school-issued Chromebook and, if necessary to accommodate families in need, home visits are made to drop off Chromebooks and/or hotspots. All students are assigned a Google Classroom account and provided with detailed instructions on how to access Google Classroom and Zoom on a number of devices such as smartphones, computers and tablets.

The school is also addressing the needs of special education and 504 students who require additional online accessibility options. These families were given instructions on setting up Chromebooks to access such features as text-to-speech and dictation that scholars may have been receiving in a classroom or testing setting.

To ensure that scholars and families have continued access to technology, student logins and attendance are tracked to ensure all students are actively participating in distance learning. A team of Operation Staff members make daily phone calls to any scholar who is missing from their first period class to make a school to home connection and understand if there is any support that is needed in order to get the scholar engaged in learning for the day.

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.]

The bell schedules, and alternative bell schedules should the school adopt a different model for instruction (i.e., in-person or a hybrid model), were created to be able to measure student participation in the required instructional minutes. Certificated employees, including teachers and administrators, worked to create optimal synchronous and asynchronous instruction time for students depending on the model. These will evolve as the year progresses, the situation changes and as the various models of learning are evaluated.

For synchronous time, each scholar is expected to follow the bell schedule as if they are campus participating in a physical learning environment. The bell schedule was created to provide structure and consistency for scholars and families, meet or exceed state instructional time minutes, as well as provide contact with teachers and other students. In addition to online lessons, students are given assignments to complete during online classes and as homework outside of online live class time. Students are assessed based on the accuracy/completion of these assignments as completed work is key to assessing student progress and participation in distance learning. Because some students are not able to participate in live sessions (i.e., due to illness), all lessons are recorded and made available on Google Classroom for later viewing.

Asynchronous assignments (Independent Practice) will be created and assigned a time value to evaluate instructional time when students are not on campus. Certificated employees will develop Independent Practice and assign a time value based on the time it is expected to take to complete the practice.

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 (PD) is held on a regular basis regardless of the mode of instruction in place. Every Wednesday is an early release day to accommodate schoolwide PD and grade level, school-site and department meetings. Teachers continue to have weekly/bi-weekly one-on-one virtual meetings with their supervisor.

The 2020-21 school year started with two-weeks of virtual PD and covered working in a virtual learning environment.

Topics included:

- School site distance learning operations
- Behavior management
- Lesson planning and instruction focused PD
- Vision setting
- Scholar investment

- Supporting all scholars
- Co-teaching
- Utilizing Google Classroom and Zoom

As the school year progresses, PD is subject to change as the learning model changes. If students are onsite, PD will be adapted to address the new model and how to follow guidelines such as social distancing (at least 6 feet apart), mask requirements, and other safety precautions that will be implemented.

Staff Roles and Responsibilities

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

Many positions that normally handle day-to-day contacts with scholars and parents/guardians regarding scholar behavior and maintaining school culture have been given adjusted responsibilities with the transition to distance learning. The goals remain the same but the methods have been adjusted given the virtual platform.

Deans are still working to support scholars in being engaged and on task in their learning each and every day. Their goal is to support scholars in being able to focus on their learning. They are being utilized to make daily phone calls to absent scholars. Any scholar who is absent is receiving a personal phone call. In addition, deans are making home visits to scholars who need support or have missed several days of school. Lastly, deans are supporting teachers by attending Zoom lessons, checking-in with scholars, and making personal phone calls when there is evidence that a scholar is in need of additional support.

Front office staff are continuing to focus on supporting our scholars, families and staff. Our front office staff also oversees attendance and ensures attendance is taken accurately and timely. Our Front Office is open every single day in the event that a scholar or family needs to come to our Front Office to pick up items such as technology or printed class materials.

Culture and operations coordinators are continuing to focus on supporting scholars and building school culture. They are monitoring scholar attendance, making parent phone calls on attendance and academic performance, and planning parent/scholar events on campus. In addition, culture and operations coordinators are providing resources to families who are in need. PS7 has partnerships with La Familia and River Oak, and the culture and operations coordinators have been supporting with information and connection to the referral process.

Teachers are continuing to focus on leading their scholars to reach their big goals and supporting their scholars in mastering their daily objectives. PE teachers are doing workouts with scholars and talking to them about the importance of being healthy, both mentally and physically during this time. Yoga and mindfulness have also been incorporated into their practice to address mental well-being. Art supplies

were given to families in advance and scholars are creating, just in the home setting. And for music, scholars continue to learn the different aspects of music and are able to incorporate movement.

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.]

Distance learning must continue to be equitable and accessible to all scholars, including scholars with disabilities, English learners (EL), scholars in foster care and scholars experiencing homelessness. All scholars at PS7 receive differentiated support, regardless of unique needs. Teachers and administrators make data-driven decisions about all scholars and are able to provide differentiated supports in the classroom. This continued when the school physically closed and moved to distance learning last spring.

Special education services continue regardless of the model of instruction, as stipulated by a child's Individualized Education Program or 504 plan. Each scholar that was attending an SHPS school in the spring of 2020 received an IEP or 504 plan review and plans were adjusted as necessary in consultation with all affected families and the IEP team. As the 2020-21 school year progresses, plans will continue to be regularly reviewed. For students with Specialized Academic Instruction(SAI) minutes, students continue to receive SAI support through co-teaching and virtual small group instruction has been set up at designated times throughout the school week. Students with related services (i.e., language and speech, individual counseling) continue to access these services virtually, at designated times, with each scholar's service providers.

EL, special education and 504 students receive additional designated supports in the co-teaching model. Breakout rooms in Zoom allow for small group instruction and parallel teaching with co-teachers in core classes to address additional differentiated learning needs. In addition, every day, except early release Wednesdays, the end of the day is set aside for office hours and tutoring with teachers.

Administrators and culture and operations coordinators are also working with homeless and foster scholars to ensure that they have the necessary resources to continue their education during this time. The school is working with the California Department of Education to provide additional tablets for these scholars.

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

Description	Total Funds	Contributing
Chromebooks	\$25,000	Yes
Document Cameras	\$6,000	No

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.]

Scholars complete an exit ticket in every single course every single day. This allows us to assess scholar learning to ensure they are mastering their grade level objectives on a daily basis. Teachers grade exit tickets and analyze the data on a daily basis. This creates a daily process for assessing student learning loss. Teachers make adjustments to their lessons the following day based on the student data. This prevents teachers from moving too far forward without identifying and correcting misunderstandings or gaps in student learning. In addition, teachers have built in unit assessments that take place every 4-6 weeks and quarterly benchmark assessments. The quarterly benchmark assessments are aligned to common core standards and state assessments and assess scholar learning over the course of a quarter in math, English language Arts, science and humanities.

To address potential or actual learning loss, all scholars have additional office hours for 30 minutes 4x per week where they can get tutoring and support from their teachers. Teaching assistants and education specialists pull small groups throughout the school day to combat learning loss. Assessments were done in the lower grade levels to identify gaps of learning and then plans have been made to individually close those gaps, even during distance learning. Individualized supports and materials have been made and sent home for scholars with identified needs. In addition, lessons are made available for scholars to re-watch and review, as necessary as an extra layer of support.

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.]

PS7 has incorporated several strategies and actions to address pupil learning loss including:

- For students with Specialized Academic Instruction minutes, virtual small groups instruction is set up at designated times throughout the school week. Students with related services (i.e., Language and Speech, individual counseling) will continue to access these services virtually, at designated times, with each scholar's various service providers.
- EL, special education, 504 scholars and any scholar identified as needing extra support receives additional designated supports in the co-teaching model.
- Breakout rooms in Zoom allow for small group instruction and parallel teaching with co-teachers (core classes) to address additional differentiated learning needs.
- Every day, except early release Wednesdays, the end of the day is set aside for office hours and tutoring with teachers.

- When scholars return to classroom instruction, most grade levels will have intervention time built into their schedules to address potential or actual learning loss. PS7 has a daily lesson structure that accounts for closing learning gaps that exist. This is not a new challenge for PS7 teachers and staff to overcome. Our instructional model is built to close learning gaps and propel scholars forward toward achieving mastery of grade level standards and ultimately achieving our mission of going to and through college.

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 services and supporters provided will be measured on a scholar-by-scholar basis following the above-mentioned assessment and evaluation program. Scholars complete an exit ticket in every single course every single day. This allows us to assess scholar learning to ensure they are mastering their grade level standards on a daily basis. Teachers grade exit tickets and analyze the data on a daily basis. In addition, teachers have built in unit assessments that take place every 4-6 weeks and quarterly benchmark assessments. The quarterly benchmark assessments are aligned to common core standards and state assessments and assess scholar learning over the course of a quarter. As the school year progresses changes will be made based on the effectiveness of the supports to adequately move students out of the at-risk for learning loss (potential learning loss) and learning loss categories.

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

Description	Total Funds	Contributing
NA at this time		

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.]

To monitor and support the social and emotional well-being of scholars, the school has planned:

- Regular teacher check-ins with individual students that are logged for review and monitoring.
- Multiple modes for students/parents to contact teachers and administrators for support such as email, phone, and Class Dojo.
- Monthly events on campus for scholars and families to come to campus and interact with teachers/staff using appropriate safety precautions (i.e., masks and social distancing)
- Check-ins by our Dean Team and campus monitors, including home visits as necessary
- Virtual events for scholars such as clubs and virtual lunch
- Built-in times for scholars to connect with their peers and build positive relationships virtually.
- Daily, weekly and quarterly opportunities for positive incentives.

- Use of social emotional curriculum in lower grade levels to support mental health.

To support staff and teachers during this time, SHPS:

- Every staff member has a weekly check-in with their manager who is their to provide them with support
- Staff community events are planned and executed in new ways to ensure there is a focus on community and connection while also ensuring the health and wellness of the entire community
- Updated staff on available benefits offered by SHPS including discounts at health clubs and other health related organizations/companies (i.e., fresh foods subscriptions, local yoga studios) and the Employee Assistance Program
- Offered concrete suggestions for improving oneself while adjusting to new situations.
- Offered additional ideas for how to cope such as connecting with others and the world through alternative modes.
- Is offering counseling services upon request.

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.]

To ensure scholar and family engagement, the school is doing the following:

- Regular teacher check-ins with individual students that are logged for review and monitoring.
- Continue regular communication with families such as newsletters, mailed letters, website updates, email blasts and autocalls.
- Virtual, and when safe and feasible, events to engage families and create a sense of community.
- When safe and feasible, extracurricular activities will be available for students to engage students and address needs outside of academic needs.
- Bridge/Culture Week at the school to help the transition back to school and the distance learning model.
- Multiple modes for students/parents to contact teachers and administrators for support such as email, phone, Class Dojo.
- Translations and translators for families that speak another language are available as necessary.

Attendance will be recorded by teachers for each class in grades 6-8th and daily for transitional kindergarten through 5th grade. Scholars not engaging in instruction (who are marked absent or not completing assignments) will follow the below tiered strategy to re-engage them in instruction:

- First absence: Phone call with parent/guardian to determine scholar's status.
- Second consecutive/non-consecutive absence: Phone call as above.
- Third consecutive absence: Phone call and a home visit.
- Third unexcused absence at any time during the school year (consecutive absences or not): Truancy letter as per SHPS policy and any other followup to re-engage the family.

- Fourth consecutive absence: Phone call, home visit and a formal attendance contract with specific steps and goals for scholars and parents/guardians to complete.

Home visits and meetings will be scheduled on-campus to support attendance and re-engagement as necessary.

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.]

All students are eligible to receive free breakfast and lunch because SHPS schools (Sac High and PS7) are Community Eligibility Provision (CEP) schools. To ensure that families can access the meals in a convenient and safe environment during distance learning, the following plan has been enacted:

- Meals will be provided in bulk in the front of the Sac High campus on Mondays and Wednesdays. Providing bulk meals with fewer pick-up days allows families to come to campus less often to save on time and gas while continuing to receive meals for their scholar. In addition, food will only be dispensed for all SHPS scholars from Sac High, and not at PS7, to consolidate food services and better manage flow and social distancing.
- During the Monday morning pickup slot, scholars will receive: lunch for Monday, breakfast for Tuesday, lunch for Tuesday, and breakfast for Wednesday. During Wednesday morning pickup time, scholars will receive: lunch for Wednesday, breakfast for Thursday, lunch for Thursday, breakfast for Friday, lunch for Friday, and breakfast for the following Monday.
- Contactless drive-up food service is utilized. All food service staff wear face masks, change their gloves at least every 15 minutes and each cart was sanitized between every use.

When the school moves to in-person learning or a hybrid model, the following plan will be executed:

- Grab-and-go meals for breakfast with designated points of access to pick up meals.
- Individual plated meals for lunch will be distributed in multiple areas to maintain social distancing.
- Students will take their meals to their designated section/spot to eat and maintain socially distancing.
- Students who are participating in distance learning at this time will have a designated pickup spot at Sac High for all meals as described above.

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

Section	Description	Total Funds	Contributing
NA at this time			

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		
25.06%	\$268,242		

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.]

Supporting students with identified needs was at the forefront of planning for the 2020-21 school year. To address the unique needs of these scholars, the school identified practices and actions that could be used both in distance learning and a hybrid model. The school uses an inclusion model so EL, special education and 504 students receive additional designated supports in the co-teaching model. Breakout rooms in Zoom allow for small group instruction and parallel teaching with co-teachers in core classes to address additional differentiated learning needs. In addition, every day, except early release Wednesdays, the end of the day is set aside for office hours and tutoring with teachers. Administrators and culture and operations coordinators are also working with identified homeless and foster scholars to ensure that they have the necessary resources to continue their education during this time by incorporating additional check-ins with families. There is an overall increase in contact with individual scholars and families across the school. Family situations are constantly changing due to the pandemic and the school has shifted staff responsibilities and resources to ensure that all scholars are able to continue their education.

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

To provide the best supports possible, the school is providing technology devices, connectivity support (i.e., wifi). EL students receive additional supports in core classes through the co-teaching model and the school is constantly working to improve teacher instruction to these scholars.

