

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

The COVID-19 pandemic has had a significant impact on the school, including staff, students, and parents. As a nonclassroom based charter, the school was positioned to transition to distance learning quickly and efficiently, but we were not immune to challenges along the way. School leaders focused efforts on supporting staff, students, and parents by creating new procedures and guidelines that aligned with changing guidance from our authorizer, the County Health Department, CDE, and the State (in regard to student events and staff work environment). Some necessary initiatives included: nearly all employees were transitioned to work from home and the office was closed, student support services and appropriate student and parent events were moved online, many administrative systems have gone paperless, and staff office/warehouse cleaning protocols have increased. According to our stakeholders, the charter did a fabulous job with the transition under the circumstances.

## Stakeholder Engagement

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

The school has sent regular communication to families throughout the pandemic changes in the spring, summer, and fall of 2020, and has collected stakeholder feedback through mass online surveys, board meetings, parent meetings, and anecdotal communication. In order to provide increased support to parents, the school website landing page was changed to highlight COVID-19 notifications and subsequent schoolwide changes to the instructional program (see [www.springscs.org](http://www.springscs.org)). Additionally, our Parent Support team increased support by extending phone service and online live-chat hours to span from 7:00a.m. to 7:00p.m.

Two online surveys were sent via email directly to all parents, students, and staff with the goal of improving understanding of current needs and identifying possible solutions. One survey was sent last spring and one this September. Both surveys were also solicited on the school website, via social media platforms, and announced at Governing Board meetings. In the first survey, the school collected feedback about families’ concerns as well as options and safety measures for 2020-21. In the second survey, stakeholders were asked for written comment feedback on the initial draft of this plan. The draft plan was available to read in its entirety.

The surveys were translated into Spanish, and we received feedback from our Spanish-speaking population. Other means of feedback was brought forward from our leadership from the parents who did not have internet access or did not participate in the formal survey. Parents could also request a paper copy of the plan and survey. Please note that all families have at least one school-issued Chromebook and a MiFi (or access to no-cost internet options) during the pandemic, so they did have access to the online surveys. Staff recognize that not all filled it out so the anecdotal feedback was also well-received and allowed charter leadership to adjust plans accordingly. See below for details on responses.

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

In compliance with revised Brown Act accommodations during the Covid-19 pandemic, all Board meetings have been held virtually. In order to allow full stakeholder engagement, all meetings have been fully open to the public via both telephone and teleconference. Agendas have been emailed to our full stakeholder email list and posted on our website, and have included the telephone number as well as the web link to join the meeting. Each meeting has included an opportunity for general Public Comment, and the Learning Continuity Public Hearing solicited specific public comment.

In addition to making all board meetings and this public hearing accessible to stakeholders, the school emailed all staff and parents requesting feedback and written comment on the draft of this plan. Responses are summarized in the following question.

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

The school is a non-classroom-based charter and remained in a fully independent study program in the spring of 2020. In May 2020, the school surveyed parents and students, receiving the following feedback:

- 94% believe the school is doing well or very well at addressing the needs of students during the stay-at-home order.
- 91% feel supported by teachers.
- 92% believe changes to the educational program were made in a timely fashion.
- 76% of EL families reported to receive “mostly” or “completely” sufficient ELD support and instruction.
- 78% found IEP services to be beneficial or highly beneficial.

In September, the charter sent an online form allowing for a 7-day written comment period to solicit feedback on this draft plan. The plan was given to parents, staff, students, and community members in its entirety asking for any and all comments regarding any portion of the plan. The plan was available in English and Spanish, paper copies were available upon request, and it was also posted on all social media outlets. Across the network of Springs Charter Schools, 548 stakeholders gave feedback (533 in English and 15 in Spanish). Of the entire group, 64% marked “I have read this plan and have no comments at this time.” The remaining participants left comments, which were read in their entirety by the Learning Continuity development team.

An analysis of all comments indicated:

- 44% stated that the charter is doing a great job and thanked staff for their excellent work.

- 33% said they wanted to participate in in-person events and vendor supports with no masks. (Masks were a large topic.)
- 12% asked for additional clarifying information; those questions have been sent to the applicable leader for follow-up.
- 4% stated that they do not plan on participating in in-person events or supports through the end of the year.
- 4% had questions about their student(s) with IEPs and will receive personalized assistance from the Special Education Department.

The results of the Spanish-speaking/English Learner parents were as follows:

- Of the entire group, 73% marked “I have read this plan and have no comments at this time.”
- All Spanish comments provided were positive commendations thanking the school and praising teachers for all they are doing for their students.

Staff is extremely pleased with the stakeholder feedback. All comments, including parent name/email, are on file at the administrative offices for review, upon request.

Throughout the school year, parent engagement groups and events (eg. DELAC, “coffee with the principal,” etc.) will continue reviewing this plan and discussing school initiatives as we transition through phases of possible in-person learning supports (field trips, student events, parent workshops, vendor services, etc.). The school’s plan may be revised based on changing needs of students, parents, and staff, as well as updated guidance from the County and State offices.

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

Based on the responses from the stakeholders the Plan has been changed as follows:

- High-achieving student language has been added
- Students with IEPs language has been added
- Mask usage language has been added
- EL, Foster, Homeless language has been added

## 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.]

Harbor Springs Charter is a non-classroom based charter with no student facilities, so there is no plan to return to in-person instruction as with a traditional school. We are however, taking the following precautions for our staff office and plan to implement these with any and all student events that may be able to resume later in the school year (this may include field trips, student events like spelling bee and history day, parent workshops, etc.).

The following protocols will be implemented alongside our five-phase COVID-19 facility plan:

**Physical Distancing**

All staff, students, and visitors will practice physical distancing upon arrival to and in all common areas of the facility.

**Signage and designated areas**

All facilities will have clearly designated common and restricted areas, designated traffic patterns to avoid cross traffic in hallways and office, and clearly marked entry and exit routes.

The facility will post signage to remind staff, students, and visitors to adhere to requirements for physical distancing and wearing face coverings.

**Ventilation and Air Flow**

Facilities department will ensure that all ventilation requirements, Cal/OSHA requirements, and CDPH asthma safer cleaning methods are inspected and upgraded as required by the Healthy Schools Act, as applicable.

**Intensify Cleaning, Disinfection, and Ventilation**

Supervisors will complete a COVID-19 safety checklist that will include, but is not limited to, suspending the use of some site communal resources, such as staff lounges, kitchens, water fountains, coffee makers, and dishes.

Custodial staff will be trained on the use products that are approved for use against COVID-19 as found on the Environmental Protection Agency (EPA) approved list.

**Promotion of Healthy Hygiene Practices**

Provision of additional hand washing stations throughout the facility.

The office facility is supplied with adequate soap, paper towels, tissues, sanitizing stations, and additional face coverings for staff and students.

All students and staff will be required to wash their hands when entering the classroom and encouraged to wash their hands with soap and water frequently throughout the school day.

Staff health services will be provided at the office to provide temperature checks and COVID-19 symptom monitoring for individuals that are returning to in-person work after being ill, who have a cough or sneeze that may be due to a non-virus illness (such as allergies), and that do not have a temperature.

All supervisors and staff are trained and provided with instructional materials on proper hand-washing, cough and sneeze etiquette, physical distancing, and wearing of face coverings as protective measures to stop the spread of virus.

Senior staff will put in place a process to inventory, purchase, and supply all custodial, food service workers, health services staff and other identified staff with proper PPE that includes: N95 or surgical masks, gloves, hand washing and sanitizing supplies, and protective outer clothing, as applicable.

Cleaning schedules will be posted throughout the office facility in all bathrooms.

**□ Face Coverings**

All individuals that enter a Springs’ facility will wear face coverings in accordance with the local health department orders for community safety.

Staff, students, and visitors will provide their own face coverings (per health department orders) unless specific PPE or other restrictions apply.

Additional disposable face coverings will be made available for staff and students that may need them.

Face coverings will be optional within restricted areas, including classroom and designated work areas, that are assigned to a cohort “bubble” group.

Staff or students within restricted areas that are being monitored for temperature and symptoms of the virus through the health office will be required to wear a face covering within their assigned classroom or workstation throughout the 10-day health monitoring window.

Phase five is described as fully operational.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE): Face coverings to ensure that staff as well as visiting students and families entering the office and staff working in the community are minimizing the spread of respiratory droplets. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$ 10,000	N
Signage, Posters, and Floor Decals. Visuals and signage are used to provide visual reminders and to identify traffic flow and specific exit and entry points.	\$ 1,500	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$ 10,000	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$ 5,000	N
Honorlock online proctoring	\$ 2,500	N
Communal water fountains will be disabled and, when feasible, replaced with water bottle refilling stations.	\$ 2,500	N
Additional hand-washing stations with soap and water dispensers will be provided at the administrative office for staff and visiting parents/student use.	\$ 2,500	N

# Distance Learning Program

## Continuity of Instruction

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

As a non-classroom-based charter school, the educational program will not change in light of the pandemic and school facility closures. Details can be found in our charter, posted publicly on our website:  
<https://springscs.org/wp-content/uploads/2019/02/HSCS-JUESD-Charter-Renewal-020718-approved-070118-063023.pdf>

## 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.]

Each family has at least one Chromebook, most have one per student. If a family is unable to afford or access the internet the charter school will provide a MiFi hotspot for internet connectivity. Principals and directors survey families to determine whether or not students have access to the internet. Principals and directors fill out a request form to our IT department for a MiFi and it will be provided to families in need.

## 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.]

As an independent study charter, we have little need to change the way we monitor pupil progress. The LEA maintains expectations for independent study which outline best practices to use during synchronous instructional time as well as asynchronous. This includes using the “flipped” classroom, multiple modalities and multi-media during instructional that is delivered in chunks. During live lessons, and during meetings with the family, teachers will use a variety of online tools and for formative assessment and checks for understanding.

The charter will continue to monitor student progress via three diagnostic benchmark assessments. The diagnostic assessments will identify areas of strength and need and align to individualized instruction to address each standard. Teachers use the diagnostic results for individual goal setting as well as interventions. Teachers use this data to provide interventions and to accelerate learning as needed. Progress monitoring is an ongoing process and the diagnostic assessment data is one measure used to monitor progress and mastery of standards.

The charter is a mastery learning school and growth is measured by demonstrating evidence that grade-level skills are mastered. Teachers implement the mastery learning cycle to assess and monitor progress and proficiency scales are used to measure progress.

Student participation will be determined based on adequate progress (assignment completion) and engagement. Students will be supported with individualized learning plans and check-ins, and teachers report weekly to document how students are accessing and turning in work. Engagement is monitored via a weekly log and is defined in several ways including attending class online (for high school), meeting teachers one-to-one, joining a learning plan or small group meeting, connecting with the school counselor or communicating via email, phone, or the CANVAS LMS.

## 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.]

As a non-classroom-based charter, our teachers already receive extensive training for independent study instruction. Teachers engage in high quality, interactive professional development for the use of the school's online learning management system and network provided learning tools. The school is committed to ensuring that every educator has the hardware, software, and support that they need to be successful. Teachers have access to a toolbox that provides independent study resources and templates to easily incorporate into their LMS or instruction. The Instructional Support team provides ongoing opportunities for educators to learn about independent study tools for engagement and for best practices in the online learning environment. Opportunities are provided for teachers to practice using independent study tools through a variety of training sessions offered weekly. The school has curated recorded training sessions, webinars, and articles so that educators have access to resources available 24/7 to access at their own time and pace. Many of the professional development opportunities at Springs are differentiated based on beginning, intermediate, and advanced technology skills and can be completed independently in our professional learning LMS, Bridge.

The Education Leadership Team is committed to sharing the pedagogy of Blended Learning with our educators. We have contracted with our San Bernardino County Office for professional learning on the Quality Online Teaching Standards. We are building our teachers' capacity to understand the Blended Learning Pedagogy and the standards for online teaching so that they may implement this learning into their online lessons and instructional design. To ensure that teachers feel confident in the pedagogy, methods, and resources that they need to be successful in independent study we have offered live training and support for a wide range of topics. Teachers will have ongoing coaching and support from the Instructional Support Team including mini live training sessions, an online toolbox with an index of recorded training and webinars. A weekly schedule of both synchronous and asynchronous staff development workshops is available to all teachers. Topics include the following:

- Canvas Non Negotiables (LMS features for DL-Home Page, Canvas Parent App, Announcements, Pages, Module Navigation, Quizzes, Assignments, Grade Book, Speed Grader, Commons, and Technical Support for families, students and teachers)

- Digital Citizenship (CIPA)

- Google Apps for Education

- Chromebook basics for students and Trouble Shooting for Parents at home

- Progress Monitoring with i-Ready at Home

- Strategies for building classroom community and connection while supporting the whole child (morning meeting templates, SCS Thrive Cards, Holistic

View of Students, survey tools, ZPD Goal Setting, online class expectations, self-care for teachers, SEL self-assessment, online welcome rituals, online student engagement best practices, online student connectedness strategies and tools.

- Hyperdocs Gallery (Access, Engage, Express)

- Online Discussion Boards

- Online Student Cooperative Groups and online discussion boards.

Development of Social Emotional Learning (SEL) lessons focused on universal themes including connecting and belonging



We have also increased accountability for our professional learning by adding outcomes to our TeachPoint (employee evaluation) System. Teachers are setting personalized goals and will meet with their supervisor three times this year to monitor progress toward their goal completion.

## Staff Roles and Responsibilities

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

As a non-classroom-based charter, staff roles and responsibilities have not significantly changed, but specific training and procedures have been updated where applicable. Staff have become trained in health services and safe learning in virtual environments. Each staff member will now take mandated safety training to understand and help eliminate the spread of infectious disease with comprehensive plans.

## 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.]

Consistent with federal and state guidance, Springs will continue to ensure students with disabilities are provided with equal access to our programs. Springs will provide a free appropriate public education (FAPE) to the maximum extent possible to our students who have Individualized Education Plans (IEPs) through a flexible delivery model. Parents have been provided with an Emergency Contingency Plan (ECP) that outlines how special education and related services, supplementary aids and services, transition services, and Extended School Year (ESY) services will be provided during the continuance of any emergency situation that prevents in person instruction. Additional consult services are available to students and parents through the ECP as needed. Special Education staff have been given access to a HIPAA and FERPA compliant platform for the provision of services and assessments. IEP meetings will continue to be held virtually and/or telephonically throughout the continuance of the emergency, and will be scheduled in accordance with all applicable timelines.

All foster/homeless and EL students will continue to receive services through the MTSS Tier II program to ensure their success. Any additional assistance needed will be given.

High-achieving students always have an opportunity to receive personalized learning opportunities to push them even further with their achievement. Senior leadership will ensure that Principals remind teachers to work with the high-achieving students and personalize for their needs.

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

Description	Total Funds	Contributing
<p><b>Print materials for ELA &amp; math</b> The LEA purchased and distributed additional ELA and math workbooks and material for students to use at home. The LEA ensured a blend of print and online materials for student use so that they had the tools necessary to continue their learning while at home.</p>	\$ 3,500	Y



<b>Chromebooks &amp; MiFi hotspots</b> The LEA provided MiFi on an as needed basis for any student including homeless or foster youth who did not have access to the internet. All students were provided a Chromebook for accessing learning at home.	\$ 15,000	N
<b>Professional development</b> The LEA increased professional development opportunities. The LEA hired experts to train teachers on best practices for online teaching and engagement strategies.	\$ 2,000	Y

## 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.]

The charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served in several ways.

We continued to provide our students with learning opportunities during the summer months.

We provided access to several online programs for ELA and math including i-Ready, ST Math, Reading Plus, and Lexia. We provided students (TK-12) access to our Springs OPEN learning classroom. The OPEN classroom provides grade-level assignments and recorded lessons for ELA and math along with supplementary science and social studies materials. Students were able to keep their Chromebooks during the summer months to ensure access to the online learning options.

We will identify and address gaps in learning through a cycle of assessing, aligning instruction to the assessment results and progress monitoring. At the start of the 20-21 school year we will assess all students using iReady diagnostics for ELA and math to determine student skill levels. Based on these entry levels and using the iReady PreRequisite skill report, teachers will create individual learning plans and small group instructional. The assessment results will be used to identify Tier 2 and Tier 3 students. Via individual personalized learning plans, small group personalized instruction and interventions we will mitigate any student learning loss. English Learners’ i-Ready Reading scores will be reviewed and compared to last year’s scores to check for greater than usual loss from spring to fall. Students who have greater than usual loss and whose i-Ready profile makes it unclear which specific skills are needed to mitigate their learning loss will have the opportunity to take the practice ELPAC in our LMS. This will clarify the specific skills appropriate for each student. The charter school will offer small group instruction online as part of designated ELD instruction. In addition, designated ELD instruction activities that can be done both online and at home will be used to ensure all students have access to appropriate English Language Development instruction. Teachers will be trained in using graphic organizers for both content organization and academic vocabulary. In addition, teachers will be trained to use Immersive Reader which is embedded into our LMS and allows students to translate text on the page into their primary language. Teachers have also been trained on assignment writing protocols that allow for full use of Immersive Reader technology.

Teachers and parents will use I Can! Mastery Courses and Quizzes as part of providing remediation for skills not mastered in 19-20. We have identified the priority I Can! Skills (grade-level standards) that should be mastered at each grade level.

Lexia and Reading Plus is available for identification and intervention at the earliest sign of learning loss.

We have adjusted our pacing guides in math grades 4-8 to include a three-week interactive, student review of math concepts for grades 4-8. The review is three weeks of key concept skills and is a review of the prior year's skills that are necessary for accessing the standards at the current grade-level.

We will increase access to teachers and small group instruction through online small group support with teachers and our subject matter specialists.

We will continue to provide professional development for our teaching staff to ensure that they are equipped with the best tools for supporting our students with potential learning loss during this unprecedented period. We offer a complete weekly schedule of online live and pre-recorded training and webinars.

## **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.]

The charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter's demographics and grade levels served in several ways.

The LEA continued to provide our students with learning opportunities during the summer months including access to several online programs for ELA and math including i-Ready, ST Math, Reading Plus, and Lexia. The school provided students (TK-12) access to our Springs OPEN learning classroom. The OPEN classroom provides grade-level assignments and recorded lessons for ELA and math along with supplementary science and social studies materials.

Students were able to keep their Chromebooks during the summer months to ensure access to the online learning options. The LEA has provided Math Springboard Courses for all new and returning students in grades 4-8. These courses prioritize the CA Focus Standards in Math and include three weeks of targeted instruction in our Canvas LMS. Additionally, we have adjusted our pacing guides in math grades 4-8 to include this student review of math concepts. The review is three weeks of key concept skills and is a review of the prior year's skills that are necessary for accessing the standards at the current grade-level. Ninth grade students will be administered a math placement test aligned with the Carnegie Math and MathiaFlex program and results will be used to identify needed interventions. High School courses will provide just in time learning to identify prior skills needed to access new content and ensure students are given adequate time and support to gather knowledge needed for success. All teachers have been provided an overview of the curriculum and directions for how to access the courses and use them to target individual pupil learning losses.

All incoming 9th grade students and new students will take the i-Ready assessments in ELA and math. Outcomes will be used to target newly identified learning loss. Personalized Learning Labs, small group intervention time, and weekly seminars will be available for interventions and addressing specific gaps in learning.

The LEA has curated print materials and parent support for ELA based on the age/grade of the pupil. Sites are ensuring that all families have the opportunity to pick up these print learning materials at their sites. The materials include, trade books, paper, pencils, journals, playdough, magnetic letters, handwriting workbooks, phonics workbooks, and fluency poetry books. Teachers will continue to have small group guided reading, provide leveled books, provide direct instruction for phonics, phonemic awareness, vocabulary and reading comprehension. Teachers are encouraged to host book clubs and literature groups where age appropriate.

Assistant Classroom Educators (ACE) will continue to partner with the general education teacher to provide small group remediation, tutoring, and reading and math support for students. They will use Google Meets, Zoom, and Big Blue Button to facilitate online instruction. Teachers and ACEs will partner to design plans to close any learning gaps in student achievement.

Teachers have received training for how to use i-Ready and ST Math to backfill instruction and target for areas of learning loss. These trainings were offered to all teaching staff and were differentiated for new and advanced users. Educators are directed to use the Springs Mastery Learning Wheel to set goals for CA standards mastery and monitor progress. In addition to this learning cycle, educators are directed to formally progress monitor each individual child every six weeks through our MTSS process.

Learning loss for all students is addressed through the MTSS process and a tiered system of instruction (Tier 1-Tier 3). Students in Tier 1 instruction received personalized instruction for each grade-level CA Standard. Tier 1 is focused on best first instruction. Students in Tier 2 receive additional instruction using our intervention programs and targeted instruction. Online programs for intervention might include Reading Plus, Lexia, i-Ready, and Lexplore. Students in Tier 3 receive additional instruction using strategic instructional strategies as well as increased progress monitoring and assessment. Students in Tier 3 receive 1:1 interventions with Teachers and ACEs.

High school students including homeless students and foster youth have additional support available including options for credit recovery classes. Students that need credit recovery receive additional teacher support either in the online setting or face-to-face.

English language development (ELD): English Learners' i-Ready reading scores will be reviewed and compared to last year's scores to check for greater than usual loss from spring to fall. Students who have greater than usual loss and whose i-Ready profile makes it unclear regarding the specific skills needed to mitigate their learning loss will have the opportunity to take the practice ELPAC in our LMS. This will clarify the specific skills appropriate for each student. Teachers will be trained in using graphic organizers for both content organization and academic vocabulary. In addition, teachers will be trained to use Immersive Reader which is embedded into our LMS and allows students to translate text on the page into their primary language. Teachers have also been trained on assignment writing protocols that allow for full use of Immersive Reader technology. English Learners will use individualized online learning programs such as Brain Pop ELL or iReady reading and vocabulary lessons for personalized instruction that is intended in part to address learning loss and gaps in learning.

Students with exceptional needs: Special Education teachers and providers will collaborate with General Education staff to monitor progress of students with disabilities. In addition, progress on IEP goals will be closely monitored and addressed through the IEP process as necessary.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments and progress monitoring of student progress. This will include the internal benchmark assessments for Math and ELA administered at 3 points over the course of the 2020-21 school year. In addition to the benchmark assessments, teachers monitor progress through ongoing formative assessments including mastery assignments and mastery quizzes.

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

Description	Total Funds	Contributing
<b>Print materials curated and printed for K-8 ELA.</b>	\$ 3,000	N

The LEA purchased and distributed additional ELA materials for students to use at home. This included purchasing and distributing trade books, poetry readers and novels as well as material such as phonics programs for literacy development for TK-2.		
Credit recovery courses	\$ 7,000	N
<b>Online programs including Brain Pop ELL</b> The LEA extended availability of online programs throughout the summer months. The LEA provides personalized online programs for ELA and math as well as for English Language Learners. Online programs include programs for remediation.	\$ 5,000	Y

## Mental Health and Social and Emotional Well-Being

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

The charter school will expand staff development and communications to include social, emotional, and mental health and wellbeing for all staff. The school will implement an online virtual platform to provide mental health services to staff and students, and train all mental health services staff on the use of the platform. Mental health services leadership will develop a comprehensive plan that addresses all aspects of the psychological impact of trauma, including crisis response, aftercare, and the promotion of individual self-care.

## 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.]

The charter school will revise the school's Adequate Progress policy and process to address data collection and progress monitoring in alignment with COVID-19 guidelines. MTSS progress monitoring and tiered interventions will be revised to monitor and address engagement. Student engagement will be monitored schoolwide and will include tracking of students' engagement in the general education program, specialized services, and referrals to MTSS and school counselors. School counselors will provide peer engagement activities for online learning that includes virtual counselor office activities and virtual classroom presentations.

## 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.]

Harbor Springs students are provided access to one or more nutritionally adequate meals for every day of school as part of the River Springs Charter School Food Authority. Grab-and-go meal service will be available to **all** students at a selection of convenient locations while sites are closed to students. Grab-and-go meals will continue to be available throughout the 2020/2021 SY for Harbor Springs students as needed.

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

Section	Description	Total Funds	Contributing
School Nutrition Services Staff	Staff exceeded the number of hours normally worked in order to serve the charter's students and community as a whole.	\$ 0.00	Y
School Nutrition Services Supplies	Staff required more supplies and PPE in order to serve the charter's students and the community as a whole.	\$ 0.00	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10%	\$174,690

### 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.]

The LEA is addressing the needs of foster youth, English learners, and low-income students first by first providing access to technology in order to ensure students are able to access curriculum and instruction online. The LEA completed the transition to 1:1 technology during the Covid-19 pandemic. Due to a delay in the production and shipping of Chromebooks not all students were able to immediately receive the school purchased Chromebooks. The LEA prioritized access of a Chromebook to identified students including foster youth and low-income students. In addition to providing Chromebooks, the LEA ensures all students in need received a MiFi hotspot. Again, foster youth and low-income students were prioritized.

The Curriculum and Instruction team in collaboration with Pupil Services, MTSS coordinators and the Director of Assessment provided training and resources focused on supporting English Language Learners, the social and emotional well-being of all students including those identified as homeless or foster youth and low-income students. Access to school counselors, school psychologists, and additional support services are essential for supporting this

population. Specific training for implementing integrated and designated ELD is ongoing and is addressed through training of school leaders and teachers.

The LEA's mission and vision statement includes a commitment to personalize learning for every student which includes a personalized learning plan to address both academic and social-emotional needs.

The LEA continues to focus on access to all course offerings for high school students across the network. This is an ongoing process but has provided access to expanded learning options for all students. Access to courses is one way in which the LEA ensures an increase in College and Career readiness and access especially for students who are often underserved in these areas.

The LEA provides access to one college course for every high school student each year 9-12. The LEA continues to focus on ensuring success in these courses by examining the needs of students such as foster or homeless youth and low-income students. We ask ourselves what these populations need to succeed. In response to this question, the LEA is adding a College and Career Technician for the 20-21 school year to support the Director of High School in providing adequate support and coordinating efforts to ensure our students with the highest levels of need are achieving academic success.

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

Foster youth, English learners, and low income students have received the following additional services/supports:

MiFis for internet access

Materials in Spanish, as needed

Additional counseling support

Additional ACE/MTSS support