

# 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.]

COVID-19 immediately precipitated a move from a hands-on, experiential learning model based in collaborative, cohort-grouped communities to a digital, distance learning model anchored in virtual classrooms.

Within twenty-four hours our learning environment migrated from our community-centered campus to the home, which for many students is not always an environment conducive to learning. Monitoring individual students’ physical, social, emotional and academic needs has become each staff member’s focus.

As a Montessori high school we were faced with the urgent need to redefine the way in which we maintain community.

## Stakeholder Engagement

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

During the start of the COVID 19 pandemic the school actively sought the feedback of staff, teachers, students and parents on how we could best integrate our courses virtually without students missing valuable learning. We had parents voice their opinions and/or suggestions via phone or email. In June 2020 we formalized a parent and student survey to guide our decision making for this current school year.

We started the new school year with a parent meeting on 08/13/20 followed by a week of family conferences during the week of August 24th where all advisors meet with each family to address any challenges with the learning management system and access to technology resources they may be needing. We plan to continue seeking feedback from all of our stakeholders with quarterly parent, student and staff surveys planned for September 2020, December 2020, March 2021 and June 2021.

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

All stakeholders are encouraged to provide the school feedback on how to provide the best learning experience and environment for students through monthly school board meetings announced and posted on our school website. Parents can provide feedback through the bilingual new family orientation, weekly family newsletters, parent square communications, back to school night, family conferences, interim IEP meetings, phone and email.

All families are sent Zoom meeting invitations, in which parents can communicate via video or chat. Administrative team members reply to questions both orally and in writing, in English and in Spanish.

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

Silver Oak High School distributed surveys to students, parents and staff/faculty towards the end of the 2019-20 school year to help guide our decision making into the new 2020-21 school year. Parents were most concerned about how the school would integrate a hybrid model when the county authorized the reopening of schools, and how the school would mitigate the challenges of siblings being on different schedules. The lack of reliable technology in the household and chromebook usage, and how their students would obtain mental health services to manage the stressors of doing distance learning from home.

Students were most concerned about the school schedule and how they would be supported in passing their classes and meeting graduation requirements. They wanted to continue networking with other students through school sponsored activities and events.

Teachers and staff were most concerned about returning to safe learning environments where teaching could continue. They were seeking streamlining the technology for students and families and continuing the open line of communication with students at home.

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

Preparing for the 2020-21 the school decided to already create a Hybrid schedule that allows the seamless transition from distance learning once authorized by the county to do so. We took in mind that siblings and carpooling arrangements would pose an issue so we ensured to schedule those students on the same A or B schedule to make sure that doesn't create a burden on families. We acquired 150 hot spots to distribute to students who may not have internet access or have unreliable access. We ordered new chromebooks for our new freshman and have been repairing those who are having issues with the older chromebooks.

Our new full day schedule from 8:45am-4:00pm has allowed for more individual help for students after their first hour ensuring that students with IEP plans and those in need of more help receive it immediately after their class. The school planned an interactive orientation week for new and returning students allowing them time to connect with each other. A student committee of seniors has been formed to lead the senior year event planning committee.

Additional technology has been ordered for teachers to teach more effectively from home and in preparation for our return to campus. The school has implemented a new learning management system to help students, parents and teachers to see and complete assignments and monitor grading.

Attendance protocols have remained consistent throughout the school year; we continue to call families when students are absent or report late to class. We conduct family conferences to address truancy issues and provide resources when appropriate. Home visits are conducted when no response from parents or students are received.

# 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.]

- Until the County allows in-person learning on campus we will be using our Distance Learning Model.
- Once we are allowed to welcome students back to campus we will use a Hybrid Model.
- In the Hybrid Model section groups (labeled A and B) of 14 students per group will alternate attending class on-campus or online every other week. The students will be organized in a “Buddy System” of work groups, comprised of both online and on-campus students. An community orientation to the Hybrid Model with students and their families will precede the return to campus. The instructional minutes requirement will remain the same along with the legal guidelines for Special Ed students. Social distancing requirements (of six feet) will be in place. Masks and/or face shields will be required. Health screenings will be required upon entry to the campus. Hand sanitizers will be available in every classroom. Increased custodial services will be instituted. Protocols will be in place to notify the community of COVID-19 exposure/cases.
- Currently, within our Distance Learning model, students who are having difficulty navigating technology, are provided assistance, daily and as needed, via Zoom or in-person (at the School Office or during a home visit). Weekly appointments are made with students to track weekly progress and grade checks.
- Home visits continue to be conducted whenever needed. The Mental Health Specialist, Vice Principal and Director of Special Education make home visits to students who are at high risk.
- The Special Education Department is currently evaluating the efficacy of bringing a small cohort group of students with IEPs onto campus to receive individualized assistance with navigating technology and coursework.

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

Description	Total Funds	Contributing
PPE/Janitorial	\$34,105	N
Campus Safety	32,480.00	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.]

Silver Oak is continuing instruction this school year in a markedly similar method to in-person classes. The schedule for distance learning is remaining the same, from 8:45am-4pm. The reason for this is to maintain the rigor of academic classes and ensure a smooth transition between distance learning and the hybrid learning model that will be instated once restrictions in the county are lifted. Teachers have developed and submitted their curriculum prior to the beginning of academic classes in order to ensure quality and rigor. Teachers have collaborated with both the instructional coach and grade level/subject area teams in order to deliver lessons and assignments that are both accessible and supportive to the student body. Silver Oak has adopted a new Learning Management System called "Schoology" in order to create more continuity and accessibility for teachers and students. The adoption of this system makes sharing resources more streamlined for both students and teachers alike in order to increase access to quality curriculum.

### 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.]

All pupils at Silver Oak have been provided with free internet resources where needed, in order to ensure access to WIFI and to better support distance learning for students from the safety of their home. Furthermore, all students have 1-to-1 access to devices, which includes free rentals of Chromebooks and internet hotspots. The access to 1-to-1 devices also includes technical support, repair and replacements of said technology, in order to ensure consistent and functioning connectivity for all pupils during distance learning, despite income disparities.

### 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.]

Teachers meet students daily for their academic classes and deliver lessons and academic support. Math and Spanish placement exams were administered during student orientation and the first week of academic courses. Further assessment is delivered through the school's newly adopted Learning Management System Schoology.

Furthermore, throughout all subject area curriculum, teachers are required to list estimated instructional minutes next to both in class lessons and group and individual assignments in order to measure participation and ensure the time value of pupil work. Teachers integrate and assess classroom discussion in order to increase student connectedness and also ensure participation.

## 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.]

Prior to the beginning of academic classes, all teachers participated in Faculty Work Week, which included meetings and professional development in-service training with the specific objective of supporting distance learning. Teachers participated in an Social-Emotional Learning training, in order to better meet the mental health needs of students, especially during Distance Learning. Teachers also participated in two online trainings in order to increase familiarity with Schoology, Silver Oak's new Learning Management System. On-going mandated training as well as COVID 19 preparedness for teachers will be offered and completed. Teachers have been offered a host of online materials and contact information to continue to gain familiarity with the technology being utilized to assist students and classes throughout distance learning. The administrative team at Silver Oak has planned and scheduled continued professional development in order for teachers to deepen their knowledge using new online technology and resources to better support student learning.

Continued professional development and resources made available to teachers include access to two staff members who provide IT support in order to support the distance learning program. Teachers also regularly meet with the school's full time instructional coach, who provides feedback on classroom instruction as well as quality of curriculum. In addition, the instructional coach helps troubleshoot and facilitate Schoology integration in virtual classrooms during distance learning.

## Staff Roles and Responsibilities

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

One of Silver Oak's full time teachers has now added a part-time IT role, who both troubleshoots site-specific technological challenges as well as provides assistance in the management of student Chromebooks.

Furthermore, Silver Oak's part-time attendance coordinator was transitioned to a full time position in order to account for student connectivity and attendance by acting as liaison between students, families, faculty and administration.

Silver Oak's business manager position was transitioned to that of the Strategic Finance Officer, who is responsible for balancing the school's budget throughout the COVID-19 crisis. The superintendent/principal is overseeing the business manager's previous responsibilities.

A teaching position had to be eliminated (through attrition) due to budgetary constraints. As a result, two members of Silver Oak's administrative team have returned to the classroom to lead electives, which was a decision made based on budgetary-restrictions. The Mandarin foreign language curriculum was transitioned into the elective program.

### 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.]

- Daily check-ins and one-on-one assistance are provided for students with IEP and 504 plans.
- Home visits are conducted, if needed, to assist students and families with learning difficulties.
- English Learners are provided with additional support through an elective class. Ongoing EL support is offered in students' general education classes.
- Providing families with resources for meal services and community resources.
- Providing Mental Health services to students with IEPs and at student/family request.
- College and career readiness planning with School Counselor.
- McKinney Vento Act
- Refer and provide information of local city and county resources to help families who may need shelter and food.

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

Description	Total Funds	Contributing
“Telework Stipends” allow faculty to set up home offices from which to efficiently lead their classes.	\$15,000.00	N
“Telework Stipends” allow resource and administrative staff to set up home offices from which to efficiently support students and faculty in distance learning.	\$6,250.00	N
Additional laptops and other hardware purchased.	\$24,000	N
Distance learning supportive software programs purchased/renewed, including a new LMS.	\$15,000.00	N
Teaching Faculty and Instructional Coach Salaries	\$930,000.00	N

### Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

- ELA: The required reading on the summer reading list provides the ELA faculty with a benchmark in reading, writing and speaking skills. Weekly writing samples, discussions and ongoing one-on-one tutoring further serves to monitor student [progress].

- Math: The State-mandated Math Placement Test provides a benchmark for the incoming freshman class. An A-G articulated “Integrated Math” class is required for those students who demonstrate a learning loss in grade level math skills and concepts.. Continuous assessments throughout the school year determine on-going math needs.
- ELD: Weekly support for ELD students is scheduled within core curriculum classes. Weekly coordination with language arts/humanities teachers provides curriculum support. In addition ELD students access individualized help each Wednesday afternoon, during Faculty office hours.

[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 school continues to offer the same programs to English Language Learners that were available before COVID-19 but has moved them to the distance learning platform. These include expanded tutoring and office hours with general education teachers for individual support, as well as one-on-one availability of the ELD Specialist. Students have low cost or free internet resources, in addition to technology availability such as student chromebooks, hotspots and any replacement or repair of such technology, which was especially helpful in inclusivity of low-income students in accessing distance learning. As of this writing, the school has no foster youth.

### 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.]

All teachers regularly assess mastery, both formatively and summatively. They monitor each student’s assessment history using the School’s new LMS, *Schoology*. Essay and multiple choice assessments can be easily administered on the platform. Data that represents learning loss and/or gain can be collected and displayed in graph form.

Teachers also use Google Forms and Surveys to collect this information in order to inform their teaching and re-teaching practices as well as to collaborate on designing and implementing assessments across grade levels and subject areas.

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

Description	Total Funds	Contributing
Social Emotional Learning and and Distance Learning Professional Development	\$7,446.0	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 School's full time Mental Health Specialist and Counselor lead the RTI (Response-to-Intervention) Team. This team includes the Director of Special Education, Vice-Principal and Principal. Regular mental health professional development and in-services are offered to the faculty and staff. Social Emotional Learning (SEL) training for teachers and staff is on-going and an archive of teacher resources with SEL classroom strategies is available. Further, both the Mental Health Specialist and the Instructional Coach are available to consult with any staff member in the use of these resources. Mental health presentations are conducted in each advisory class on a scheduled and as-needed basis. Mental health surveys each semester and as requested. Parent outreach is on-going, with home visits as necessary. This semester several elective offerings are focused on mental health, including Yoga, Wellness, Mindfulness and Meditation. Individual and group counseling sessions are available to all students.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

For the 2020-21 school year we decided to reintegrate our bell schedule as it was prior to COVID 19. This normal schedule creates a routine for students as they were used to prior to the pandemic. We have embedded frequent breaks within classes and between classes to allow for student movement and time to disconnect from technology. A student survey will be going out in September to solicit feedback on how their distance learning experience is going and how we can make it better. Those students who are struggling logging in to class due to connectivity issues have been issued wifi resources (chromebooks and hot spots). Students who have a hard time staying logged in have had family conferences or have met with our counselors to mitigate the challenges they are experiencing. We communicate in both English and Spanish regarding any virtual learning changes via parent square and weekly newsletter to parents and students. Translation is available for all zoom meetings.

## 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.]

Students and parents receive weekly newsletters with locations where students in Hayward can receive free meals. With that families also receive a list of resources where they can obtain financial assistance and/or meals. The office staff contacts FRL families on a weekly basis to ensure that they continue to have meals for their students and provide additional resources. Advisors have weekly check-ins with students to ensure that they are doing well and to provide the administration the names of families that may need additional assistance.

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

Section	Description	Total Funds	Contributing
Staff Roles	Two-fifths ( $\frac{2}{5}$ ) of both the Vice-Principal's and Counselor's work week is now dedicated to one-on-one Social Emotional COVID-19, Distance Learning related support for students and families.	\$75,600.00	Y
	One third ( $\frac{1}{3}$ ) of Mental Health Specialist's work week is now dedicated to one-on-one Social Emotional COVID-19, Distance Learning related support for students and families.	\$24,761.00	Y
	The part-time attendance coordinator is now full time in order to monitor and communicate daily and individual class attendance.	\$10,000.00	Y
	One fifth ( $\frac{1}{5}$ ) of the Office Manager's work week is now dedicated to Safety coordination	\$11,000.00	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
14.05%	\$284,076.00

### 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.]

- one-to-one technology, free Chromebook and WiFi hotspot rental and tech support provided by Silver Oak

- individual family outreach
- ELL support
- calling individual families weekly to ensure that they have food and internet access
- registration assistance via zoom or in-person by appointment
- home visit when necessary

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

- continue to offer a free, public, Montessori education to all students
- college preparation to support first generation low income students
- forming a stronger ELAC committee of parents
- At the moment we do not have any foster youth enrolled
- The School's fully trained homeless education liaison conducts PD for the full staff to inform them of the McKinney Vento Act and its protocols.
- quarterly, virtual family education meetings to provide information and resources

Draft