Santa Clarita Valley International (SCVi)
Learning Continuity Plan
As authorized by Senate Bill 98
2020-2021

GENERAL INFORMATION
A description of the impact the COVID-19 pandemic has had on SCVi and its community:
SCVi began planning for potential school closure on February 20, 2020. The iLEAD California Leadership team, along with SCVi Leadership began putting distance learning pieces in place. On March 13, when the Governor of California issued Executive Order (EO) N-26-20, which declared the physical closure of schools as a result of the COVID-19 pandemic, SCVi immediately began rolling out distance learning in the following manner:
February 28, 2020, the first parent communication, distributed through email and the parent communication platform, was sent regarding monitoring the public health situation and preparing for distance learning. Family communication continued weekly, through Monday Message, sent by SCVi leadership, and through iLEAD California, as needed.
March 13, 2020, all facilitators in grades TK-3 trained on the distance learning platform(s) (PowerSchool and Zoom). Grades 4-5 utilized Google Classroom and grades 6-12 used Echo and Zoom.
March 16-18, 2020, all Student Support staff were trained in conducting IEP meetings and providing services, both Specialized Academic Instruction (SAI) and Designated Instructional Services (DIS) for learners with special needs, via Zoom.
March 17, 2020, all services for learners with special needs began via Zoom and by telephone, as necessary. The exception to this was the delivery of Speech and OT services, which were already being delivered via Zoom. In rare cases, when learners with special needs had no internet access, an internet hotspot was provided.

Facilitators and School Counselors continued to reach out to families not consistently checking in nor completing work. Home visits, while using social distancing guidelines, were done, as necessary.

April 29, 2020, the COVID-19 Learner Grading Plan was board approved, stating learner grades will not be negatively impacted by distance learning. Even though official attendance was not taken, learners continually participated and were contacted by their facilitator or other staff members daily/weekly.

Because SCVi planned and executed continuity of instruction and services for learners and their families throughout the COVID-19 pandemic, the need for learners to connect with facilitators and peers remained constant, albeit in a virtual setting. The leaders and staff at SCVi gathered input from learners, staff and families and have been able to respond quickly and effectively to their needs. Academic supports, as well as social emotional, were adapted based on the needs of learners, staff, and families.
The plan for the 2020-2021 school year continues to build upon the spring plan, with past and new survey input from parents and staff, while continuing to follow guidance from the State Superintendent of Public Instruction, Tony Thurmond, and the California Department of Public Health.

STAKEHOLDER ENGAGEMENT

A description of the efforts made to solicit stakeholder feedback:

SCVi communicates with parents and families through email and the parent communication platform online. Monday Message, weekly, is sent via email. Parent meetings, including ELAC, are held via Zoom, so that parents can engage and give feedback on various topics. Translation and interpretation services are available, as needed.

Professional learning opportunities for parents, as well as board meetings, are held via a teleconferencing platform (Zoom). Links to these meetings are placed both on the website and sent using the parent communication platform. Translators are available, as needed, and hotspots continue to be provided to families who do not have internet access.

Stakeholder engagement is ongoing at SCVi. Families, learners, and staff continue to collaborate on COVID-19 plans and actions through surveys, virtual meetings, and online feedback. This process will remain continually in effect.

SCVi's facilitators connect with their learners and their families on an ongoing basis through telephone, teleconferencing, and email. If necessary, a translator is provided to connect with families who speak a language other than English.

A description of the options provided for remote participation in public hearings:

SCVi provides Zoom links to enable the public to participate during board meetings and other stakeholder meetings, via teleconferencing. The public can also participate via telephone. Links are sent out via email and posted on the SCVi website. Directions on how to submit

written comments were also posted on the website. This flexibility was afforded by Executive Order N-29-20, specific to COVID-19.

A summary of the feedback provided by specific stakeholder groups:

Families, learners, and staff have been providing continuous feedback on the distance learning model since March 2020. These stakeholders also provided input into the 2020-2021 LCAP until the requirement was discontinued by legislative action. All input was applied to the LCP, as applicable.   Through Zoom meetings for learners to provide instruction and support, to family professional learning using Zoom teleconferencing, families and staff have continually helped shape the distance learning experience and development of what the on-site program will look like once SCVi is approved to pivot to on-site instruction.

Description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input:.

- Families provided input on the schedule remaining constant and pivoting when their learners are allowed to return to the site. Also the delivery of services to exceptional youth, as consistently as possible, during distance learning, was of priority to families.
- Staff provided input on what the schedule will look like, as well as the intricacies of instructional continuity whether the learners are distance or on-site in the learning studios
- Learners provided input on the zoom schedule in distance learning, as well as the desire for continued "Lunch buddy" meetings and morning meeting/advisory
- Learners and families placed emphasis on the need for 1:1 technology per learner. This was expressed especially by families who had more than one learner in their household

CONTINUITY OF LEARNING

IN-PERSON INSTRUCTIONAL OFFERINGS

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on students who have experienced significant learning loss due to school closures in the 19-20 school year or are at a greater risk of experiencing learning loss due to future school closures:

SCVi, whenever possible, will offer a 2 day-per-week on-site Hybrid academic schedule. Half the learner population will attend on Monday/Wednesday, and the other half of the population will attend Tuesday/Thursday. Fridays are independent work days, with the exception of all learners attending advisory 10:05am-10:43am. All learners, when attending their designated instructional days (Monday/Wednesday or Tuesday/Thursday), will follow the "Site days" schedule. During "on site" days, facilitators will provide integrated and designated ELD. The learners' designated instructional days remain the same, whether the learners are attending on-site or are participating via distance learning. The "site days" schedule is as follows:

SCVi Lower School Schedule Site Days (synchronous)

KEY

	A Day (synchronous) with facilitator	Blocks in PINK will be live daily	Blocks in BLUE will be recorded live to be posted for distance learning	Varied Learning with Facilitator (differentiated small groups, conferencing, iDEAL time)	Recess & Lunch	Individual Check Ins/ Office Hours		iDEAL: independent differentiation extention application learning

	B Day (asynchronous) with careteam	Blocks in PINK will be live daily	Optional Live Care Team Support	Elective Time (see grade level description)	Asynchronous Work Activity Time			

	8:45 - 9:15	9:15 - 9:45	9:45 - 10:30	10:30 - 11:00	11:00 - 11:30	11:30 - 12:15	12:15 - 12:55	1:00 - 1:30	1:45 - 2:30	2:30 - 3:15
TK/K/1	Morning Meeting	Zoo Phonics Guided Lesson	Daily 5 workshops (meet with two groups) (starts before recess if time permits)	outdoor classroom/playbased learning	Guided Math Lesson/guided number exploration	Exploration/ outdoor classroom/ collaboration	Lunch	Reading support for 1st graders	PE/Individual Check Ins	iDEAL Time including time to confer for any preteaching or reteaching as needed

Facilitator Days = A Days	8:45 - 9:15	9:15 - 9:45	10:00 - 10:30	10:30 - 11:15	11:15 - 11:50	11:50 -12:30	12:30 - 1:00	1:00 - 1:45	1:45 - 2:15	2:15 - 3:15
2nd/3rd A DAY	Morning Meeting ALL LEARNERS PARTICIPATE DAILY	ELA CAFE Guided Lesson tied to skills for project	Recess	Daily 5 workshops (meet with two groups)	Guided Math workshop	Lunch	iDEAL Time including time to confer for any preteaching or reteaching as needed	Individual Check Ins/ Office Hours	Workshops as needed for science/ history/ other skills necessary for projects	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments

	8:45 - 9:15	9:15 - 9:45	9:45 - 10:30	10:30 -11:00	11:00 - 11:15	11:15 - 12:00	12:00 - 12:45	12:45 - 1:30	1:20 - 2:15	2:15 - 3:15
4th/5th	Morning Meeting/ Advisory	Humanities/CAFE Guided Lesson tied to skills for project	Daily 5 workshops (meet with two groups)	Guided Math workshop	Recess	Workshops as needed for science/ history/ other skills necessary for projects	PE/Individual Check Ins	Lunch	iDEAL Time including time to confer for any preteaching or reteaching as needed	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments

		8:45 - 9:15	9:15 - 9:45	9:45 - 10:15	10:15 - 10:45	10:45 - 11:15	11:15 - 11:30	11:30 - 12:00	12:00 - 1:00	1:05 - 1:35	1:40 - 2:20	2:30 - 3:15
6th	a/d	Advisory	Guided Math workshop	iDEAL Time including time to confer for any preteaching or reteaching as needed	Science Guided Lesson tied to skills for project	iDEAL Time including time to confer for any preteaching or reteaching as needed	Recess	Humanities/CAFE Guided Lesson tied to skills for project	iDEAL Time including time to confer for any preteaching or reteaching as needed	Lunch	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments	PE/Individual Check Ins
	b/e		Science Guided Lesson tied to skills for project		Humanities/CAFE Guided Lesson tied to skills for project			Guided Math workshop				
	c/f		Humanities/CAFE Guided Lesson tied to skills for project		Guided Math workshop			Science Guided Lesson tied to skills for project				

		8:45 - 9:15	9:15 - 9:45	9:45 - 10:30	10:30 - 11:15	11:15 - 11:30	11:30 - 12:00	12:00 - 1:00	1:05 - 1:35	1:40 - 2:10	2:15 - 3:15
7th	a/d	Advisory	Guided Math workshop	iDEAL Time including time to confer for any preteaching or reteaching as needed	PE/Individual Check Ins	Recess	Science Guided Lesson tied to skills for project	iDEAL Time including time to confer for any preteaching or reteaching as needed	Lunch	Humanities/CAFE Guided Lesson tied to skills for project	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments
	b/e		Science Guided Lesson tied to skills for project				Humanities/CAFE Guided Lesson tied to skills for project			Guided Math workshop	
	c/f		Humanities/CAFE Guided Lesson tied to skills for project				Guided Math workshop			Science Guided Lesson tied to skills for project	

		8:45 - 9:15	9:15 - 9:45	9:45 - 10:30	10:30 - 11:00	11:00 - 11:30	11:30-11:45	11:45 - 12:15	12:15 - 1:20	1:20-1:50	1:50 - 2:30	2:30 - 3:15
8th	a/d	Advisory	Guided Math workshop	PE/Individual Check Ins	Science Guided Lesson tied to skills for project	iDEAL Time including time to confer for any preteaching or reteaching as needed	Recess	Humanities/CAFE Guided Lesson tied to skills for project	iDEAL Time including time to confer for any preteaching or reteaching as needed	Lunch	iDEAL Time including time to pull out for any preteaching or reteaching as needed	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments
	b/e		Science Guided Lesson tied to skills for project		Humanities/CAFE Guided Lesson tied to skills for project			Guided Math workshop				
	c/f		Humanities/CAFE Guided Lesson tied to skills for project		Guided Math workshop			Science Guided Lesson tied to skills for project				

SCVi Upper School Schedule both on and off-site days: Cohorts A and B

MON-WED Cohort A	Days/Times*	Online Day Monday	Independent Day Tuesday	Online Day Wednesday	Independent Day Thursday	Independent Day Friday
Key:	A Block	8:25 - 9:15 Face-Time	8:25 - 9:15 Work-Time	8:25 - 9:15 Face-Time	8:25 - 9:15 Work-Time	Asynchronous A
	B Block	9:20 - 10:10 Face-Time	9:20 - 10:10 Work-Time	9:20 - 10:10 Face-Time	9:20 - 10:10 Work-Time	Asynchronous B
FACE Time - Bold Color means you need to meet face to face with your faciltor	Break	BREAK 10:10 - 10:20	BREAK 10:10 - 10:20	BREAK 10:10 - 10:20	BREAK 10:10 - 10:20	Asynchronous C
Asynchronous/ Work Time - Faded Color means you log in and do work asynchronously	Advisory	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50
Advisory = Facetime Every Day	C Block	10:50 - 11:40 Face-Time	10:50 - 11:40 Work-Time	10:50 - 11:40 Face-Time	10:50 - 11:40 Work-Time	Asynchronous C
Friday is online work day for both cohorts.	D Block	11:45 - 12:35 Face-Time	11:45 - 12:35 Work-Time	11:45 - 12:35 Face-Time	11:45 - 12:35 Work-Time	Asynchronous D
	Lunch	LUNCH 12:35 - 1:05	LUNCH 12:35 - 1:05	LUNCH 12:35 - 1:05	LUNCH 12:35 - 1:05	Asynchronous F
	E Block	1:05 - 1:55 Face-Time	1:05 - 1:55 Work-Time	1:05 - 1:55 Face-Time	1:05 - 1:55 Work-Time	
	F Block	2:00 - 2:50 Face-Time	2:00 - 2:50 Work-Time	2:00 - 2:50 Face-Time	2:00 - 2:50 Work-Time	
	Design Tech	G 2:55-3:45 Face-Time	G 2:55-3:45 Work-Time	H 2:55-3:45 Face-Time	H 2:55-3:45 Work-Time	

TUE-THU Cohort B	Days/Times*	Independent Day Monday	Online Day Tuesday	Independent Day Wednesday	Online Day Thursday	Independent Day Friday
Key:	A Block	8:25 - 9:15 Work-Time	8:25 - 9:15 Face-Time	8:25 - 9:15 Work-Time	8:25 - 9:15 Face-Time	Asynchronous A
	B Block	9:20 - 10:10 Work-Time	9:20 - 10:10 Face-Time	9:20 - 10:10 Work-Time	9:20 - 10:10 Face-Time	Asynchronous B
FACE Time - Bold Color means you need to meet face to face with your faciltor	Break	BREAK 10:10 - 10:20	BREAK 10:10 - 10:20	BREAK 10:10 - 10:20	BREAK 10:10 - 10:20	Asynchronous C
Asynchronous/ Work Time - Faded Color means you log in and do work asynchronously	Advisory	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50	Advisory 10:20 - 10:50
Advisory = Facetime Every Day	C Block	10:50 - 11:40 Work-Time	10:50 - 11:40 Face-Time	10:50 - 11:40 Work-Time	10:50 - 11:40 Face-Time	Asynchronous C
Friday is online work day for both cohorts.	D Block	11:45 - 12:35 Work-Time	11:45 - 12:35 Face-Time	11:45 - 12:35 Work-Time	11:45 - 12:35 Face-Time	Asynchronous D
	Lunch	LUNCH 12:35 - 1:05	LUNCH 12:35 - 1:05	LUNCH 12:35 - 1:05	LUNCH 12:35 - 1:05	Asynchronous F
	E Block	1:05 - 1:55 Work-Time	1:05 - 1:55 Face-Time	1:05 - 1:55 Work-Time	1:05 - 1:55 Face-Time	
	F Block	2:00 - 2:50 Work-Time	2:00 - 2:50 Face-Time	2:00 - 2:50 Work-Time	2:00 - 2:50 Face-Time	
	Design Tech	G 2:55-3:45 Work-Time	G 2:55-3:45 Face-Time	H 2:55-3:45 Work-Time	H 2:55-3:45 Work-Time	

On the learners' designated off-site days, they will follow the "off-site" schedule. This schedule includes live instructional and SEL times, as well as the expectation that learners will access asynchronous lessons. The "off-site" schedule is as follows:

SCVi Lower School Schedule off-site (Independent) days

		These lessons will be live daily	Live meeting with Care Team Members									
Care Team: Beth/Liz	8:45 - 9:15	9:15 - 9:45	9:45-10:30	10:30 - 11:00	11:00 - 11:30	11:30 - 12:15	12:15 - 12:55	1:00 - 1:30	1:45 - 2:30	2:30 - 3:15	FRIDAY
TK/K/1 B DAY	Morning Meeting	Zoo Phonics Guided Lesson	ELA Care Team Support or Menu/Choice Board	Recess	Math Care Team Support or Menu/Choice Board	Daily 5 - Read to Self or Read to someone in the family	Lunch/TK/K Dismissal	Online Workshops and office hours hosted by Care Team	Math activity or review lesson from previous day (recorded) or preview next lesson (recorded)	ELECTIVE ACCESS ON POWER SCHOOL	ELECTIVE OFFICE HOUR 9:15-10:15

Care Team: Lisa/Joann	8:45 - 9:15	9:15 - 10:00	10:00-10:30	10:30-11:15	11:15-11:50	11:50 -12:30	12:30 - 1:00	1:00 - 1:30	1:45-2:00	2:15 - 3:15
2nd/3rd B DAY	Morning Meeting	ELA Care Team Support or Menu/Choice Board	Recess	Daily 5 - Read to Self or Read to someone in the family	Math Care Team Support or Menu/Choice Board	Lunch	Online Workshops and office hours hosted by Care Team	Elective Live in Zoom with Elective Facilitator	Elective Live in Zoom with Elective Facilitator	Project Time & Choice Boards

Care Team: Michelle/LouAnn	8:45 - 9:15	9:15 - 9:45	9:45-10:30	10:30-11:00	11:00 - 11:30	11:30-12:00	12:15-12:45	12:45 - 1:15	1:20 - 2:15	2:15 - 3:15
4th/5th B DAY	Morning Meeting/ Advisory	ELA Care Team Support or Menu/Choice Board	Daily 5 workshops Care Team meet with groups	Math Care Team Support or Menu/Choice Board	Recess	Elective Live in Zoom with Elective Facilitator	Elective Live in Zoom with Elective Facilitator	Lunch	Project Time. & Choice Boards	Project Time. & Choice Boards

LouAnn/Michelle		8:45 - 9:15	9:15 - 9:45	9:45 - 10:15	10:15 -10:45	10:45 - 11:15	11:15 - 11:30	11:30 - 12:00	12:00 - 1:00	1:05 - 1:35	1:40 - 2:15	2:15 - 3:15
	a/d		HUMANITIES Menu/Choice Board/Assignments	REVIEW/ PREVIEW Recorded Lessons	MATH / Menu/Choice Board/Assignments	SCIENCE / Menu/Choice Board/Assignments		Elective (Art, Spanish, PE or Music) Access Online at PowerSchool	LIVE CARE TEAM SUPPORT		Elective (Art, Spanish, PE or Music) Access Online at PowerSchool	ELECTIVES Office Hours or Project Time
6th B DAY	b/e											
	c/f	Advisory					Recess			Lunch		

LouAnn/Michelle		8:45 - 9:15	9:15 - 9:45	9:45 - 10:30	10:30 - 11:15	11:15 - 11:30	11:30 - 12:00	12:00 - 1:00	1:05 - 1:35	1:40-215	2:15 - 3:15
	a/d		HUMANITIES Menu/Choice Board/Assignments	REVIEW/ PREVIEW Recorded Lessons	MATH / Menu/Choice Board/Assignments		SCIENCE / Menu/Choice Board/Assignments	Elective (Art, Spanish, PE or Music) Access Online at PowerSchool		LIVE CARE TEAM SUPPORT	Electives Office Hours or Project Time
7th B DAY	b/e										
	c/f	Advisory				Recess			Lunch		

LouAnn/Michelle		8:45 - 9:15	9:15 - 9:45	9:45 - 10:30	10:30 - 11:15	11:15 - 11:30	11:30 - 12:00	12:00 - 1:00	1:05 - 1:35	1:40 - 2:10	2:15 - 3:15
	a/d		HUMANITIES Menu/Choice Board/Assignments	REVIEW/ PREVIEW Recorded Lessons	MATH / Menu/Choice Board/Assignments		Elective (Art, Spanish, PE or Music) Access Online at PowerSchool	SCIENCE / Menu/Choice Board/Assignments		PROJECT TIME	LIVE CARE TEAM SUPPORT
8th B DAY	b/e										Electives Office Hours or Project Time
	c/f	Advisory				Recess			Lunch		

These schedules allow a smooth transition between on-site and distance learning, as necessary, throughout the school year. Facilitators' courses are set up in the online platform, so that learners will access them whether or not they are participating in on-site instruction. As evidenced by the schedule, blocks of time are set aside for individualized intervention,as well as direct instruction in ELA and Mathematics. As part of a continuous cycle of inquiry and assessment, facilitators will meet with the school director once per month to go over learning goals for the curricular areas they teach. Whether or not learners participate on-site, or off, all learners will have daily live interaction, per EC 43503, with their facilitators and peers, in morning meeting/advisory and live lessons. The purpose of daily live interaction is to provide instruction, monitor progress, and maintain school/social connectedness. Additional time is built into the schedule to allow 1:1 support between facilitators and learners. This will assist facilitators in meeting the individual needs of each learner so that the risk of learning loss is mitigated and the learner's social emotional well being is supported. In addition to "on-site" instruction with their facilitators, English Learners participate in 1:1 designated ELD instruction, with an EL facilitator, for 30 minutes each day. Intervention curriculum is facilitated by EL facilitators.   The learners' Individualized Learning Plans (ILPs) will be used as a guide and be revised and adjusted as needed. Facilitators will use curricular assessment tools to determine learner needs and target individualized support in order to mitigate learning loss.

Because SCVi pivoted their on-site program to distance learning two days into the spring COVID-19 school closures, there is a belief that, backed by data from spring MAP testing, learning loss has been mitigated. However, any learners identified at a greater risk of experiencing learning loss are targeted by their facilitators and their learning needs are addressed. Just as in the spring, School counselors and psychologists will provide "Lunch Bunch" activities, via teleconferencing, designed for learners to have a place to congregate

virtually with their friends to socialize. All staff who engage with learners will continue to build and deepen their relationships with learners and utilize the SCVi SEL curriculum to support that work.

When learners are allowed to attend SCVi, in small groups two days per week, they will do so following the guidelines of the California Department of Public Health. A plan will be in place to close the school again, if necessary, based on public health guidance and in coordination with local public health officials.

Prior to returning to on-site instruction, the following action steps will be executed:

❏ Notify Families and Staff Prepare Site for Return
❏ Identify Incident Command System Team/Emergency Operations Center
❏ Train staff maintenance, office, lunch, facilitators, and care team
❏ Inventory and Order Supplies
❏ Assessment of Site Needs
❏ Return to Site-Based Learning
❏ Closure and Documentation
❏ Debrief with Team to Update The Emergency Operations Plan
❏ Assign Incident Command System(ICS) team for each site
❏ Identify Incident Command System Team/Emergency Operations Center
❏ Create Case response illness check team
❏ Identify Quarantine Area
❏ Encourage families to screen learners in the home prior to leaving for school. (check temperature and ensure temperature below 100.4 degrees Fahrenheit, and keep learners home if they have symptoms consistent with COVID-19
❏ Temperature check all staff and learners daily
❏ Daily Health questionnaire
❏ Promote and demonstrate regular hand washing
❏ Additional Handwashing stations on site
❏ Ensure soap is available in all bathrooms
❏ Encourage frequent and thorough hand washing(at least 20 seconds)
❏ Place hand sanitizers in classrooms, halls and near exits where possible
❏ Wear masks, as directed
❏ Social distancing enforced
❏ Temperature taken prior to entering the school, using no-touch infrared thermometers
❏ Wear face masks and PPE (personal protective equipment) as mandated (additional masks will be on hand for anyone who needs them)
❏ COVID-19 signage placed throughout the site
❏ Plexiglass sneeze guards for main office
❏ Quarantine area identified for personnel/learners showing symptoms, until they can be picked up from site.
❏ Clean and disinfect high traffic areas every 2 hours (railings, tables, door and window handles, teaching/learning aids, etc…using sodium hypochlorite at 0.5% (equivalent

5000 ppm). 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for use by cleaning staff
❏ Clean and disinfect school buildings, classrooms and water and sanitation facilities daily
❏ Increase airflow and ventilation where climate allows
❏ Ensure trash is removed daily and disposed of safely
❏ Increased number of hand sanitation stations
❏ Large beach towels or mats for learners to sit on during lunch break
❏ Pencil box/storage for each learners' school supplies

Campus access will be limited to essential employees and learners only. All guidelines will be consistent with the California Department of Public Health COVID-19 Industry Guidance document.

Actions related to in-person Instructional Offerings:
(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

Action- Cleaning supplies, PPE, handwashing stations, and other supplies

Total Cost: $15,000

Contributing N

DISTANCE LEARNING PROGRAM

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

During distance learning, the same schedules "on-site" and "off-site" will be followed. Both are designed to pivot between on-site and distance learning fluidly. Because the facilitators' classes will be built on an on-line platform, this platform will be used whether the learners are on-site or distance learning. Access to a full curriculum in all content areas, including Integrated and Designated ELD, will continue as prior to COVID-19 with dedicated Designated ELD time through various delivery models and extra periods for small-group and 1:1 instruction and support. SEL is embedded in Integrated and Designated ELD. Available curriculum/instruction will include: Edmentum, Fountas and Pinnell, Daily 5, Guided math and number exploration, Science and History workshops and Humanities.
 When possible, learners will be notified of the return to on-site instruction and they will physically return to the site, on their designated on-site instructional days, following the "on-site" schedule and following the "off-site" schedule on their off-site days. In addition, prior to all learners returning to on-site instruction, priority will be given to EL learners, Foster

Youth, learners experiencing homelessness, and learners with an IEP. They may return in small cohorts, with the goal of learning loss mitigation, while following CDE guidance. One unique piece of this model is that all learners attend, either in person or via teleconferencing, the morning meeting/advisory each day. As the transitions occur during the school year, any in-person check-ins will follow the guidelines set by the State Department of Public Health, in conjunction with the CDC. Examples of such guidelines are meeting outside when possible, mask wearing, and social distancing.

The daily schedule, with links, will be accessible to all learners. Technology will be 1:1 so that homes with multiple children can access a device whenever needed. Throughout each day, the minimum instructional minute requirement is as follows: three hours for Kindergarten, 3.83 hours for grades 1-3,and 4 hours in grades 4-12. Intervention blocks will also be in place to provide small group and 1:1 intervention and instruction. Access to a full curriculum in all content areas, including integrated and designated ELD, will continue.

Access to Devices and Connectivity

A description of how SCVi will ensure access to devices and connectivity for all learners to support distance learning:

SCVi is 1:1 technology to learner. When SCVi pivoted to distance learning, a check out process was followed so that learners would have access to technology in their homes. Hotspots were distributed in cases where learners had no access to the internet and will continue to be distributed as need be.

 When distance learning first began, in spring 2020, a technology survey was distributed to families, technology was distributed, as needed, and distance learning packets were prepared for families who had no internet access and refused an internet hotspot. In the case of packets, the facilitator communicated directly with the family to ensure access to direct instruction and support. The survey process, along with staff support via telephone, will remain in place for the 2020-2021 school year.

Parent professional learning opportunities on how to use the digital tools and best support their children in on-site and distance learning are provided in an ongoing manner. Special consideration is given to understanding the "on-site" and "off-site" schedules, as well as how to best support their children in a distance learning environment. Links to training are shared by facilitators, in parent newsletters, and on SCVi's website.

Parents and learners have the capability to complete technology tickets in various manners so that technical support is provided in a timely manner.

Pupil Participation and Progress

A description of how SCVi will assess pupil progress through live contacts and

synchronous instructional minutes, and a description of how SCVi will measure participation and time value of pupil work:

Each learner at SCVi develops an ILP with their Facilitator. Academic goals, as well as social emotional goals are set for the year. Academic goals in ELA and Math are developed based on the learners' achievement level on the NWEA MAP assessments, as well as on prior work samples, facilitator created assessments, and input from the facilitator and families.

The facilitators will determine the time value of assignments based on the average amount of assignments given by facilitators and the average time it takes for learners at each grade level to complete assignments. The process of analyzing synchronous and asynchronous assignment completion will aid in determining time value. facilitators at each grade level meet once per week and will use that time to calibrate time value across the grade levels. The School Directors will play a role in moving calibration across the learning studio during monthly data meetings with the facilitators.

In order to grant attendance each day, Facilitators will gather documentation of their daily live interaction, other daily engagement, and a time value of work completion. This will be determined by daily review of all work that is submitted/completed in the Learning Management System (Powerschool, Echo, etc...). Facilitators will evaluate the body of work, along with evidence of daily live engagement, to determine if the amount of work and engagement meets or exceeds the minimum number of participation minutes. Each day this must be determined and recorded in Pathways for attendance.

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:

SCVi facilitators participate in PL in both asynchronous and synchronous platforms. PL time is set aside at the following times:
- 1 week prior to the school year beginning
- Fall break in October
- Prior to 2nd semester beginning
- Weekly, with opportunities for asynchronous PL on Fridays

Facilitators can choose from varied asynchronous PL subject menus in regard to distance learning. Each topic has multiple levels of content to fit the needs of the facilitators. Synchronous learning opportunities are also offered throughout the school year. Live Zoom office hours are provided so that facilitators can receive individualized support on all distance learning issues. Technology support is available by completing a technology ticket. IT staff responds quickly to meet the needs of the facilitators.

SCVi families have the option to participate in training on how to use Zoom as well as PowerSchool. Training remains on demand so that families may watch more than once.

Families can also submit tech tickets in order to request support. Meet your facilitator night will be held so that families have the opportunity to experience their children's online classes and schedule and develop an understanding of what is expected from the learners during distance learning.

Staff Roles and Responsibilities

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

Even though the majority of SCVi's staff have remained in their roles during distance learning, some of the facilitators' responsibilities have changed. Distance learning now requires, per EC 52066(d)(5)(a) and (b) that SCVi collect information on absences and report absenteeism through the California Longitudinal Pupil Achievement Data system (CALPADS). Staff has participated in training on how to track attendance in a distance learning environment.
The roles of the cafeteria staff went from preparing meals to distribution of pre-packaged meals. This process will remain in place whether or not the learners are on-site.

Supports for Learners with Unique Needs

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

In the case of learners with unique needs, SCVi Student Support staff have been trained in providing SAI minutes in a virtual manner. Staff collaborates with learners and their families and works to provide virtual support, as determined by the learners' IEPs, on the same days as the learner participates in that subject area's Zoom instruction ("on-site") day. Education specialists collaborate with facilitators when lesson planning, so that they can address the needs of all learners with IEPs. School Counselors and psychologists facilitate meetings via Zoom, to provide DIS minutes to learners. Itinerant services are provided via Zoom.

Integrated and designated EL instruction will continue, whether the learners participate on-site or distance learning. Staff members work with families, just as for the learners with unique needs, in order to provide services. ELPAC testing will occur, if necessary, virtually. EL Coordinators and the EL Director collaborate with grade level teams on addressing EL needs.

Should need arise, SCVi has staff in place to further address the needs of foster youth and learners experiencing homelessness. This staff member will communicate with families to support the work of the facilitators. This person will also provide resources, including referrals to outside agencies, as appropriate. Because of the individualized nature of SCVi, the needs of all learners are addressed continuously.

Actions related to Distance Learning Program:
(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

Action 1: Purchase of additional technology to continue 1:1 devices to learner access.

Total funds: $27,000

Contributing: N

PUPIL LEARNING LOSS

A description of how SCVi will address pupil learning loss that results from COVID-10 during the 19-20 and 20-21 school years including how SCVi will assess pupils to measure learning status, particularly in the areas of English Language Arts, English Language Development, and Mathematics:

SCVi will continue to administer and analyze data from the NWEA MAP assessments in ELA and Math three times per year. MAP assessments were administered in spring 2020 while on distance learning. All families were trained on how to complete the assessments from home. This will continue during the 20-21 school year. Data from the spring 2020 administration is currently being studied by the facilitators in order to help inform the development of each learner's ILP. The data includes scores for foster youth, learners with exceptional needs, low income and homeless learners. The ELPAC data, along with facilitator input, will continue to inform instruction for English Learners. Curricular and Intervention assessments, such as Fountas and Pinnell, will be administered and analyzed at the beginning of the 2020-2021 school year. In addition, facilitators will continually assess, in a formative manner, during on and off-site learning. These formative assessments will be used to shift instruction and support, as necessary, as well as inform 1:1 intervention.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners, low-income, foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness:

SCVi has built into its 2 day-per-week on-site schedule, structured time for further individualized instruction related to learning loss and possible learning loss. There is also time set aside in "off-site" days for individualized intervention. These times will also be used

to address the individual needs of English Learners. Intervention programs such as Edmentum, will be utilized by facilitators to further personalize instruction in ELA and Mathematics, and to continually work to prevent learning loss during the pandemic. Each learner's individualized learning plan, along with NWEA MAP and formative assessment data,will be utilized to identify and target areas of need. Learners will have the ability to complete choice board assignments to further support their learning. These strategies do not differ for low-income learners. In the case of foster youth and learners facing homelessness, the facilitator and other assigned student support staff, will work with the family to ensure the learner's consistency of education as well as access to resources and technology.

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:

Effectiveness will be measured through summative assessment, such as NWEA MAP results, along with formative assessment by the facilitators, along with facilitator created assessments.

SCVi's facilitators will continue to participate in a continuous improvement learning model of data meetings(protocols) to analyze learner data and set learning goals in ELA and Mathematics. Facilitators also will continue to use weekly collaborative time to create and modify content and instruction based on the results of formative and summative assessments. Summative data, such as facilitator created assessments as well as NWEA MAP assessments and intervention assessments, will be utilized by facilitators to set instructional goals. Formative assessments, such as whiteboards, exit slips, and individualized responses will be used by facilitators to adjust daily instruction.

Actions to Address Pupil Learning Loss:
(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

Action 1: Provide additional academic services such as diagnostic assessment of learning needs, intensive instruction for addressing gaps in core academic skills, Edmentum, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learnings.

Total funds: TBD- will be percentage of $562,892 (learning Loss Mitigation funds-total amount)

Contributing: N

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

A description of how SCVi will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any 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:

SCVi's schedule, because it is structured the same, whether a learner is on site or in distance learning, provides consistent structure to assist staff, learners and their families create a stable school experience. SCVi facilitators connect with learners daily, whether the environment is distance learning or on-site. If a child misses a check in, the facilitator reaches directly out to the family.   If a facilitator identifies that a learner needs additional support, they collaborate with the school counselor or a school psychologist in order to meet the needs of the learner. The needs of English Learners, in regard to trauma and possible trauma, are acknowledged and addressed. Every day, during morning meeting/advisory, learners practice stress management or mindfulness practices, as well as using restorative circles to begin the day.

Beginning in March, when SCVi began distance learning, school counselors and school psychologists attended professional learning opportunities hosted by independent organizations as well as the Los Angeles County Office of Education, on providing mental health and social-emotional support to learners with a specific focus on trauma and COVID-19. Resources have and continue to be compiled and disseminated to learners and families as needed. Facilitators interact with their learners from a trauma and resilience informed lens on a daily basis. Any concerns are discussed with the school director, school counselor, and school psychologist, and a plan is created to address the learner's and family's needs. iLEAD California, through the employee services department, provides links and activities to promote staff wellness. School counselors and psychologists host virtual drop in meetings available to all staff, where they can interact with each other and talk, as needed. iLEAD California and SCVi staff collaborate to present workshops and webinars on adult and learner mental health, trauma responsiveness, suicide prevention, intervention, and postvention, and resilience.

Mental health resources are available on SCVi's website and families may call the toll free iLEAD Family Resource Helpline to be provided with valuable resources in their areas.

The school directors and leadership resident often meet 1:1 with facilitators and staff to check in and continually monitor mental health and social emotional well-being. If need be, facilitators and staff can access resources through the Employee Services department. When developing their Individualized learning/leadership plan each year, each staff member identifies another staff member who will act as their accountability partner during the year. These accountability partners also serve as someone the staff member can reach out to for support.

PUPIL 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 SCVi 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:

SCVi uses various methods to communicate with their families. An email platform, designed to disseminate information, is used to provide informational Monday Messages to families. Information is also provided via the SCVi website. SCVi Facilitators also send weekly emails to families and create a 1:1 relationship with their learners. The power of relationships is emphasized in the iLEAD organization. Prior to the COVID-19 pandemic, the 1:1 relationship was already a priority. Facilitators and staff will continue to hold morning meetings/advisories daily, provide instructional blocks, whether on site or distance learning, and remain available to families for instructional and social emotional support. The facilitators and school counselor will continue to reach out to families not consistently checking in nor completing work.

Education Code Section 43504(f) requires SCVi to develop written procedures for tiered reengagement strategies for all learners who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited, to verification of current contact information for each enrolled learner, daily notification to parents or guardians of absences, a plan for outreach from the school to determine learner needs including connection line with health and social services as necessary and, when feasible, transitioning the learner to full-time in-person instruction. Further language in EC 43504(d)(1) states SCVi shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that schoolday.EC 43504 (e) SCVi shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments, via the SIS School Pathways.

Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Attendance shall be tracked using the SIS School Pathways.

 In the event a learner is absent from distance learning, the following will occur, in English and other languages, as needed:
1. The facilitator will reach out to families the same day via telephone.
2. An absence verification will go out via Parent Square or Pathways notifying families that the learner was marked absent in class for that day.
3. Office staff will follow up with families on Mondays for absences recorded the previous week in order to verify attendance and mark excused or unexcused absences

4. Other staff may also be involved in the reengagement of the learner. School counselors, care team, or student support personnel may also be involved in contacting families as needed.
5. Home visits, made by school personnel while using social distancing guidelines, will be done, as necessary.
6. During reengagement activities, staff will verify that the learner has access to technology and internet services, as well as check on health and wellness.

All efforts to re-engage learners will be tracked via School Pathways. All efforts will be communicated in languages other than English, as needed.

Because the learners' daily schedules remain the same whether they are distance learning or on-site, it will be easier to transition learners who may have not engaged optimally during distance learning. Each learner will continue to develop their individualized learning plan with their facilitator, and they will work together on any changes needed as learners move back and forth between the two environments.

SCVi provides a toll-free family resource helpline to support families who need additional resources in their area. It is available M-F, 8am-8pm.
The School Counselors and other staff will continue to provide "lunch bunch" opportunities, virtually, for learners to join to have social interactions with their friends and classmates.

SCHOOL NUTRITION

Pursuant to EC 43509(f)(1)(G) School Nutrition, SCVi's food service operations will consider national, state, and local health and safety guidelines. All employees will be trained on health and safety protocols. Whether learners are attending on-site, as permissible, or distance learning, learners attending SCVi, who are eligible for free or reduced price meals, will be able to pick up meals, from SCVi, daily. Trained food service staff will distribute meals to learners on site, or distribute meals on a drive-through basis during distance learning.   The schedule will be posted and communicated to all families. School counselors and support staff will make resources and support available to families who may be experiencing food insecurity. When on-site, learners and families will observe signs posted on how to stop the spread of COVID-19. In addition, staff will be trained and will teach and reinforce handwashing for all on site.
As a result of the COVID-19 pandemic, meals are being served, at the direction of the USDA, to all children, up to age 18, at no charge. Children will receive one grab-and-go breakfast and lunch, Monday through Friday except on school holidays. SCVi personnel will be present, during designated times, to distribute grab-and-go meals.

Related Ed Code: 43503(c)

Additional Actions to Implement the Learning Continuity Plan (add as many actions as

necessary)

(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

Action: Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

Total Funds: TBD- will be percentage of $562,892 (Learning Loss Mitigation funds-total amount)

Contributing: No

INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW-INCOME STUDENTS

Percentage to Increase or Improve Services: 9.7%

Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-income students: $413,597

Required Descriptions:

  For each action being provided to an entire school, or across the entire Charter, 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 goals for these students.

All SCVi actions are being applied across the school. Because facilitators develop individual relationships with every learner and create an individualized learning plan with each, the facilitators can customize instruction and intervention based on each individual learner's needs. Based on data, Low-Income, Foster Youth, and English learners are considered first priority for intervention, as the data on achievement gaps and potential learning loss is most significant. It is expected that there will be positive improvement for these learners through the use of funding for intervention and additional support.   A staff member continues to focus on identifying resources and support for foster youth and learners experiencing homelessness. This was in place prior to the COVID-19 pandemic.

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

By utilizing the resources purchased, as well as existing student support personnel, SCVi will be able to further customize and personalize instruction. With the materials purchased, along with existing materials and individualized instruction, the expectation is that there will be achievement gains schoolwide.