

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The COVID-19 pandemic has affected the Oxford Day Academy community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transitioned to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic.

Stakeholder Engagement

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

Parents:
We held monthly parent meetings from March through the summer. In spring we sought feedback on our distance learning and during summer on our reopening plans. We also surveyed families at meetings on their preferences for hybrid or in-person models.

Students:
We held standing Friday meetings with students for them to provide input on the distance learning program. We had designated students who coordinated responses and ideas to relay back to ODA staff. We conducted a student survey. Teachers also shared in their weekly meetings the input they had received from students.

Teachers and other staff:

Teachers and staff participated in weekly reflection on online learning. We also formed a leadership team for the school where a group of teacher leaders work closely with the founding director to develop and implement school plans and initiatives.

LOTE Stakeholders: the director of operations and her team communicated with parents and students who speak a language other than English to survey student success online and take inventory of additional supports needed to accommodate learning. This team also maintained daily/weekly communication with parents of students who were absent from class, often citing internet connectivity issues. The team worked with parents to ensure proper installation of internet services and provide hotspots to families who could not afford internet services.

The ELD Support team of two staff members worked closely with our English learner student group to ensure that access to all content and curriculum was maintained during and after our transition to online learning. Designated ELD support classes were scheduled for newcomer students, as well as any student that needed extra support.

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

We promoted parent participation in public meetings and public hearings through emails, phone calls, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We sent out recordings of meetings afterwards.

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

Parents

Parents were concerned about in-person instruction and more comfortable with remote instruction. Some parents were concerned about English Learner student supports in the distance learning format. Our social emotional learning coaches were working with 20-25 seniors, and parents expressed that they would like to have that for all grades. They wanted more access to coaches as a bridge in communication with school, and they were interested in having greater availability of psychological counseling services.

Students

Students were not comfortable with online learning, and in looking for ways to support them, they expressed that they would like to maintain activities (leadership team, clubs) and they were missing social interaction (peer mentor opportunities, more ways to incorporate group interactions/relational – non-academic).

Teachers and other staff

Teachers were interested in learning about the best technology to use for online learning and securing training for staff and students on those platforms. They wanted to learn more about cultivating student engagement in distance learning (through transition times, breaks, different modalities for assignments). They wanted to understand how to achieve a balance of holding students harmless yet also maintaining accountability amidst the challenges of the pandemic. They expressed the need for resources for providing online accommodations and modifications (EL, SPED). They wanted support in tightening protocols for attendance and initiatives to maintain high attendance; competency-based grading and how mastery is determined in each subject in distance learning format.

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

We considered all aspects of stakeholder feedback in designing our reopening plans. We will be reopening in a distance learning format and will continue to monitor both public health guidance and the needs of our community in determining any changes. Our schedule incorporates specific times for ELD instruction, and teachers will receive additional training on how to effectively deliver ELD in the remote format. We increased the staffing of our Social Emotional Learning Coaches in order to expand their support for students in all grades. We also increased the availability of our psychological counseling services. We will be redesigning our student activities for the distance learning format and providing more non-academic and group relational opportunities. We will be conducting training for staff and students on the programs and platforms in our program. In addition to the technical training, we will engage in professional learning to address how to effectively engage students, techniques for accommodations, how to promote and track attendance, and how best to assess and grade in the distance learning format.

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.]

When it is possible to offer in-person instruction per public health guidance, and in consideration of the needs of our community, we will move to a hybrid instructional model with some in-person and some remote instruction which combines on grade-level instruction with dedicated times and opportunities to address learning loss based on a cycle of assessments.

Schedule: We developed a comprehensive hybrid schedule, available at this link: [Hybrid Schedule](#) . This is the instructional model we intend to follow once public health conditions and school community needs allow for in-person instruction.

Health & safety protocols:

To maintain the health of employees, there will be no walk-in services. If there is a need that can be handled over the phone, parents will be able to call for assistance. If it is an in-person need, parents will need to make an appointment the day before on Calendly. Upon arrival, scheduled visitors will be given protective gear (gloves and mask if needed) to be able to walk in and through the school building and will engage in a pre-screening questionnaire.

Features of the Hybrid Schedule:

- Asynchronous block on M/T/W to demonstrate competency in content from last spring, small group instruction, independent learning time

- Office hours for learning loss and competency based projects that allow for reassessment opportunities to demonstrate mastery.
- RTI on Fridays during synchronous time – students who receive 2 NC grades from last spring are automatically placed in RTI
- Curriculum based measurements will be administered during small group instruction for grades 9/10 on Fridays (highlighted in our Friday schedule)
- Addressing learning loss, including using systematic cycle of NWEA-MAP assessments (initial screenings, formative and summative) to identify students and the instructional schedule model to assist with intervention and accelerate learning
- Partnership with College Track in East Palo Alto: we work closely with the academic director to ensure that our students are receiving additional support to accelerate their learning in order to recover the learning loss as well as opportunities for students who need more challenging instruction and extra-curricular activities.
- Boys and Girls Club Peninsula: We are partnered with this organization and they provide tutoring services to our students during their after-school programming hours. Students also access additional courses like cooking, art, and business within this program. We have employed their staff members as social-emotional learning coaches (SELCS), each student is assigned a SELC. Each SELC has a caseload of approximately 25 students and meets to discuss the following:

- o graduation progress
- o college interests
- o time management
- o executive functioning skills
- o behavior management (as needed)
- o ODA core values
- o student academic performance and progress

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

Description	Total Funds	Contributing
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, cleaning supplies, thermometers, etc.)	\$3000	N
Increase cleaning schedule and cleaning staff to meet health and safety guidelines	\$10,000	N
Instructional materials and supplies	\$8,000	Y
Substitute teachers	\$3,000	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.]

- **Schedule and method for distance instruction:** include full curriculum offering (core and non-core subjects/courses)
- **Curriculum and resources:** curriculum, curriculum management (eg. Google Classroom), online learning platforms (eg. iReady, IXL), supplemental resources
- **Continuity:** Indicate curriculum and instruction resources that ensure continuity when transitioning between in-person and distance instruction (specific curriculum, online learning platforms, and supplemental content), also include any consistencies in schedule or other elements that lend continuity in transitions between models

Our plans in either mode of delivery will offer a full curriculum of substantially similar quality regardless of the method of delivery, with a focus on accelerating learning. We currently plan for Semester 1 to be conducted through distance learning as detailed below and for Semester 2 to be hybrid based on state and county regulations. We will offer the same schedule and curricular resources during distance learning as in-person learning, providing a through-line of continuity for our students

We define synchronous instruction as instruction that is occurring remotely via Zoom or Google Meet in real time. Students will have synchronous online classes for semester 1 from 9AM - 2:30 Monday through Thursday and a half day schedule for Friday (8:20 am-12:25 pm. - Teachers are required to provide synchronous live instruction through Zoom/Google Hangouts for 240 minutes each day (4 hours).

DRAFT Bell Schedule [2020-2021 Bell Schedule](#)

Students will have three asynchronous blocks three times per week for a total of 345 minutes of asynchronous instruction.

Students will also have opportunities to meet with staff during Staff Designated office hours during asynchronous learning blocks (2:30-4:35) Monday-Wednesday, as scheduled between teacher and student.

We will be maintaining the same curriculum and same schedule as in-person learning.

Core curriculum: teacher-created curriculum as approved by the Head of School

Supplemental: IXL for math and English, Khan academy for math, ReadWorks for modified curriculum for Special education students.

ODA did not retain any students at their previous grade level in 2019-20 due to pandemic, and therefore all students have proceeded to their planned next grade level. Extensive parent engagement will continue virtually as needed, including:

We will continue holding our Monthly Parent Meetings in the distance learning schedule- held via Zoom

We will continue to maintain an updated school website - WAGs (Weeks-at-a-Glance), Remote Learning News, Newsletters

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.]

We conducted a technology survey & new student check-in process to distribute technology. Every student has a school-provided Chromebook, and we have provided hotspots as needed. We utilize an online form to report issues and needs for technological support; students and families can also contact our Office Manager or Director of Operations with technology issues.

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.]

Our schedule incorporates synchronous instruction that meets or exceeds the minimum requirements. Teachers will take attendance during live instruction. We have trackers to update during each session in order to monitor attendance & participation.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

List of PDs - <https://docs.google.com/document/d/1F89h8PfoqQGZsWRAqFA33fvtNxxDL9jtG868sRtirLQ/edit?usp=sharing>

We will engage in all our professional development this year through the additional lens of the circumstances surrounding the public health crisis and what professional practices are effective and aligned to the needs of students, including specific support in the practices and tools for distance learning. We have planned professional development on the following topics for this year:

- Trauma informed teaching practices
- EL support: Supporting English Language Development
- Health and Safety - 4 pillars
- Remote Student engagement
- Powerschool
- Ongoing technology tools
- Assessments - How do we assess for student learning?
- Whole School - MAP, SBAC,
- Classroom - What are our school goals (LCAP) and how are we ensuring those goals are being met?

- AP exams and training
 - SPED
 - Professional learning communities (PLCs) - Lesson Study Cycles
 - Acceleration of learning
 - Wellness Trainings
 - Subject Area interpersonal development (Departments) - How do we bring in the various subject areas into professional development - What is happening in our specific subject areas and how are we working with it both in departments and as a school (interdisciplinary)
- Technology lead (techteam@oxfordday.org) will respond to staff email requests for support.

Staff Roles and Responsibilities

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

As we reflected on the experiences of Spring 2020 and developed our reopening plans, we have added and modified staffing roles and responsibilities as needed to ensure the strength and sufficiency of our program to meet student needs. Adjustments include:

We have added and adjusted some staff roles and responsibilities in order to meet the academic and social-emotional needs students and to ensure the health and safety of our staff.

We added four Social Emotional Learning coaches, each with 20-25 students they oversee.

We created a Leadership Team in which teacher leaders collaborate with administrators to plan and oversee programs over the course of the year in a cycle of continuous improvement.

We created a student engagement and parent outreach team made up of teachers and 1 leadership team member.

We created a student life and wellness team made up of teachers and 1 leadership team member.

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.]

For students with IEP/504 plans: all services will be continued virtually as needed. We develop targeted support plans for eligible students with schedules of support as outlined by the case manager.

For our English Learners: We will provide Integrated and Designated ELD. Designated ELD occurs during our M-Th 45-minute ELD class. We also provide specific support for our Newcomer students. We are currently looking into how we can add culturally based supports to our program for English Learners.

For our students in foster care and students experiencing homelessness, we utilize a Student Support Team (SST) as needed to coordinate and monitor services. The SST process creates targeted support plans for monitoring students who are struggling academically or socially/emotionally. Supports vary, including supports from social emotional learning coaches, as well as wraparound services and some COVID-19-specific services: mental health ; referrals to community agencies--Adolescent Counseling Services, Disaster Relief for Immigrants, Evictions Moratorium, San Mateo Family Strong Fund.

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

Description	Total Funds	Contributing
Chromebook for every student and wifi hotspots to all families who do not have reliable internet access	\$9,000	N
Software to support distance and programs for individualized learning (Zoom, Newsella, etc.)	\$4,400	N
Staff professional development in trauma-informed practices, EL practices, how to accelerate learning for students at risk of learning loss, remote student engagement, wellness,	\$16,000	Y
Staff professional development for distance learning and technology tools	\$10,000	N
Social Emotional Learning Coaches (SELC) to meet with small groups of students once a week to provide additional support – 4 additional for distance learning model	\$12,000	N
Substitute teachers	Duplicate from In-Person	N
Creating Leadership Team to support teachers, Student Engagement and Parent Outreach Team, and Student Life and Wellness Team	\$10,000	N

Pupil Learning Loss

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

We will utilize a variety of assessments to measure learning status, identify learning loss and measure our progress. Assessments include:

- NWEA MAP Reading and math three times in the year.
 - IXL assessment/diagnostic – Math and English
 - Tutorials-one-on-one teacher sessions personalized for students
 - In-class formative assessments by teacher – assessment for learning strategies
 - Fall Assessment:** All students are tested using NWEA Measurement of Academic Performance (MAP) to determine baseline and placement of RTI tiers.
 - Students are given scheduled RTI time to target specific areas of growth as identified on MAP assessment.
 - Students learn the goal ranges needed to be met in order to move up a tier or exit RTI entirely (MAP scores must both meet or exceed norm grade level as well as show growth from last MAP score).
 - Winter Assessment:** All students are tested using NWEA Measurement of Academic Performance (MAP) to determine placement of RTI tiers.
 - **Spring Assessment:** All students are tested using NWEA Measurement of Academic Performance (MAP) to determine placement of RTI tiers.
- Assessment cycles: Student assessments take place and intervention levels adjusted on a 8-10 week cycle.

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.]

RTI - Response to intervention - We will implement a tiered system of support, Response to Intervention (RTI) to address learning loss and accelerate learning progress for students. four-tier support system that places all students on a tier based on their academic performance as well as social emotional wellbeing. The RTI system works in conjunction with our Competency Based Learning Plan which provides the possibility for all students to work 1:1 with teachers to improve grades, demonstrate mastery on topics in any subject area. The RTI tiers target both exceptional and at-risk students, with the intent to move all students to the first tier.

Tier 1--Teachers will be spiraling in key prerequisite skills and content during the first few weeks of school. In addition to their classes, all students can access weekly teacher office hours as needed for small group and one-on-one academic support.

Tier 2-- We have scheduled RTI on Fridays during synchronous time for academic support. We also use a system of tutorials for formative assessment in one-on-one format that allows a teacher to identify what a student has mastered and what the student still needs. It is used as

a measure for competency-based grading and allows teachers to quickly evaluate learning loss and measure progress. We provide student-led peer learning workshops as well.

Tier 3-- Students who receive 2 NC grades from last spring are automatically placed in the RTI tier 2. A Student Support Team meeting is conducted, a plan of intensive support created, and the SST plan is reviewed quarterly when new grades come out.

The RTI system is specifically designed to provide opportunities for filling academic gaps while moving forward with rigorous grade level content, a strategy that is proven effective in supporting low income students academically. For our foster youth and students experiencing homelessness, the SST process allows us to coordinate academic with social emotional and mental health supports as well as connections to community agencies as needed.

English learners:

Practice ELPAC summative assessments are administered every 8-12 weeks to determine progress.

Designated and embedded ELD supports are/will be reflected in the schedule and assigned to students according to English proficiency level.

Designated staff will work with students to provide ELD supports to assess student learning needs, progress of English language, and academic performance. Purchased curriculum: students will work from workbooks targeted to accelerate learning. Staff PD will continue with Ensemble learning to better development teacher-created ELD supports within curriculum and instruction.

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.]

We will evaluate the effectiveness of the services and supports provided by two main criteria: 1) passing grades at quarters and 2) individual student MAP growth & overall growth by grade level. Students can exit out of RTI by showing progress in grades, growth in MAP, or mastery of content through tutorials.

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

Description	Total Funds	Contributing
Student assessment programs to monitor learning loss and support a data-driven instructional model, particularly beneficial to our highest needs students (NWEA, IXL)	\$6,000	N
Staffing Support for Cycle of Data Analysis	\$26,500	Y
Social Emotional Learning Coaches (SELCo) to meet with small groups of students once a week to provide additional support	Represented in Distance Learning	N

Mental Health and Social and Emotional Well-Being

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

Social Emotional Well Being

Based on student feedback in the spring, we will be offering student activities virtually until we are able to offer them in person. We have already had students take the initiative to begin a student wellness club to provide their peers with strategies to take care of themselves. We will have a student culture team, responsible for planning and promoting clubs, wellness weeks, student morale activities, art projects, and competitions (ex: Rube Goldberg Competition).

Mental Health

We provide individual therapy through our Adolescent Counseling Services (ACS) program once a week as needed to students. We offer group therapy sessions with content determined by student need. These are small group sessions with 6-8 students. Staff members can also access counseling support via ACS therapists. SST- Student Support Team- A student can be placed on an SST plan if his/her social-emotional wellbeing is impacting other areas of life and school work.

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 is not engaging in instruction and is at risk of learning loss.]

We have formed a student engagement and parent outreach team to coordinate and oversee the tiered re-engagement strategies for students absent or disengaged from learning.

Tier 1--If a student misses 2 classes in a week, executive assistants will reach out to parents.

Tier 2--We will conduct virtual meetings if phone calls are unsuccessful and absences continue. We will send follow-up emails documenting contacts.

Tier 3--If possible based on health guidance, social emotional coaches will conduct home visits to re-engage and develop a plan of support.

All outreach will be conducted in languages other than English as needed.

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.]

We will offer meals in both distance learning and in-person programs. Students/parents can pick up breakfasts & lunches for the week – 10 meals for week, prepackaged; designated time for pick up from school We conducted a parent survey regarding school lunch needs to determine number of meals needed. In-person/hybrid: offer daily breakfast & lunch – eating lunches in classroom or staggered times for meals.

- Food for the week will be collected on Mondays as determined by the Operations staff working around student schedules.
- Pickup Times 7:30 - 8:30 and 12:00 - 1:00 Mondays
- Providing resources for families for food banks and other food resources within the community.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Social Emotional Learning Coaches (SELC) to meet with small groups of students once a week to provide additional support	Represented in Distance Learning	N
Mental Health and Social and Emotional Well-Being	Adolescent Counseling Services (ACS) to provide mental health to students and staff, as needed	\$35,000	Y
Pupil Engagement and Family Outreach	Staff to provide bilingual outreach as needed.	\$26,600	N
School Nutrition	Weekly meal distribution (breakfast & lunch) to families in need	\$14,430	N

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
30%	\$256,492

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.]

For schoolwide actions, indicate how the needs of unduplicated students were considered first and how the actions are based on those needs and intended to meet their needs in response to the pandemic.

Make sure actions listed here are included and marked Y for increased/improved services in Actions tables above

(Suggestion: Look at your prior year LCAP to see what increased/improved actions are continuing in the distance learning format and relate to the Learning Continuity Plan.)

83% of the students at Oxford Day Academy are low income students, English learners or foster youth. With such a high concentration of unduplicated students, ODA expends the Supplemental and Concentration grant funds schoolwide on the following items contained within the Learning Continuity and Attendance Plan:

- Staff professional development in trauma-informed practices, EL practices, how to accelerate learning for students at risk of learning loss, remote student engagement, wellness, and technology tools
- Instructional Materials and Supplies--intervention resources

Pupil Learning Loss
Support for Data Analysis

Mental Health and Social and Emotional Well-Being

- Adolescent Counseling Services (ACS) to provide mental health to students and staff, as needed

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

In order to ensure that all students have equitable access to the distance learning components of our program, we will provide Chromebooks and wifi hotspots to any students who need them. This equipment removes a critical barrier to learning, now more than ever. Professional development is tailored to the needs of our student community and increases the ability of staff to provide effective instruction. P.d. includes trauma-informed practices, ELD practices, how to accelerate learning for students at risk of learning loss, remote student engagement, wellness, and technology tools. The NWEA-MAP and IXL assessment systems and other learning platforms provide critical information to inform instruction and intervention and differentiated content to support students' unique learning needs and measure progress. Our Social Emotional Learning Coaches and Adolescent Counseling Services provide critical services in support of students' well being and particularly to address the effects of the pandemic. The additional support of the food program helps ensure that students' basic needs are met--a precondition for learning.