

# 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.]

Thompson Peak Charter (TPC) is a TK-12 independent study charter school located in Susanville. The school is operated by Long Valley Charter School, a California, non-profit public benefit corporation. The school is authorized by Susanville School District.

As of 9/1/20, the school has 177 student enrolled. On 2/28/20, the period ending just prior to school closures the school had 167 students enrolled. The California Department of Education takes an annual snapshot of student demographic information; the most recent date was on 10/2/2019 reported as follows: Enrollment: 162 ; English Learners: 1 or 0.62% ; Foster Youth: 2; or 1.23%; Homeless Youth: 5 or 3.09%; Eligible for Free or Reduced Price Meals: 98 or 60.49%. There were 27 or 17% of students with exceptional needs enrolled. Currently, the school has 17 or 10% students with exceptional needs.

The State of California passed SB98 which “freezes” school funding at the average daily attendance reported at Period-2 or 2/28/20. The freeze was intended to help schools who might experience a loss of student enrollment due to COVID-19. Thompson Peak Charter’s population grew and is negatively impacted by this ruling. This freeze results in the approximate loss of attendance revenue of approximately \$107,000.

The closure of the school's program in March 2020 caused disruption to the lives of all members of the community. The community itself experienced financial and emotional challenges. Following spring break, the school began providing virtual only learning, which was a significantly different model for TPC. The independent study program has operated as a blended program with frequent on-site participation. Many students attended at least twice weekly for direct instruction, academic support and enrichment classes. Family members often waited in the lobby and regularly communicated with each other. This outgoing school community, including students, parents, and staff, quickly missed the social opportunities associated with the school.

Academically, the program continues with the expectation of at-home learning as an independent study program. There is however an interest, on the part of the students, parents, and families to explore ways to safely include the culture of gathering.

TPC developed a re-opening plan that was approved in July and revised in August 2020. The plan was shared with staff and families for input. The plan considered several of the topics contained within this Learning Continuity and Attendance Plan. The principles used to guide the planning included:

- Commitment to ensuring the health, safety, and well-being of all students and staff.
- Commitment to providing the highest quality learning experiences for all students.
- Commitment to supporting the individual needs of all students and families.
- Commitment to providing clear communication to students, families, and staff.
- Commitment to maintaining our school's culture and community.

The school considers the document to be a living document that will require update and refinement as what we know about COVID-19 and its prevention change.

## Stakeholder Engagement

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

Thompson Peak Charter began its development of the Learning Continuity Plan with the results of its spring survey. Results of the survey were shared with staff and publicly at its June Governing Board Meeting. Next, the school held "town hall" meetings to invite feedback in a live mode; this was attended by parents and students. During the summer, the school developed a re-opening plan that focused on safety protocols and learning models. These plans were shared on Parent Square with families and staff and discussed at the July and August Governing Board Meetings prior to adoption.

The survey and the re-opening plan informed the development of this Learning Continuity and Attendance Plan. The plan was posted to the school's Parent Square application where parents choose to receive messages by phone, email, or text; the program also allows for the selection of the language the messages are received. In addition to posting the draft in its entirety, a survey with a summary of the contents was provided. Teachers were asked to share the plan summary and gather suggestions from students.

The draft plan was posted to the school's website and emailed to staff members. The plan was available as a printed document at each location. Town hall meetings were scheduled on 9/11 and 9/15/2020 for the purpose of discussion and verbal input. The school's advisory council convened on 9/16/2020 to review the document; the council was presented with input from all sources to recommend edits to the plan. The hearing for the plan was held on 9/10/2020, with a subsequent one-week period for additional input prior to adoption on 9/17/2020.

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

The school utilizes Zoom for teleconference meetings resulting from the flexibility afforded by Executive Order N-29-80. Participants may utilize a device, a smart phone, or a regular telephone to access. In addition the hearing and the meeting for adoption included an option for in-person attendance. Options for calling, texting, and emailing staff members to provide comments and recommendations was included with every posting.

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

Feedback from each stakeholder group includes:

Parents/ Guardians:

- >Request for more education in the form of workshops to learn about Google Classroom and other software used in Distance Learning
- >Request for an easy way to determine the lessons assigned and lesson completion.
- >Requested to make sure there were plenty of opportunities for zoom since students enjoyed the live interaction with teachers and peers, with opportunities for other viewing times if needed.
- >Requested more on-campus, in-person learning wherever possible.
- >Noted many challenges with connecting with technology--families need more support.
- >Did not know mental health support was available.
- >Increased level of stress at home.
- >IS families noted the one-on-one learning was effective and appreciated.

Staff:

- >Requested access to resources and exemplars for online learning
- >Requested more training in distance learning pedagogy.

Students

- >Requested more zoom, especially with break out rooms and social time.
- >Requested options for online enrichment such as art (with packets of supplies available).
- >Requested opportunities for more online enrichment with increased student agency.

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

After input was received, staff met to determine the ability for the school to incorporate recommendations in the plan; specific influences on the plan as a result are indicated below:

- >On campus learning: add the planning of outdoor enrichment opportunities.
- >PD: added parent training on Google Classroom and distance learning tools.
- >Distance Learning: provide access to recordings of teacher instruction on distance learning days so working families can watch at later times.

- >Distance Learning: teachers to provide instruction on campus to students to practice accessing curriculum and tools and reach out to families to assure access at home.
- >On campus learning: create an opportunity for high school students to lead online enrichment courses (such as book studies, 3-D Printing, music).
- >PD: providing additional training for instructional staff in distance learning pedagogy.
- >PD: add training for staff to gain proficiency at helping families access technology/ Internet.
- >Mental Health: added sharing Julie Adams video (on reducing stress), sharing a handout on simple strategies for home use, and share mental health services availability 1-2 more times during the year.

## 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.]

Thompson Peak Charter is an independent study charter school which does not operate classroom-based instruction. Efforts to re-establish the school's program have been underway since the March closure. The efforts have been focused on supporting student's academic progress and social-emotional well-being. Equally imperative have been efforts to plan for student and staff safety according to the guidance of California Department of Education (CDE), California Department of Public Health (CDPH), Lassen County Office of Education (LCOE) and LCPH. This guidance was woven into the school's re-opening plan and addresses distancing, use of PPEs (including face coverings, gloves, and shields), active screening procedures, employee COVID-19 testing, disinfecting, and increased hygiene.

Prior to its closure in March, teachers met students in-person at least weekly to review assigned work, provide academic support, and set the learning goals for the following period. Weekly meetings continue to be offered in-person, however families that prefer to remain off campus, may instead choose a weekly virtual meeting.

Students also participated in small group instruction of 12-15 students. It has been determined that adequate physical distancing for this size group is not practicable in the current facility structure. Instead, the school will provide outdoor small group instruction in the form of 30-60 minute workshops while weather permits; these will be scheduled once the air quality improves due to wildfires. In-person music instruction is scheduled to begin weekly with groups of students limited to three. Weekly virtual classes and homerooms are a regular part of opportunities for work with student peers; instructional staff plan to record virtual classes to offer additional viewing options. Options for high school students to lead online enrichment courses under teacher supervision is being explored.

Pupils with exceptional needs are served by a Special education teacher and a now full-time para-educator to provide on-campus or virtual instruction to individual students or groups limited to no more than three students. During closures, the State now permits this in-person learning to continue for at-risk students. An additional para-educator is employed to provide academic and social-emotional support to students with learning gaps with a focus on at-risk students.

Students and their parents are scheduled to arrive at staggered times to prevent congregation at the entrances. All students and staff participate in an active wellness screening before entering the buildings. A plan for excluding persons who fail the wellness screen was developed by the LCOE nurse and the LCPH staff. A decision chart was adopted based on the guidelines provided by the CDPH to determine when quarantine of persons or small groups need to take place or when the school needs to close completely. This chart provides guidance for the school with the understanding that the decision to close may not be less restrictive than directives from LCPH.

The school recognizes the effects of the pandemic on its students and staff. The school offers counseling for students and offers training in social-emotional topics for staff and families. These are described in more detail in the Mental Health and Social and Emotional Well-Being section of this report.

The school routinely begins the year by assessing all students to determine their initial level of mastery of standards and regularly monitors each student's progress. During the first 6 weeks of school, students in grades 1-6 participate in i-Ready assessments and students in grade 7-12 participate in NWEA MAPS assessments. i-Ready assessments include an initial screening, monthly progress checks, and daily practice opportunities focused on below grade level skills in mathematics and reading. MAPS provides an initial screening, mid-year progress and end of year mastery assessments. Further details strategies for students that demonstrate a loss of academic content will be address in the pupil learning loss section of this document.

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

Description	Total Funds	Contributing
SPED para-educator	40,000	No
Para-educator providing academic support; this action increases services by providing additional academic tutoring support for all unduplicated pupils.	40,000	Yes
Increased cleaning/ disinfection services from contracted provider.	6,000	No
Masks, shields, gloves, directional signage, additional disinfecting supplies	2,709	No

Description	Total Funds	Contributing
Purchase of print-based learning support materials: Standards Plus, iReady workbooks for tutorial/ support	7,000	No

## Distance Learning Program

### Continuity of Instruction

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

The TPC independent study program is established as non-classroom based independent study. While charter non-classroom based learning is not technically distance learning, students utilize Board-adopted curriculum that aligns with all modes of learning; in addition teachers have received training and now provide enhanced options for virtual instruction with engaging opportunities for synchronous learning.

The TPC Career Technology Education (CTE) program is based on an individualized approach utilizing college, online, or text-based courses that meet the standards and objectives contained in the State's CTE Framework. Students are encouraged to engage in internships and job shadowing. With COVID-19, some of these opportunities have been limited. The CTE Coordinator is working closely with the Career and College Counselor to identify options for coursework and in-field experiences that in addition to meeting the standards, also provide safe practices including physical distancing, face coverings, and good hygiene practices

### 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.]

During the 2019-20 school year, TPC loaned devices prioritized by low-income pupils, students with exceptional needs, and foster and homeless youth. Every student and their family that requested a device was provided with one. Staff maintained a daily log of student participation and contact. We noted approximately 95% of students were participating in Zoom classroom opportunities a few days per week. The daily log provided easy identification of those who did not. Teachers and administrators then targeted those students and contacted them through phone calls, finding that some needed different times to connect such as after work hours.

TPC ordered Chromebooks in June to provide one-to-one access for each student, knowing that shared equipment such as devices was discouraged. Despite the orders being placed in June, TPC has learned fulfillment is not anticipated until the end of September due to being delayed in customs. The school has begun deploying older laptops and Chromebooks to students prioritized by students with exceptional needs, low-income and foster/ homeless youth. Teachers surveyed families to determine if Internet access was needed including situations where multiple children in one household require the additional bandwidth. The school is distributing iPhone hot spots to those families. The school used the iPhone hot spots in the spring and discovered they were not easy to use and were not always reliable. As a result, Internet Wi-fi hot spots from Verizon were ordered and are currently being built to fulfill our school's needs

To assist families in using the devices, staff have recorded how-to videos on the school's website for 24-7 access. Students practice working on the devices during on-campus time to better understand the processes for accessing assigned work. Additionally, TPC has contracted with Lassen County Office of Education to purchase technology support. A plan for supporting technology challenges from a student's home include the family contacting the student's teacher; the teacher is expected to assist with issues of curriculum access and general connectivity; teachers will receive additional training to learn how to help families. For device issues, the school will contact LCOE technology to provide support to the family. Each location will have a supply of spare devices to be able to trade out a unit if advanced support or repair is needed. All devices and hot spots are filtered in compliance with Children's Internet Protection Act (CIPA) requirements.

## **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.]

Senate Bill 98 provides guidelines for classroom-based program. Students at TPC engage in an independent study model of instruction which is not subject to the SB 98 guidelines. Instead, TPC assesses work value and the annual minutes requirement in compliance with independent study laws. This includes assigning a body of work to meet the annual minutes, collected and evaluating work samples, and regular meetings with students and their families.

## **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.]

In March 2020, when virtual-only learning began, instructional staff received initial instruction in online teaching methods. This training included learning how to use Zoom and Google classroom, keeping students safe in an online environment, and identifying curricular and social emotion learning resources. Through the summer, many staff received professional development in distance learning related topics. Seven staff participated in multiple sessions of distance learning training sponsored by the Small School District Association; specific class titles included Google Suites, Parent Engagement in Distance Learning, How to Teach High School Content Online, How to Teach Grades 6-8 Online, How to Teach Grades K-3 Online, and How to Teach Reading Online. Three staff members were provided training by CUE (Computers Using Educators) in what they refer to as "Eduprotocols". The school adopted the use of three of these "spotlight" practices: 8-parts, thin slides, and math reps. These practices employ the use of Universal Design for Learning which allows for the adjustment of the lesson to assure access to all students including English Learners, pupils with exceptional needs, and students needing additional challenge. All teachers are required to include these engaging online lessons during virtual and/ or in-person learning.

Additional trainings provided or scheduled at the start of this year include:

- >Training in assessment tools including their remote use as needed.
- >Training on COVID-19 safety protocols.
- >Staff working with 7th-12th grade students will receive suicide prevention/intervention training.
- >Staff will receive training on topics of social-emotional support for staff, students, and families.
- >High school level staff received training in supporting students in Career Technical Education.
- >Staff will learn more about providing technical support to families with loaned devices.

Each Friday, time is allocated for professional learning communities with a focus on distance learning best practices and providing differentiated supports for students. Staff members are able to collaborate on specific goals for each week and are able to identify additional topics for training or support.

Staff have access to support for the use of technology and online learning. The school employs a teacher on special assignment who supports online learning; staff can receive assistance from this staff member in the use of online courses and the benchmark assessment tools. Technology support for school laptops and devices is provided by an agreement with Lassen County Office of Education's Technology Department. The employees trained over the summer by CUE are embedded experts in the spotlight practices.

Parents have requested training in Google Classroom and gaining familiarity with online programs so they can best support their children. Training for parents will be provided through video instruction, printed materials, and virtually.

## Staff Roles and Responsibilities

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

Thompson Peak Charter School has adapted roles and responsibilities of select employees in response to COVID-19.

- >TPC added the position of Special Programs Administrator to provide focused oversight of pupils with exceptional needs, foster and homeless youth, and English language learners.
- >The para-educator is responsible for providing one-to-one academic tutorial support either in person or virtually.
- >TPC has contracted with counselors to provide general education counseling one day per week. This support can be provided in either in-person or virtually as conditions change.
- >The school's CTE coordinator is providing additional remote support and identifying coursework served in a distance learning model that meets state frameworks.
- >The school's Career and College counselor is now providing online learning for career exploration classes and has added a virtual scheduling for individual appointments when in-person meetings are not desired or available.
- >One administrator is tasked with attention to technology and has established working relationships with technology vendors, Internet providers and LCOE technology department.
- >All teachers, para-educators, and clerical staff have been equipped with technology devices and Internet access where needed to be able to work remotely during school closures.



In addition, all employees received training in health and safety measures adopted by the school. Every employee is assisting with the monitoring of face coverings, physical distancing, and regular disinfection of high touch surfaces.

## 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.]

While developing the plans for learning continuity, the school carefully considered students with unique needs, specifically pupils with exceptional needs, English Learners, low income students and students in foster care or experiencing homelessness, Some of those considerations included verification of distancing learning curriculum and supports for English Language Learners and students with exceptional needs. In the case of students with exceptional needs, each student's IEP was reviewed to assure the school's ability to meet accommodations and/or modifications in the distance learning environment. IEPs are in the process of being updated to address individual distance learning needs. Students identified as homeless or foster youth receive contact from the homeless liaison as an additional level of support to meet any of their unique needs. Specific actions include:

- >The school has trained a para-educator under the direction of the special education teacher to provide dedicated support to students with exceptional needs through one-to-one and small group tutoring and support. Document cameras have been provided to SPED professionals and available for loan to students where there is need to observe or demonstrate written documents.
- >A para-educator provides academic tutoring on-site and virtually with a priority on English Learners, homeless, and foster youth, and students with exceptional needs.
- >English Language Learners receive curriculum with integrated ELD standards that is available both online and in print.
- >Teachers use Zoom for virtual learning and use break out rooms to emphasize oral language development.
- >English Language Proficiency Assessments (ELPAC) will be administered in alignment with the latest guidance from the California Department of Education.
- >If extended closures become necessary, the school will offer small cohort learning for English Learner or pupils with exceptional needs if permitted under the State rules for small cohorts.
- >The school's homeless liaison regularly communicates with foster and homeless youth to determine if needs for transportation, food, or other services exist and directs appropriate resources to fulfill those needs.

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

Description	Total Funds	Contributing
Online learning teacher on special assignment to support access to online coursework and assessments; this action increases services to unduplicated pupils by providing economically disadvantaged and EL students equal access to online learning.	30,000	Yes

Description	Total Funds	Contributing
LCOE tech support	3,750	Yes
Edu-protocols, Google classroom training, and distance learning coaching by CUE to facilitate universal design for improving learning for all learners including unduplicated pupils.	5,000	Yes
Special Programs Administrator to focus on improving services by providing oversight of pupils with exception needs, ELL, and foster and homeless youth. (this amount represents portion of salary for oversight of unduplicated pupils)	30,400	Yes
Purchase of staff laptops; this increases services by equipping staff to provide equal access to online learning for unduplicated pupils.	10,076	Yes
Purchase of Chromebooks and Chrome licenses for students; this action increases services to unduplicated pupils by providing economically disadvantaged and EL students equal access to online learning.	47,784	Yes
Purchase of hot spots (including Verizon iPhones and WiFi and Verizon); this action increases services to unduplicated pupils by providing economically disadvantaged and EL students equal access to online learning.	3,800	Yes
Cost of hot spot service (for 10 months-after California Teleconnect Fund discount); this action increases services to unduplicated pupils by providing economically disadvantaged and EL students equal access to online learning.	4,900	Yes

## 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.]

During the spring, TPC staff recognized the typical summer loss of learning would be compounded by the spring closures. To measure current levels and identify learning gaps, TPC has determined the following assessments will be utilized.

>Students in grades 1-6 will take assessments in i-Ready for mathematics and reading. During the first 6 weeks, students will complete an initial assessment. Monthly progress monitoring is in place for regular reporting. Winter assessments will be administered in December-January and an end of year assessment will be administered where CAASPP testing is not available.

>NWEA MAP assessments will be administered to students in grade 7-11 in mathematics and English Language Arts. An initial assessment, a winter assessment and an end of year assessment will be administered for grade levels where CAASPP testing is not available.

>ELPAC assessments will be administered to English Learners.

## 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.]

To counter the effects of learning loss and accommodate accelerated learning, Thompson Peak Charter's first action was to implement a looping structure wherever possible; this research-based strategy provides the opportunity for students to remain with the same certificated teacher for an additional year. The continued student-teacher relationship supports efficient and improved instruction and learning.

As a mastery-based learning school, TPC had already identified its own set of "power standards" in which to focus student learning. Utilizing the vertical nature of state standards, teachers are able to concentrate on grade-level standards and supplement learning in that standard to address learning gaps. The school has emphasized personalized learning and student agency in its program. These approaches allow for student voice and choice which motivates student engagement in learning and can be differentiated for pupils with unique needs and interests.

Addition tools and strategies:

>The school provides access to i-Ready's Teacher Toolbox; this is a collection of K-8 standards-based lessons that include scripted lessons, practice, and an assessment. This tool allows a teacher to identify a learning gap and immediately access a lesson to provide targeted instruction. The teacher can send this lesson to the parent if they are interested in receiving academic support materials.

>Eduprotocols. Using the schoolwide spotlight practices, three protocols will provide engaging online activities for all students. Each protocol is specially designed to provide differentiated support for pupils.

>>8 parts or small parts: these activities focus on grammar and vocabulary and are applicable for all grade levels  
 >>Math reps: these activities are based on grade level foundational skills.  
 >>Thin slides: these activities focus on topics in writing, social studies, or science encouraging writing and multi-media skills for every grade level.

>Back to Kindergarten in Khan Academy. Students in grades 1-11 (except students in courses beyond Algebra I) will be assigned to Khan Academy. Students will work their way from Kindergarten to their current grade level. Students may "test" out of grade levels if they demonstrate a 90% mastery in the pre-test. This plan is to address learning loss as well as remediating previous learning gaps in foundational knowledge evidenced from prior CAASPP results. Estimated pacing schedules have been provided to staff to assure current grade level work also begins and progresses while simultaneously working on remediation efforts.

In all strategies, additional scaffolded support for low-income pupils, homeless and foster youth, English Learners and pupils with exceptional needs is provided by Special Education staff, teachers, and para-educators. The school has an established process for a cycle of identification and support in its Multi-Tiered Student Support (MTSS) program. After initial assessments the cycle of MTSS will be initiated to identify students with more significant learning loss or social-emotional needs.

### **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.]

TPC will use interim assessments and monthly progress monitoring to measure the effectiveness of its strategies and supports. Structured professional learning collaborations allows teachers and para-educators to review progress and shift strategies as needed.

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

Description	Total Funds	Contributing
i-Ready Teacher Toolbox	1,200	No
i-Ready Assessments K-6 (includes staff training) to identify learning gaps	3,675	No
NWEA MAPS for grade 7-12 (includes staff training) to identify learning gaps	1,801	No

# 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.]

TPC recognizes that stress has a major impact on the developing brain and learning. Considering this effect of stress, several activities and strategies are planned to address the mental health and social and emotional well-being of students as well as staff and are listed below.

>To provide schoolwide support for students and staff, the school will continue its training with Julie Adams from Adams Teaching (adamsteaching.com) which focuses on cognitive science, trauma impacted strategies, and stress reduction. The strategies and trainings are equally applicable to staff, students, and parents. Julie's program is updated in response to the COVID-19 Pandemic. Her package includes two training sessions for staff and one session for families. She provides training in her "FullyCHARGED" system to the staff and challenges families to work at home along with the school-based program. The training includes understanding social-emotional learning and its ability to overcome trauma and cultivate strategies for success. She teaches the acronym S.E.E.D.S.(sleep, exercise, efficacy, diet, and social connectedness) to improve mental and physical wellness. A recording of the family training will be available after the webinar for continued viewing. A handout of Julie's strategies for families will be distributed.

>The school is working with Elizabeth Darley from Lassen College to plan a virtual "Parent University". The focus of this six-session course, delivered to parents and students, is to develop the skills to understand educational opportunities in high school and college. Participants learn about communication skills, self-evaluation, goals, and interests to apply these the selection of future pursuits. Specific topics include student development, academic preparation, social media/ bullying, and career and college options.

>Mental health counseling with a licensed therapist is available for all students. The counseling may be offered in one-to-one or small group settings on-site or virtually. Students may be seen on a referral or request basis; parents, students or staff members may initiate the request, with parent consent required.

> Teachers received training on how to check-in with students in June and have been provided many resources for engaging activities for this purpose.

>In the area of suicide prevention, select staff members have received Applied Suicide Intervention Skill Training (ASIST). During September, staff members working with 7th-12th grade students will be taking a 90-minute training titled, LivingWorks Start to help recognize when someone is having thoughts of suicide, how to intervene, and how to support. A module for students in 7th-12th is anticipated to be available later in the month.

>TPC distributes information on Covered California which provides information on accessing health care coverage. The school also distributes lists of local support locations for accessing mental health support; these lists include 24-hour emergency numbers for crisis support. The frequency of notices for mental health services will be increased to 3-4 times per year.

>The school subscribes to STOP-it Solutions, an anonymous reporting system. The facility has postings providing students with information on how they can report safety, bullying, or other misconduct. In addition to site administrators receiving the report, STOP-it personnel monitor reports and will contact school administrators, emergency services, and/ or law enforcement to provide immediate attention.

## **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.]

As an independent study program not subject to Senate Bill 98, state law requires the school to have a policy that defines minimum requirements for attendance and academic progress. Students that do not meet those requirements are considered non-compliant and a series of actions are initiated which can lead to disenrollment and return the student to their school district of residence. Staff work closely with students and their families to prevent such occurrence. The nature of independent study often involves the parent as a partner in the student's learning. As such, many parents attend the weekly meetings and are regularly aware of the student's progress. For circumstances when parents do not attend, teachers contact the parent regularly to share student progress. In the event a student falls behind in attendance or work completion, the student is required to attend meetings with greater frequency after a face-to-face meeting is held with the parent/guardian present.

During this time of the Pandemic, staff members are monitoring student progress and assuring an at least weekly meeting. Lack of contact will initiate direct communication with parents. If the school is unable to contact the family, the administrator becomes involved and will seek the assistance of law enforcement to make a home visit.

The school uses Parent Square for sending schoolwide messages, notices, and alerts. Families are able to choose the mode in which they receive their messages: phone, text, and/or email. Families are able to choose their language of delivery.

## **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.]

TPC is a non-classroom-based charter school and is not required to offer meals to students unless students are scheduled to attend a site-based activity for two or more hours (Assembly Bill 1871). At this time, students are not attending scheduled activities of that length.

In order to support families, TPC provides information on available food resources from food banks and programs providing Seamless Summer Options. An arrangement with Susanville School District is in process to provide convenient access to meals.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Career and College Counselor provides individual appointment to assist students in creating a post high school plan and supports students in internships and job shadows.	47,774	No
Mental Health and Social and Emotional Well-Being	Mental health counseling for 0.5 days from licensed therapist; this action increases social-emotional support for unduplicated pupils that may not otherwise have access to such services.	8,046	Yes
Mental Health and Social and Emotional Well-Being	Julie Adams training for families and staff. This action increases services by providing training for persons working with unduplicated pupils to meet their social-emotional needs and be better prepared for academic learning.	3,750	Yes

# 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
13.47%	\$190,318

## 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.]

Using the FCMAT calculator, Thompson Peak Charter School estimates the supplemental and concentration funds under the Local Control Funding Formula is \$190,318 for the 2020-21 school year. This indicates the school will need to increase or improve services to unduplicated pupils by 13.47%.

As of 10/2/2019, there are 162 students enrolled. 61.11% of pupils are categorized as unduplicated and include:  
 98 or 60.49% low-income  
 1 or 0.62% English Learners  
 5 or 3.09% homeless  
 2 or 1.23% foster youth

An unduplicated percentage in excess of 55% permits a school to provide actions principally directed to its unduplicated pupils while also benefiting all students with its supplemental and concentration funds. As this Learning Continuity and Attendance Plan was developed, the needs of unduplicated pupils were considered first. The need to address learning gaps and social-emotional needs compounded by COVID-19 are primary focus areas in the return to school. These needs led to the provision of additional individualized support to students in the independent study program and staff training and support on using universal design and best practices for learning in a virtual model. To address social and emotional needs, counseling for students and trauma-informed trained for staff and families is provided.

After the spring of 2020 distance learning experience, the need for updated technology and reliable Internet access became very apparent. Low income families and homeless and foster youth struggled to access virtual learning; families attempted access through smart phones or other older devices. This led to frustration as data plans were insufficient for this model learning. It was also apparent that when used, paper packets did not provide immersive peer interaction needed for English Learners. Providing Chromebooks, Internet access, and supporting services such as training and technology support are critical in providing equitable access to learning for unduplicated pupils.



Additionally, new staff and older laptops beyond their useful life necessitated the purchase of staff technology to adequately communicate with students.

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

Support staff, enhanced mental health services, specialized training and support for virtual learning, and purchases of technology and Internet access exceed the cost of providing basic educational services. The school has determined these primary actions are the most effective in supporting its unduplicated pupils and has the benefit of supporting all students as well, especially during COVID-19. Specific actions in this plan to meet the increased or improved services include:

1. Para-educator support \$40,000

This action provides greater opportunities for struggling students to receive personalized, individualized support to accelerate learning.

2. Special Programs Administrator \$30,400

This portion of the salary and benefits is identified as providing oversight for services to unduplicated pupils including low income students, students experiencing homelessness, foster youth, and English Learners.

3. Teacher on Special Assignment \$30,000

This teacher provides support to other teachers and para-educators working online with students. This teacher also supports assessment tools, CAASPP, and ELPAC administrations.

4. Chromebook purchases \$47,784

5. Hot spots purchased and fees \$8,700

6. Technology support services \$3,750

The purchase and loan of Chromebooks and Internet access is significant in providing equitable access for distance or remote learning. This assures access for low-income students and foster and homeless youth who might not otherwise have a means to access the high quality of learning through live virtual classes with their peers. English learners also benefit from the verbal and auditory interaction with peers in this setting. Technology support is provided for staff and students.

7. Staff laptops \$10,076

8. Training in virtual learning & best practices \$5,000

This permits staff to access updated software products in their efforts to meet virtually with students. The training and coaching support the use of Universal Design for Learning; staff learn how to differentiate lessons and provide supports for students.

9. Mental health counseling \$8,046

10. Professional development in social-emotional learning for staff & families \$3,750

Traumatic effects resulting from the pandemic affect the brain and the ability to learn. This impact is compounded for unduplicated learners. Access to counseling and training for staff and families improves awareness and identifies specific actions to improve the ability of students to learn.

