LEARNING CONTINUITY PLAN EXECUTIVE SUMMARY

**Learning Continuity and Attendance Plan
required by Senate Bill 98, Section 43509**

**Executive Summary for Board Information
September 22, 2020**

Senate Bill 98, Section 43509, established the Learning Continuity and Attendance Plan (Learning Continuity Plan), which is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while streamlining meaningful stakeholder engagement and condensing several preexisting plans. It combines the intent behind Executive Order N-56-20, which extended the timeline for the 2020-21 Local Control and Accountability Plan (LCAP) and required a written report to the community, and the ongoing need for LEAs to formally plan for the 2020–21 school year, amid the uncertainty caused by the COVID-19 pandemic.

The Learning Continuity Plan replaces the LCAP for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20. The LCAP and annual update to the LCAP are not required for the 2020–21 school year. (*For single school districts and charter schools, the Learning Continuity Plan may not be used in place of an LCAP for purposes of meeting the requirements of a School Plan for Student Achievement.).* A new three-year LCAP is currently scheduled to be adopted by local educational agencies by June 30, 2021.

The Learning Continuity Plan memorializes the planning process for the 2020–21 school year and includes descriptions of how the LEA will do the following: offer classroom-based instruction whenever possible; provide continuity of instruction and ensure access to a full curriculum regardless of the method of delivery; address gaps in learning; conduct meaningful stakeholder engagement; maintain transparency; address the needs of unduplicated pupils (English learners, foster youth, low-income students), students with exceptional needs, and students experiencing homelessness; provide access to necessary devices and connectivity for distance learning; provide resources and supports to address student and staff mental health and social emotional well-being; and continue to provide school meals for students.

The Learning Continuity Plan shall be adopted by the governing board/body of the LEA by September 30, 2020. School districts are required to submit the Learning Continuity Plan to the county office of education not later than 5 days after adoption of the plan. *(Charter schools submit the Learning Continuity Plan adopted to the charter authorizer and the county office of education.)* The county superintendent of schools may submit recommendations, in writing, for amendments to the Learning Continuity Plan by October 30, 2020. The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations.

School districts and charter schools must post a copy of the Learning Continuity Plan on the homepage of their internet website.

Date of Board Approval: September 22, 2020

Approved 09/22/2020

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Samueli Academy	Lee Fleming, Head of School	lfleming@samueliacademy.org 714.619.0215

General Information

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

Samueli Academy is the model public school that the Orangewood Foundation envisioned to serve foster and underrepresented youth. Our school provides all students with a high quality, rigorous standards-aligned college-preparatory STEAM-focused, academic program that encompasses Project-based learning ("PBL") and a culture of high expectations, through authentic and experiential work-based learning opportunities.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. This led Samueli Academy's Administrative team to develop a *School Closure Contingency Plan* that addressed: continued Instruction for students via Distance Learning, clearly outlined the *staff shift in roles and responsibilities*, comprehensive technology plan, schoolwide expectations and methods of communicating with students/families.

On Friday, March 13, was the last day of classroom-based onsite instruction and families were informed of the school's closure. During the initial weeks of school closure our Leadership Team developed a Comprehensive *Technology Needs Assessment* to identify which students would need access to a Chromebook, and internet access for Distance Learning. During this transition, teachers created opportunities for learning for students through engineering and math projects using our school's Learning Management System (LMS) Echo, which has been used by staff for many years. As a school that has implemented a 1:1 student to device ratio, the transition to Distance Learning was seamless. All students were already equipped with a *Chromebook* at the beginning of the school year, however, those who lacked internet service at home were provided with a *Wi-Fi hotspot* or a list of Internet Service Providers for home installation at reduced/no cost.

Professional Development for teachers was provided for all teachers on virtual learning, conducting effective Zoom meetings, and added NearPod, an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences. Our staff also received professional development from Panoramaed to add additional mental health supports via online survey and lessons. Panoramaed is an online platform that gathers data from Aeries, the Student Information System, and creates metrics for tracking students that is also used for implementing Tiers 1-3 support; and identifying where students are both academically and socially-emotionally.

In preparation for Distance Learning, students were provided with a Chromebook, charger, internet access, training on using Zoom. School staff conducted check-ins approximately 3 times per week for each student/family.

On March 30th, Samueli Academy fully transitioned to *Distance Learning*: Students logged into the *Echo Learning Management System* (LMS) from 8:30am – 3:30pm Monday, Wednesday and Fridays. Our teachers provided innovative and engaging synchronous and asynchronous lessons for all students. Students met with their Advisory teacher daily in the morning, where check-ins took place. On Tuesdays and Thursdays students met in small group or individually with teachers using Zoom. Attendance was taken daily during class time, to ensure students participated, were engaged, received support and had full access to resources they needed. For all courses – links to assignments were posted on the Echo agenda.

Mondays 3/30 Periods 1 - 8	Tuesdays Work Day	Wednesdays A Day + Advisory	Thursdays Work Day	Fridays B Day + Advisory
Advisory 8:30am - 8:50am Per 1 8:55am - 9:35am Per 2 9:40am - 10:20am Nutrition 10:20am - 10:30am Per 3 10:35am - 11:15am Per 4 11:20am -12:00pm Per 5 12:05am - 12:45pm Lunch 12:45pm - 1:15pm Per 6 1:20pm - 2:00pm Per 7 2:05pm - 2:45pm Per 8 2:50pm - 3:30pm	• Independent work time • Study groups • Scheduled support from teachers	Advisory 8:30am - 9:10am Per 1 9:15am - 10:35am Nutrition 10:35am -10:45am Per 2 10:50am - 12:10pm Lunch 12:10pm - 12:40pm Per 3 12:45pm - 2:05pm Per 4 2:10pm -3:30pm	• Independent work time • Study groups • Scheduled support from teachers	Advisory 8:30am - 9:10am Per 5 9:15am - 10:35am Nutrition 10:35am -10:45am Per 6 10:50am - 12:10pm Lunch 12:10pm - 12:40pm Per 7 12:45pm - 2:05pm Per 8 2:10pm -3:30pm

Modifications were made for several courses as a result of remote/Distance Learning. For Physical Education, students participated in different activities which included videos; and for the Science Lab course, our students participated in virtual lab experiments and online simulations. No courses were eliminated as a result of Distance Learning.

Impact of Distance Learning: Students reported that their greatest academic challenge has been time management, adjusting to online learning and dealing with distractions at home; and personal challenges include poor sleeping habits, new responsibilities and commitments and lack of motivation. Families experienced job and food insecurity, and struggled with supporting their child academically. These challenges led our school's support staff to expand accessibility of resources by leveraging its partnerships to support their needs including academic, social-emotional supports, access to meal programs/services, assistance with Pandemic EBT applications, healthcare and financial resources.

The initial shift to online learning took a heavy lift from the community and with initially lower satisfaction rates from both students and teachers regarding engagement. However, attendance remained relatively high and there was a strong desire on the part of staff and students to make virtual learning more effective. Multiple surveys from students, staff, and parent/guardians were regularly administered and as input came to the leadership team, school plans were adjusted and revised in response to student needs.

Students were surveyed on engagement and mental health with emphasis on preferred strategies in classroom instruction. Teachers were surveyed on engagement and mental health with emphasis on input for professional development. Parents/guardians were surveyed on overall experience of their student and focused specifically on school communication. Parents/guardians as well as staff and students all reported >85% that the response by our school was "just about right."

Stakeholder Engagement

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

Samueli Academy has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, attention to social-emotional needs and tiered intervention support for students who need additional social-emotional and/or academic support.

- March 13th: School provided contingency closure plan for Covid-19 including the goal of contacting each student three times per week to ensure students were physically and emotionally safe. The contact included collecting information from students on how they were staying engaged.

- March 20th - A survey was developed in collaboration with UCI School of Education to administer to students and teachers regarding distance learning and their engagement in various strategies. This survey would include suggested questions from similar surveys UCI school of education learned about from other communities.

- April 3rd: A survey was administered to teachers and students. This survey collected responses from 125 students initially and 90% of teachers.

- April 6th: A survey was developed in conjunction with the UCI Department of Psychological Science and the School of Education to focus on mental health assessment.

- April 20th: A zoom meeting was held with seniors to provide options for moving the graduation ceremony. Included virtual options and was followed up by a survey to seniors.

- April 27th: Parent/guardian zoom meeting was held to gather input for ideas on graduation and decision regarding delay of ceremony.

- April 29th: A survey was administered to students regarding mental health needs and support suggestions. This survey was administered 3 times over the course of the remaining weeks of school and was used to develop suggestions for professional development and tiered interventions.

- May 13th: The end of year annual survey for staff, students, and parent/guardians were adjusted to collect data about response to COVID-19 and collect suggestions for the upcoming school year.

- May 20th: New incoming parent/guardian meeting was held to support incoming families and gather input about learning

- May 27th: Samueli Academy partnered with Heads Up Check Up, a screener service for mental health supports. Survey wad administered to provide targeted community services at students who were in more extreme need for mental health supports

- June 11th & July 15th: Parent/Guardian Q&A sessions were held to gather input on school reopening plan - instruction was not engaging (all); teacher-centered; too much information (condensed);

- July 9th: Parent/guardian survey administered to ask about whether families wanted to return in person or stay working from home

- July 10th: Staff survey was administered to determine teacher preference for working from home/returning to school.

- July 13th: Two staff committees were created: Instructional Committee led by Assistant Heads of School

- July 13th: Safety & Logistics Committee led by Student Development Coordinator: Spencer Gooch

Our stakeholder groups will continue to meet throughout the school year with a member of the leadership team to ensure our learning models are enabling success for all students. To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

On Sunday August 23rd, Orange County was removed from the State's Monitoring List, leaving schools and districts to consider reopening schools as soon as September 7, 2020 should the County continue to stay off the watch list. Samueli Academy does not plan to reopen school at that time, even if Orange County is permitted to resume instruction in person.

Given local conditions, including data showing the City of Santa Ana at a higher infection rate of COVID-19 compared with the Orange County average. As a Samueli Academy leadership does not have plans to reopen school on our facilities until local conditions improve.

However, as a school we believe that the most engaging instructional model is based on a hands-on, in- person experience and comes only second to the safety of our community. We know that resuming school safely as soon as possible is of utmost importance and we are monitoring local conditions to determine a thoughtful timeline for reopening. These local conditions include:

- Monitoring local testing and infection rates of Covid-19 as well as local health care provider capacity

- The opening of other local schools, particularly local elementary schools for family childcare concerns and common family experience

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- Staff availability and comfort in safety factors in returning to campus for a sufficient number of teachers to be able to match family demand parent/caregiver interest in returning to campus

- State compliance requirements matching Samueli Academy plans offer for reopening.

- Other considerations as deemed necessary

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

Samueli Academy provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.

- The Learning Continuity Plan was uploaded to the school's website at least 72 hours prior to the Public Hearing; and at least 72 hours before the public meeting with the Governing Board for review and to solicit additional feedback.

- Our school provided stakeholders with the date, time and method to participate in the Public Hearing and the Governing Board Meeting remotely via Zoom; and by telephone.

- Our school provided stakeholders opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by posting a comment on our school's website link

- Families were also notified of these dates and the document via Social Media and Aeries.

BOARD MEETING DATES

Date of Public Hearing: August 25, 2020.

Date of Board Meeting for Adoption of LCP: September 22, 2020

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Feedback gathered throughout our transition to distance learning in Spring 2020 which continued through July 2020 and impacted the actions included in this plan for the 2020-21 school year.

- Parents and students shared that full day Zoom meetings were overwhelming. They also reported concerns about learning loss and lack of motivation.

- Students shared they were overwhelmed with the caseload of assignments for each course. Students reported low levels of engagement which resulted in a lack of motivation to complete assignments. Distance learning also took a toll on their mental   health and well-being. As a result, they preferred independent work time over synchronous instruction.

- Teacher feedback were relatively aligned with student responses in terms of the types of activities they found more or less engaging.

However, parents/guardians and students reported satisfaction with the school's response, and the high level of communication and response throughout school closure.

Stakeholder feedback significantly influenced the development of the Learning Continuity & Attendance Plan

- Fewer courses at a time (4 rather than 8)

- Less instructional minutes for synchronous instruction

- Focus on providing mental health and well-being supports for students.

- Increase asynchronous focus with professional development

Note: Per SB98 - all students will participate in daily synchronous instruction during distance learning.

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.]

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Samueli Academy has adopted a phased reopening plan for the 2020-21 school year. Once it is safe to do so, in-person instruction will align to CDC and CA Department of Public Health. They include:

- Student cohorts of <15 students traveling together as a group to reduce interaction with other students, prioritizing lab-based courses as in-person for any interested students and keeping virtual some offerings that track students (ex. AP courses, some Math and Spanish options).

- Students/families will have the option to participate in 100% distance learning for all courses.

- Certificated staff would offer in-person or online based primarily on personal preference. Survey findings indicate students and teachers have similar interest for in-person versus distance learning.

- In-person instruction would take place 2 days per week with a modified 4x4 schedule, and the remaining 3 days students would participate in daily synchronous instruction via distance learning.

- Students with Disabilities (SWD), English Learners (EL), Foster Youth (FY), or other learners with challenges will participate in-person for one-on-one learning, instruction, and/or assessment support.

In order to ensure safety of all students and staff consistent with public health guidance, our school will take the following steps:

- Daily temperature screening at the school entrance

- Masks and cloth masks or face shields are required for all staff and students when on Campus, unless seated and at least six (6) feet apart from others. This includes walking down hallways, conferencing with students, and other activities that requires participants to be less than six (6) feet apart. Samueli Academy will provide masks to those who need them.

- Students and staff with underlying health conditions that may be further impaired by the use of a cloth mask will be provided a face shield. Face shields should be worn with an appropriate seal - a cloth extending from the bottom edge of the shield tucked   into the shirt or collar. Per the Samueli Academy Injury and Illness Prevention Plan ("IIPP"), Samueli Academy will attempt to   make reasonable accommodations for students and staff who are unable to wear masks. Reasonable accommodations may   include use of face shields, increased use of virtual learning, etc.

- Entrance and Departure:

    - For arrival to Campus, students should arrive at staggered times in order to prevent congregations in parking lots, drop-off   areas, and waiting areas. These staggered times will be determined by Samueli Academy leadership and communicated   to parents and students prior to the beginning of the fall semester.

    - Upon arriving at their classroom, students should "wash in" with handwashing stations or hand-sanitizing stations prior   to entering the classroom. Once in the classroom, students should proceed directly to their desks. Students will remain   in this classroom throughout the day, with teachers moving from class to class. One exception for this will be to accommodate the use of "lab classes." Lab classes include classes with materials, equipment, and safety procedures that   are specific to the content being taught. Students will move as a cohort to these classrooms. Breaks, bathroom policies,   and lunch are discussed further in the sections below. Students should "wash out" any time they leave their assigned   classroom.

- For departure from Campus, students should be dismissed at a staggered time in order to prevent congregations in parking lots, drop-off areas, and waiting areas. These staggered times will be determined by Samueli Academy leadership and communicated to parents and students prior to the beginning of the Fall semester. Students should continue to wear masks and practice physical distancing while waiting to be picked up, walking to their car, home, or bus stop.

- Within each building, hallways and stairwells should be designated as unidirectional whenever possible.

The Instructional Committee, comprised of teachers and parents has agreed that the following measures will be taken:

- Limit the number of students per floor or other classroom grouping.

- As a result of transition of the COVID-19 virus possibly on hard surfaces including phones, and countertops, keeping phones out of the restroom may play an important role in reducing the possibility of infection. Students will need to leave their phones and/or personal electronic devices in the classroom when using the bathroom.

- Students should always wash/sanitize their hands as they re-enter the classroom, even if they did so upon leaving the bathroom.

- Lunch will take place by classroom on a staggered schedule beginning at 11:00am. Students will need to remain in their classrooms and at their assigned desk/station while they eat lunch. Under no circumstances should students share food or eat within 6 feet of each other. Students who wish to use the bathroom during this time will need to adhere to the agreed-to protocol established above. The timing of lunch will take place during the period that is close to 11:00am, and will be augmented by 30 minutes to accommodate for an actual lunch time. Lunch will be delivered to each classroom. Students are expressly prohibited from having food delivered from food delivery services such as DoorDash, Uber Eats, Grubhub, etc.

- Athletic events are currently suspended until further notice.

Visitors - Per CDC guidelines, no non-essential personnel will be permitted on campus. Visitors - observers, service providers, contractors, etc. - will be limited to those whose physical presence on Campus is essential. "Essential" may include contracted employees who are required to provide a service for students, such as ERMHs counseling, OCDHS, etc. as well as those contractors who are working with the Facilities team to complete construction on Campus. Contractors and visitors will be permitted access on a case-by-case access. Guest speakers in individual classrooms are not regarded as "essential" in regard to being physically present on campus. Teachers or support staff in need of guest speakers should plan to have these guests use video conferencing or other remote technology in order to facilitate their virtual visit. All visitors must check in with the main office. Check in procedure is the same for all visitors: temperature check, and hand washing/sanitizing in and out. Per the Samueli Academy mask policy, all visitors are required to wear a mask or face shield while on Campus.

In-person instruction will result in reduced class sizes. Classrooms will be staffed with teacher aide support; and tutoring services during the instructional day to provide additional differentiated instruction. Teachers will also hold office hours. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level.

Samueli Academy will implement a Systematic Cycle of Assessments to address student needs with a focus on intervention strategies to accelerated learning, they include:

- Diagnostic assessments (teacher created) for all subjects

- Individualized Assessment of Knowledge and Thinking (IAKT) – Literacy tasks across all disciplines

- Lexile Assessments: Beginning and End of year

- Social-emotional universal screener

- Panorama Ed – ongoing self-assessments.

In order to ensure student learning and competency development and address student's social-emotional well-being, Samueli will provide one-on-one counseling, in addition to daily Advisory block where their Advisor conducts daily check-ins with students to ensure needs are being met. Teachers will also provide office hours and student check-ins.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Head of School; and Teachers to provide instruction: in-person/distance learning platform.	$3,201,147	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$169,000	N

Distance Learning Program

Continuity of Instruction

Samueli Academy will begin the school year in a distance learning model with 100% of students off-campus. Students will be enrolled in 4 courses per quarter.

Samueli Academy will provide *Synchronous Learning* via daily live instruction led by credentialed teachers and peers for the purpose of instruction, progress monitoring and maintaining school connectedness. Educators, RSP/SPED teachers and Instructional Assistants will utilize video conferencing, teleconferencing and live interactions to provide differentiated support for students who require specific and targeted feedback for learning purposes. We recognize that live synchronous daily sessions are a new requirement for 2020-2021. Each morning students will log into *Echo, the Learning Management System (LMS)*, starting with Advisory.

The following schedules have been developed and will be implemented by quarter and grade level.

7th GRADE First Quarter					7th GRADE Second Quarter				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Advisory 8:30 - 9:10	Period 1 8:30am - 9:50am (extra 5 min for Mindfulness)	Period 3 8:30am - 9:50am (extra 5 min for Mindfulness)	Period 1 8:30am - 9:50am (extra 5 min for Mindfulness)	Period 3 8:30am - 9:50am (extra 5 min for Mindfulness)	Advisory 8:30 - 9:10	Period 5 8:30am - 9:50am (extra 5 min for Mindfulness)	Period 7 8:30am - 9:50am (extra 5 min for Mindfulness)	Period 5 8:30am - 9:50am (extra 5 min for Mindfulness)	Period 7 8:30am - 9:50am (extra 5 min for Mindfulness)
Period 1 9:20 - 10:00	Advisory 9:55am-10:25am	Advisory 9:55am-10:25am	Advisory 9:55am-10:25am	Advisory 9:55am-10:25am	Period 5 9:20 - 10:00	Advisory 9:55am-10:25am	Advisory 9:55am-10:25am	Advisory 9:55am-10:25am	Advisory 9:55am-10:25am
Period 2 10:10 - 10:50	Period 2 10:35am-11:50am	Period 4 10:35am-11:50am	Period 2 10:35am-11:50am	Period 4 10:35am-11:50am	Period 6 10:10 - 10:50	Period 6 10:35am-11:50am	Period 8 10:35am-11:50am	Period 6 10:25am-11:50am	Period 8 10:25am-11:50am
Period 3 11:00 -11:40					Period 7 11:00 -11:40				
Period 4 11:50-12:30					Period 8 11:50-12:30				
1:05 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings	1:05 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings	12:10 - 3:30 Planning, Office Hours, Individual Student Meetings

9-12th GRADE First Quarter					9-12th GRADE Second Quarter				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:30 - 9:10	Period 1 8:30am - 10:00am	Period 3 8:30am - 10:00am	Period 1 8:30am - 10:00am	Period 3 8:30am - 10:00am	Period 5 8:30 - 9:10	Period 5 8:30am - 10:00am	Period 7 8:30am - 10:00am	Period 5 8:30am - 10:00am	Period 7 8:30am - 10:00am
Period 2 9:20 - 10:00	Advisory 10:05am-10:35am	Advisory 10:05am-10:35am	Advisory 10:05am-10:35am	Advisory 10:05am-10:35am	Period 6 9:20 - 10:00	Advisory 10:05am-10:35am	Advisory 10:05am-10:35am	Advisory 10:05am-10:35am	Advisory 10:05am-10:35am
Period 3 10:10 - 10:50	Period 2 10:45am-12:15pm	Period 4 10:45am-12:15pm	Period 2 10:45am-12:15pm	Period 4 10:45am-12:15pm	Period 7 10:10 - 10:50	Period 6 10:45am-12:15pm	Period 8 10:45am-12:15pm	Period 6 10:45am-12:15pm	Period 8 10:45am-12:15pm
Period 4 11:00 -11:40					Period 8 11:00 -11:40				
Advisory 11:45-12:15					Advisory 11:45-12:15				
12:50 - 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings	12:50 - 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings	12:40- 3:30 Planning, Office Hours, Individual Student Meetings

Samueli Academy teachers will also provide incorporate *Asynchronous Learning* mode of instruction—such as prerecorded video lessons or learning tasks that students complete on their own time—that is not being delivered in person or in real time. Asynchronous learning encompasses a wide variety of instructional interactions, including email exchanges between teachers and pre-recorded video lessons.

For *Students with Disabilities*, Specialized academic instruction will take place in distance learning through push-in Zoom support in classrooms and in accordance to student's IEPs. Instructional Assistants and Resource Specialist will provide additional academic intervention/supports through small group instruction twice per week (T/TH or W/F). An hour block is scheduled per course to meet their individualized need as determined by the IEP. Small group instruction will provide targeted support with study/organizational skills in response to virtual/hybrid instructional model. SWD will also receive in-person or virtual Educationally Related Mental Health Services Counseling (T/TH or W/F) either individual or group counseling per the student's IEP. Speech and Language Therapy will be provided either with individual or group sessions on T/TH or W/F. Occupational Therapy will be provided virtually through individual sessions on T/TH or W/F. Virtual Vision Therapy will be provided through individual sessions on T/TH or W/F. IEP meetings will take place virtually/hybrid learning environment.

Instructional Assistants and tutors will also provide additional academic support during the instructional day and after-school. English Leaners will receive daily integrated *English Language Development* (ELD); and designated ELD three times per week. ELs and LtELs will receive additional push-in support during daily synchronous instruction. Instructional Coaches will also participate in synchronous

instructional lessons and provide one-on-one support for teachers. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction

The Assistant Heads of School will support Advisory, facilitate professional development for teachers and staff, and provides coaching for teachers.

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.]

Samueli Academy has implemented a 1:1 student to device ratio. All students have been equipped with a *Chromebook* prior to the start of the school year. Students who lack connectivity at home, Samueli Academy has provided Wi-Fi hotspot or internet service in partnership with Spectrum. Our school has also set-up a helpdesk ticketing system with drive-thru repairs for student Chromebooks.

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.]

Samueli Academy will use Aeries, online Student Information System, to document student daily attendance. Our teachers will utilize a checklist to identify both the method and the frequency of communication between each teacher and the student. Teachers will provide daily live instruction in adherence to SB98, using Echo LMS, and Zoom meetings; including small group instruction with daily instructional minutes that exceed the state's requirements. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

Student attendance and participation will be monitored via synchronous and asynchronous instruction, assignment completion, assessments and engagement in the Echo Learning Management System (LMS). Weekly engagement records will include student attendance, participation, progress, assignment completion and the time-value of the assignments.

Under SB 98, instructional minutes are defined in two ways: in-person instruction, and distance learning. When students are being provided in-person Special Education services, any services provided under an employee of Samueli Academy who possesses a valid certification document will count toward the minimum number of instructional minutes. Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and

certified to, by a Samueli Academy employee who possesses a valid certification document. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous. Time Value is defined as the Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product. Samueli Academy teachers will receive training on determining and certifying time value for assignments.

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.]

Samueli Academy is committed to providing ongoing support, guidance and resources for teacher to maintain and deliver a high quality distance learning program to students. To enhance teachers' skills, in-depth training will be provided in the following areas:

- Additional support for building individual relationships in virtual environments

- Project-based and problem-based instruction

- Accelerating student learning (mitigating learning loss)

- Restorative practices to address behaviors related to new school environment (virtual classrooms)

- Provide virtual norms for student use across all courses

- Develop protocols for responses to behaviors unique to online setting

- Differentiated Instruction

- Use of tech-based tools: NearPod, Zoom

The Assistant Heads of School will support Advisory, facilitate professional development for teachers and staff, and provides coaching for teachers.

Staff Roles and Responsibilities

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

The impact of COVID-19 on Samueli Academy's instructional program has required a change to staff's role and responsibilities in order to provide a continuity of learning for students served and ensure safe environment for students and staff.

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Teachers and Instructional support staff have transitioned to distance learning which requires alternative methods of meeting with students such as Zoom and video conferencing tools and the training on the use of these systems. Our teachers are spending more time reaching out to students to engage them in distance learning, and making themselves available to respond to their needs.

The Campus Supervisor's role and responsibilities has shifted as a result of distance learning, to provide support with attendance and conduct home visits for non-health related absences.

The Head of School also provides IT support in addition to the IT Department.

The Athletic Director provides remote physical fitness instruction for students and conducts home visits.

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.]

Samueli Academy has developed a comprehensive system of supports that will be provided during distance learning to assist pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, and English Learners. All teachers will provide office hours for small group and/or individual academic support. The Master Schedule includes a daily double-block of mathematics to accelerate student learning and support learning loss.

- Foster Youth: the Student Success Coordinator serves as the Foster youth Liaison, and closely monitors and communicates with foster youth to identify needs, resources, academic support and counseling services.

- Homeless Youth: the Student Development Coordinator serves as the Homeless Liaison and closely monitors and communicates with foster youth to identify needs, resources, academic support, food/shelter and counseling services.

- Students with Disabilities – The Resource Specialist will provide virtual office hours for academic support and provide push-in specialized academic instruction in the general education course; and the Instructional Assistants to provide additional academic support.

- English Learners will have increased access to Instructional Assistants and tutors for additional academic support and push-in support during daily instruction.

- For dual-identified EL/SWD: Special Education (RSP) and General Ed teachers plan regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students. During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

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Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Assistant Heads of School to provide instructional coaching and support, and facilitate professional development for all teachers during distance learning and in-person instruction.	$299,536	Y
Chromebooks, Wi-Fi Hotspot, Internet services, Laptops, IT Department	$194,800	N
SPED Department and delivery of services costs for Students with Disabilities	$451,695	N
Echo Learning Management System subscription costs (Learning platform for all students)	$11,236	N
Technology-based instructional applications: NearPod, Kahoot, Zoom (subscriptions)	$29,830	N
Professional Development for all teachers and support staff	$34,200	N
Athletic Director to provide physical education instruction during distance learning; and in-person instruction	$62,538	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.]

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning Samueli Academy has been implementing actions to mitigate learning loss. For the 2020-21 school year, we have developed a cycle of assessment including diagnostic to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

The systemic cycle of assessments include:

- Diagnostic assessments (teacher created) for all subjects

- Individualized Assessment of Knowledge and Thinking (IAKT) – Literacy tasks across all disciplines

- Lexile Assessments: Beginning and End of year

- Social-emotional universal screener

- Panorama Ed – ongoing self-assessments.

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades 9-12.

The School Psychologist, Counselor and Student Development Coordinator will develop consistent and effective SST Protocols and formats. Teachers will be trained on the SST Protocol once fully developed.

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.]

Samueli Academy has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots/internet services have been provided to ensure students have full access to our instructional program.

All teachers will provide office hours for small group and/or individual academic support. The master schedule includes a daily double-block of mathematics to accelerate student learning and support learning loss.

- Foster Youth: the Student Success Coordinator serves as the Foster youth Liaison, and closely monitors and communicates with foster youth to identify needs, resources, academic support and counseling services.

- Homeless Youth: the Student Development Coordinator serves as the Homeless Liaison and closely monitors and communicates with foster youth to identify needs, resources, academic support, food/shelter and counseling services.

- Students with Disabilities – The Education Specialist will provide virtual office hours for academic support and provide push-in specialized academic instruction in the general education course; and the Instructional Assistants to provide additional academic support. The Education Specialist wil monitor the academic progress of SWD.

- English Learners will have increased access to Instructional Assistants and tutors for additional academic support and push-in support during daily instruction. The ELD instructor will monitor EL/LtEL students academically.

- Instructional Assistants and tutors will also provide additional academic support, targeted instruction, and tutoring during the instructional day and/or after-school.

- The School Psychologist, Counselor and Student Development Coordinator will develop consistent and effective SST Protocols and formats. Teachers will be trained on the SST Protocol once fully developed.

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 Administrative Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS)/SST. This model of continuous improvement is used to measure program effectiveness at Samueli Academy. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

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Data that will be collected includes diagnostic assessments, formative, trimester assessment that will be used for the PDSA process. These assessments outlined under "Pupil Learning Loss" will allow our educators to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Instructional Support Staff: Instructional Assistants & Tutors	$50,660	Y
Support staff: Student Development Coordinator & Student Success Coordinator	$198,389	Y
Campus Supervisors, Attendance Clerk and Office Support Staff in charge of contacting families when students are absent, trouble-shooting issues, Communicating with support Staff and Head of School (Tiered Reengagement Policy).	$329,773	N

Mental Health and Social and Emotional Well-Being

All students are enrolled in an Advisory course, provides Social-emotional learning and support that meets daily via synchronous instruction. The Advisory Curriculum and content has been planned and developed by the Assistant Head of Schools specifically designed for our students.

Students are closely monitored by their Advisor via weekly check-ins. Samueli Academy staff have been trained and implement trauma informed practices via Classroom Circles, Mindfulness in the Classroom. Our school administers Panorama Education Surveys as an SEL universal screener for all students.

The School Psychologist and Student Development Coordinator will initiate student groups as part of a Tier 2 intervention when appropriate to support pro-social behavior in a distance learning platform. All students have access to our Counseling team.

Educationally Related Mental Health Services (ERMHS) are provided to Student with Disabilities (SWD).

Samueli Academy will provide all teachers and support staff with ongoing trauma informed practice training led by the Head of School; Assistant Head of Schools and Psychologist. The Student Development Coordinator will provide coaching for staff regarding challenging student behaviors. Coaching will be provided as needed and identified by the school's leadership.

In order to support the mental health and social-emotional well-being of staff our Counseling team will lead guided mindfulness strategies, and Social-emotional Learning components. The Head of School and Assistant Head of Schools will conduct check-ins with all staff on a regular basis. Additionally, professional development will be offered weekly for 90 minutes that includes peer-to-peer support, guided mindfulness strategies and SEL components driven by the Counseling team.

Pupil and Family Engagement and Outreach

Samueli Academy will provide weekly school updates to families via the school website, Social Media, Parent Portal on Aeries, and during Zoom meetings with families. The Head of School will host Zoom meetings with parents/guardians regularly on topics requested by parents including Q&A sessions. Meetings with families will also include the safety protocols for in-person instruction. Advisory teachers conduct check-ins with students individually on a weekly basis . Our office support staff contact families when a student is absent, not participating in synchronous and asynchronous instruction, and/or has not completed assignments. Tiered outreach and communication plans will be

developed with consistent communication schedules and multimodal delivery options. Translation services are available up on request. For English learner students, learning goals will be established for language development as well as content.

Samueli Academy teachers will document daily attendance using the PowerSchool, the school's Student Information System (SIS) based on student participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the SIS, teachers will assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week.

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning attendance tracker as follows:

- *ENGAGED*: If a student is logged in to their class and participating, they are marked as "Engaged." It is the policy of Samueli that all students be on camera in their distance learning classrooms unless there are extenuating circumstances that have been communicated to their teacher(s). This will appear as a "-" on their attendance record.

- *NOT ENGAGED*: If a student is logged in but not participating, and are off-camera and/or not participating, they are marked as "Not Engaged." This will appear as an "X" on their attendance record. Students who are marked as "Not Engaged" on a regular basis may not be able to receive credit for their classes.

- *UNVERIFIED ABSENCE:* Students who do not log in to their classes within the first ten minutes of class without prior communication, or miss more than 50% of the class period, are considered to be absent. This will appear as an "A" on their attendance record. Students who are excessively absent may not be able to receive credit for their classes.

- *ON-TIME ARRIVAL:* Teachers are no longer tracking "tardy" and will expect students to report to their zoom live sessions on time. If a student arrives more than 10 minutes late to the class without prior communication with a valid excuse, the student may not be permitted to attend the session and will be marked absent by the teacher.

The following outlines Samueli Academy's tiered reengagement strategies for students who are absent from distance learning:

TIER 1	• Teachers will make contact with students daily. Contact will be in the form of video conferencing, phone calls, or email. In the event that real time communication is not available, contact will be made via email. • Teachers will record attendance in SIS (Aeries) to indicate if a student is present and engaged, disengaged, or absent. • Students marked as absent will be contacted by their teacher(s) of record via video conferencing, phone call, text message, or email in order to determine the nature of the absence and any additional support that may be needed. Teachers will document their interventions in a shared spreadsheet
TIER 2	• Students missing 2 or more periods each day will be contacted by Samueli staff. Samueli staff will document the reason for the absence and relay information back to Samueli Academy administrative team. • Samueli education specialists and special-education team will support students with IEPs who are absent for more than three (3) days. They will develop a reintegration plan and convene an IEP team meeting to review and discuss the plan, making changes or revisions as needed. • Samueli administrative team designee will create weekly attendance reports in order to highlight and identify students with excessive absences. These reports will be shared and reviewed with school leadership.
TIER 3	• Samueli administrative staff will schedule and conduct home visits observing all protocols listed in the IIPP COVID-19 addendum. Home visits will be conducted with students who have been identified by their teachers as chronically absent or disengaged and non-responsive to interventions, OR students who have been identified as chronically absent via weekly attendance reporting.

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.]

Samueli Academy will provide two meals per day, five days per week to students who qualify for free or reduced lunch. All families are asked to complete the FRL application.

During Distance Learning: Grab & Go meals will be made available daily at our school site for drive-thru, in a non-congregate setting.

During in-person instruction, meals will be delivered to each classroom, using a staggered schedule.

Our staff will collaborate with community partners to provide families experiencing food insecurity with access to local food banks, and community based organizations

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health & Social and Emotional Well-being	Counselors (2), and Psychologist to provide mental health and social-emotional counseling services for identified students.	$237,153	Y
Pupil & Family Engagement and Outreach	Aeries SIS & Additional software subscription to communicate with families/guardian on student progress and adherence to attendance & student participation requirements under SB98	$16,495	Y
Mental Health & Social and Emotional Well-being	Panorama Ed Well-being and SEL surveys that provides reliable data on how students are doing social-emotionally that will assist the school in determining social-emotional, and well-being needs.	$8,667	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
18.78%	$996,211

Required Descriptions

Approximately 68% of Samueli Academy students are Unduplicated Pupils (Low-income, English Learners and Foster Youth). Unduplicated pupils are disproportionately impacted by school closures and we anticipate will start the school year with significant gaps in learning . The following actions and services were identified as effective and will principally meet the needs of our Unduplicated Pupils:

Assistant Heads of Schools provides coaching and facilitate professional development for our entire teaching staff on effective pedagogical strategies. All teachers participate in weekly professional development for 90 minutes that includes peer-to-peer support, guided mindfulness strategies and SEL components driven by the Counseling team. Topics include:

- Additional support for building individual relationships in virtual environments

- Project-based and problem-based instruction

- Accelerating student learning (mitigating learning loss)

- Restorative practices to address behaviors related to new school environment (virtual classrooms)

    - Provide virtual norms for student use across all courses

    - Develop protocols for responses to behaviors unique to online setting

- Differentiated Instruction

- Use of tech-based tools: NearPod, Zoom

In addition, the Heads of School have designed the Advisory Curriculum, with an SEL/Mindfulness focus, and oversee the Advisory program; and also conduct check-ins with all teachers.

The counselors and school Psychologist will address the social-emotional needs of our students that will result in improved academic performance, student engagement and participation. Additionally, Panorama Ed Well-being and SEL surveys (universal screener) that

provides reliable data on how students are doing social-emotionally that will assist the school in determining social-emotional, and the well-being needs of our students.

With the new requirements of SB98 and instruction currently fully distance learning, daily student attendance and participation documentation is essential via Aeries, which will also include a parent portal where they can view their child's attendance, participation, academic grades and communicate with teachers and school staff.

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

The following services are being increased or improved by the percentage required.

The services provided by the Assistant Heads of School is both increased and improved since all teachers are being served, and additional professional development focuses on distance learning needs, which is a completely new platform for our teachers, including summer professional development to prepare all teachers for reopening and the start of the school year and will continue with ongoing coaching and weekly professional development throughout the academic year. Their roles now include weekly check-ins with all teachers and staff; and the development of the Advisory Curriculum, that focuses on social-emotional/Mindfulness.

The Counselors and Psychologist are essential to meet the needs of our students including setting up learning plans for Foster Youth, to remove obstacles to learning and improve academic performance. Effective counseling programs are critical to school climate, school culture, student engagement and participation especially during distance learning.

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