

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

COVID-19 has affected the community in many ways. In some regards it has made us a closer community and increased our communication using technology. We have been able to connect with our families over summer with surveys, virtual presentations, and virtual orientation, summer bridge program for incoming students & introductions. The pandemic has, however, led to a lot of anxiety and stress for families, students, and staff. There are a lot of concerns for safety returning to school and uncertainty in regards to supporting students in learning in a digital environment. The pandemic has caused us to do deep analysis of what are the core components of our educational program.

Stakeholder Engagement

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

In preparation for the school year, the LEA collected feedback from parents and students through a survey. The survey was sent by text and email. 136 MSCP families (about 34% of MSCP families that were sent the survey) and 251 MSCP students (about 63% of students that were sent the survey) submitted a response. The Survey covered the following topics and allowed for open-ended feedback:

- Thoughts on Coming Back to School
- Schedule Preferences
- Safety Concerns
- Preferred method of Communication

Once the Learning Continuity and Attendance Plan Template became available and before presenting the plan to the STEM Prep governing board during public hearing on August 12th, the LEA presented the plan to the School Site Council for feedback. The opportunity for all to provide feedback during this meeting was promoted during summer orientation.

During the parent meeting parents were notified of their ability to view the plan in its entirety on the school's website. The plan is linked within the

COVID-19 page as well as the parent page of the website. Written feedback is encouraged through contact form.

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

Public meetings and hearings have been held using Zoom. During the meetings attendees were invited to share their feedback during initial public comment and following the presentation of the Learning Continuity and Attendance Plan.

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

In progress - We are continuing to accept feedback until September 16th, the day of our board approval vote.

Parents:

Teachers:

Staff:

Governing Board:

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

[Respond here]

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.]

STEM Prep Schools has developed a 5 week instructional model implementation cycle, where we will pause every 3 weeks and assess the current instructional model and possibilities of switching to a new model and use the remaining 2 weeks within the cycle to message stakeholders regarding potential shifts and prepare for that potential shift. These models include Full In-Person Instruction; Hybrid Instruction; and Full Distance Learning Instruction.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

STEM Prep Schools has developed a 5 week instructional model implementation cycle, where we will pause every 3 weeks and assess the current instructional model and possibilities of switching to a new model and use the remaining 2 weeks within the cycle to message stakeholders regarding potential shifts and prepare for that potential shift. These models include Full In-Person Instruction; Hybrid Instruction; and Full Distance Learning Instruction.

STEM Prep Schools will start the school year with full Distance Learning (DL). In the DL model, students will attend school daily for synchronous and asynchronous sessions. Instruction will be provided for at least 180 minutes daily for students in grade K; 230 minutes daily for students in grades 1 - 3; and 240 minutes daily for students in grades 4 - 12.

During DL, students will continue to be exposed to grade level and rigorous content and curriculum. We will continue to use the adopted curriculum, but will make use of online tools to deliver the material. These tools include Google Classroom, SeeSaw, and Zearn. Teachers will meet with students virtually using Zoom and ensure all safety features are enabled. In order to make learning more interactive and allow teachers to collect ongoing formative assessments, teachers will use online learning tools such as PearDeck, Padlet, Actively Learn, Google Docs and Forms, and Nearpod.

Teachers will receive ongoing training and support in tech tools, as well as how to successfully implement the STEM Prep Inquiry Based Lesson Cycle. Essential criteria of the STEM Prep Inquiry Based Lesson Cycle, includes collecting and using formative assessments (realtime and planning for future lessons); engaging students in academic discourse and collaboration; using Essential Questions to spark curiosity in students and make learning relevant; and selecting and implementing engaging and rigorous text/resources. STEM Prep Schools has created Tip Sheets for teachers to support them in implementing these strategies in a virtual setting. Teachers will also receive ongoing Distance Learning lesson planning support through our coaching cycle (observe ---> reflect ----> debrief and plan). Finally, all teachers will receive training and coaching on how to effectively differentiate their curriculum and lessons in order to make virtual learning accessible for all students, including students with disabilities and students designated as EL.

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.]

Laptops and hotspots will be provided to any family in need of the technology. We are determining who is in need by family survey. Families non-responsive to the survey will be contacted via phone call. Office staff at each school will work with families to identify any technology needs. On a daily basis, when students are unable to log onto synchronous sessions a staff member will reach out to the family to discuss the barriers and identify the appropriate supports, including IT support/training and device/connectivity access.

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.]

Student attendance will be tracked on a daily basis. Teachers will take attendance for every synchronous session using our SIS (PowerSchool). We will also utilize curriculum and Google Classroom or SeeSaw reporting features to determine if students are engaging with the curriculum and submitting assignments/assessments. Teachers will create and post assignments for students to complete as part of the asynchronous learning. The total amount of time required for students to participate in synchronous and asynchronous sessions will meet or exceed the required daily instructional minutes.

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.]

All teachers will participate in professional development held during the summer and prior to the first day of school. During this professional development the following topics will be covered:

- Curriculum training and how to implement through Distance Learning
- Training on required online platforms, including Zoom, Google Classroom, and SeeSaw
- Tutorials and training for online platforms to enhance learning including PearDeck, Padlet, Actively Learn, Google Docs and Forms, and Nearpod.
- Training on accommodating and differentiating lessons and resources in a virtual setting
- Training on how to plan for and execute the STEM Prep Inquiry Based Lesson Cycle virtually
- Training on best practices for establishing classroom culture through distance learning, including classroom management and ensuring safety

In addition, teachers will receive ongoing support in their planning and implementation through coaching. All teachers are assigned an instructional coach who will support them implementing effective lessons and using online tools to enhance learning. The coaching cycle includes observations of

synchronous sessions, debriefs with goal setting and creating action steps, and lesson planning. Finally, ongoing professional development will be provided to teachers throughout the year and focus on best practices for engaging students in rigorous instruction during Distance Learning. These meetings will be facilitated by teacher leaders, administrators, home office content leaders, and curriculum/educational tools vendor trainers and will include:

- Site professional development (weekly)
- Grade level meetings (biweekly)
- Department meetings (biweekly)
- Pupil Free day professional development (5 times per year)

Staff Roles and Responsibilities

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

As a result to COVID-19 our staff has had to make adjustments to meet the needs of students. Our teacher had to adjust their classrooms, curriculums and needed to embrace a new pedagogical approach to lesson implementation. Our Instructional aides have taken on more responsibility regarding student learning including supporting our students designated English Language Learners in small groups and holding tutorial sessions. Instructional aides have also increased their technological knowledge and have been monitoring students' needs in virtual meetings. Our campus aides have transitioned from supporting physical campus needs to ensuring students have the materials they need to be sent home, making phone calls to support families with attendance and technology needs, and other clerical duties. In addition, all counselors, teachers, and administrators have shifted to a work from home basis and manage duties remotely. In a hybrid learning environment all staff will need to make additional adjustments. These include adhering to all health and safety policies, limiting the amount of students and staff on campus and teaching students in small groups while still engaging with students at home. In both distance learning and hybrid learning models our staff has needed to make many adjustments to ensure that we are still supporting students learning.

Supports for Pupils with Unique Needs

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

All students needing additional supports will receive a variety of supports. This may include:

- After school tutoring
- Small group and 1:1 synchronous sessions with instructional aides
- Small group and 1:1 synchronous sessions with teachers
- Reading and/or Math intervention classes with synchronous sessions
- ELD classes with synchronous sessions
- Learning Lab classes with synchronous sessions

- Push in support during synchronous sessions from RSTs and Instructional Aides
- Co-taught classes with RST and gen ed teacher in math and ELA with synchronous sessions
- Technology help and trainings (1:1 tech supports or tutorials)

Additionally, all teachers will be trained in accommodating and differentiating lessons and resources used to support students who are EL, students with disabilities, and students who are struggling. Examples of different ways teachers will support students include:

- Bolding important information on presentation slides
- Screen sharing on Zoom to model metacognition and share exemplar work
- Creating digital graphic organizers
- Embedding word banks and glossaries into digital texts
- Using platforms such as Actively Learn to chunk text and insert comprehension questions
- Using highlighting tools on Google Docs and digital curriculums
- Efficiently and effectively organizing online resources and materials so they are accessible for students
- Using clear and consistent directions on posted assignments

Plans have been made so that students with disabilities will receive their instructional minutes and accommodations and English Language Learners will take Designated ELD classes and receive Integrated ELD instruction in all subjects. Students without consistent access to the internet will receive a hotspot and 1:1 tutorials on how to connect and students in need of a device will be provided one. If families are unable to come into the device and hotspot distribution site, a staff member will deliver it to their permanent or temporary place of residence. We will also work with all families to help them create a space in their homes for students to work and attend virtual school, create a schedule for students to complete asynchronous learning and participate in synchronous sessions, and navigate the online resources and platforms. Students will be taught the necessary soft skills needed to be successful in remote learning and synchronous sessions will be recorded and posted for students to access if they are unable to join at the designated time.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
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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.]

STEM Prep Schools will continue to use data to monitor progress throughout the school year. We will administer benchmark tests 3 times during the year (September, November, and March) in math and ELA. This data will give us a holistic view of how students are progressing

on grade level standards. This data will also be disaggregated by subgroups and teachers will analyze the data and create action plans during Pupil Free Days that follow each benchmark administration. Additionally, students will take weekly checkpoint assessments in English and math. This data will be tracked and analyzed by teachers and coaches or content directors weekly. This data will be used to determine immediate actions for improvement that will be implemented in the class, including spiraling content, determining focus groups, and differentiation. This data will also be disaggregated by subgroups. We will track our ELD data through administering the Dibels assessments for our K-4 students and the Reading Inventory assessments for our 5-12 students. We will also monitor our ELD data through gradebook data.

All assessments will be administered remotely during Distance Learning and some will be administered remotely during Hybrid instruction.

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.]

STEM Prep Elementary School recognizes there was learning loss during the closures in Spring of 2020. To address this we are:

- Updating scope and sequence to:
 - Create spiral opportunities for priority standards not addressed or minimally addressed during closures
 - Embed standards not addressed or minimally addressed during closures
- Identifying priority standards (heavily emphasized in current grade or needed for following grade levels) to re-enforce throughout the year
- Training teachers in protocols for determining how to accelerate learning:
 - Selecting high leverage texts/resources (i.e. texts that cover multiple standards)
 - Understanding the progression of standards
 - Focus on scaffold and differentiation instead of altering the standard
- Offering intervention
 - Intervention offered in small group sessions for students below grade level in reading and/or math
- Offering Instructional Support and Tutoring
 - 1:1 or small group daily sessions for students needing additional support with the classroom teacher or instructional aide
 - Small group sessions for students needing support with classwork and homework. Offered by After School Program tutors.

These universal supports will be beneficial for all students, including students with disabilities, students designated as EL, students eligible for free and reduced lunch, foster youth, and those experiencing homelessness. In order to meet the unique needs of subgroups, we are also:

- Tracking and monitoring subgroup data on a weekly/biweekly basis and creating action steps for improvement
- Training teachers in differentiation strategies for subgroups in both a full Distance Learning model and a Hybrid model
- Providing coaching feedback and support to all teachers on their implementation of differentiation
- Increasing co-teaching models (RST & Gen Ed Teacher) in math and ELA and providing training on how to effectively implement this model in virtual or hybrid setting
- Providing ongoing training and support for instructional aides in supporting subgroups in a virtual or hybrid setting

- Employing an ELD Coordinator, Director of SPED, SPED Lead Teacher, and Instructional Aide Lead to identify professional development needs and support teachers and/or instructional aides in their implementation of strategies to support subgroups

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 on an ongoing basis. This will occur through:

- Benchmark assessments in ELA and math (September, November, and March)
- Weekly checkpoint assessments in ELA and math and other contents
- Biweekly Learning Target mastery analysis for all contents (gradebook reports)
- Coaching Observation Data - indicator mastery and goals/action steps tracked and monitored
- Stakeholder survey feedback, including parents/families, students, teachers

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The pandemic has inflicted a new trauma on our students and our school psychologist has formed site level committees made up of teachers, counselors, and administration to create plans to address this. Below are some of the steps that are addressed in each school's SEL plan that will address any trauma students are experiencing:

- Universal screening of students
- Risk assessment for students exhibiting increased stress, anxiety, and self-harm
- Supports for students needing additional services (referrals to outside mental health facilities, referrals to school's MFT interns, referral to school psychologist), identified by results of universal screening, staff/parent/student referral, and ongoing intake assessments

- Ongoing counseling provided by school counselor for students identified through results of universal screening, staff/parent/student referral, and ongoing intake assessments
- SEL lessons provided in mentorship/advisory classes, including the development of soft skills (time management, organization,...) and emotional regulation
- Monitoring student mental health and perception through survey data
- Analyzing mental health supports and SEL effectiveness regularly during monthly school MTSS or school culture committee meetings

In addition to supporting students with trauma that they may be exhibiting as a result of the pandemic, STEM Prep Schools is also committed to supporting our teachers and staff. The steps we will take include:

- Referrals to mental health supports
- Informing staff of Covid19 medical leave and HR policies
- Providing coaches or mentors for each staff member. Coaches and mentors will provide ongoing support to reduce stressors.
- Monitoring staff well being and perception through surveys
- Teacher task force/advisory councils will analyze survey data and determine ways to address

Professional Development provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community: Staff will receive ongoing professional development in order to support students with trauma and other impacts of Covid19. This will happen initially during summer when each site's SEL plan will be rolled out. Teachers and staff will learn about and be trained in the referral process and lessons they can incorporate in their content classes to support students in managing trauma and addressing emotional needs. They will also be trained in delivery of effective SEL lessons, including teaching students the necessary soft skills to be successful in Distance Learning (organization, time management,...) and emotional regulation. While the initial training starts in the summer, we will continue to provide ongoing support and professional development to staff throughout the school year. This will occur at the organizations Pupil Free Days (3 times per year); grade level meetings (biweekly); and sitewide professional development (weekly). Staff will be informed of the supports the organization and sites will provide to staff at summer professional development. These supports will also be included in our Staff Handbook. Finally, ongoing resources and strategies to manage stress will be a regular part of our weekly Network Updates.

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.]

STEM Prep Schools has created plans to address student engagement. Engagement starts with attendance. It is the expectation that students will attend all synchronous sessions and in person sessions (when we are able to return to any in person instruction). In order to ensure this, the schools will:

- Share student schedules with parents/families during the summer; assess potential barriers with the schedule; identify supports to ensure participation
- Identify 1 Attendance Owner and multiple Attendance Supporters
 - Attendance Owner will monitor daily attendance data and ensure Attendance Supporters are reaching out to families of absent students and analyze biweekly/monthly attendance data; developing plans/action steps to address overall and individual student absenteeism; and provide updates to site administration on absenteeism
 - Attendance Supporters will pull daily attendance reports; send reminders to teachers who have not taken attendance; contact all families of students that are absent; identify individual needs or barriers for families and determine support; provide input to Attendance Owner on the attendance policies and procedures
- Teachers will take daily attendance for synchronous and in person (when able to return to in person instruction) classes
- Tiered communication plans created for each site that identify the role of the teacher, Attendance Supporter, counselor, site administration, and support staff, as well as strategies to re-engage students

In addition to monitoring attendance, the schools will ensure students are excelling in instruction. They will monitor ongoing student assessment data to determine if the instructional approach is effective. This includes benchmark data, weekly checkpoints, and gradebook data. Teachers and support staff will create plans for whole groups of students or individual students to address struggles students may be encountering and coaches will observe teacher lessons and artifacts on a weekly or biweekly basis to provide feedback on lesson implementation.

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.]

- During Summer/Distance Learning
 - Continue offering grab n go breakfasts and lunches to all students and community members from SPES
 - Experiment with moving to distributing 10 meals (5 days worth), one day a week, rather than 2 meals a day.
- When hybrid plans are implemented
 - Continue grab n go for students continuing distance learning and for schools with part-day schedules
 - Home Office will work with schools with full day schedules to develop plans
 - Schedule hand-washing process before every meal/snack for students and staff
 - Meals are eaten in classrooms or outdoors, without any mingling of students from different classrooms.
 - If students line up to pick up food, tape or other markings are used to assure a 6-foot distance between any two students.
 - Staff are deployed during meals to maintain physical distancing and keep students from different classrooms from mingling.
 - If meals take place outdoors, meal times are staggered to the extent feasible to reduce the number of students, and the space between tables/chairs has been increased to support 6 feet of physical distancing. Barriers between tables and/or chairs may be used as an alternative when 6 feet of distancing is not possible.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

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.]

[Provide description here]

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

[Provide description here]

