

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.]

Overnight, COVID-19 changed the way we teach, interact with students and families, and operate one of the top elementary schools in the country. We responded to the national upending disruption to education by making a brief dead stop, evaluating the situation, and pivoting to meet the educational needs of our school community. We spent the last two months of the 2019-20 school year engaged in a pilot program of distance learning. It was a pilot program by default as, like schools nationwide, we designed and rolled out a form of distance learning virtually overnight. As the 2019-20 school year ended we evaluated that defacto pilot program and adjusted implementation in time for the beginning of the 2020-21 school year—condensing what would sensibly be a staged, multi-year, multi-site process into a matter of twelve weeks.

Teachers adjusted teaching plans and teaching practice in real time. Teachers, counselors, IT staff, instructional aides, custodians, clerical staff, and administrators all worked to assess student needs, family needs, and staff needs in order to provide the best possible version of the high quality, academically rigorous education our mission promises and our school has worked to deliver for the past decade.

The COVID-19 pandemic has greatly impacted the San Joaquin county and Stockton community. Essential workers face long shifts and ongoing concerns about their health and the potential for bringing COVID-19 home to their families. Household incomes have dropped as parents and guardians lost jobs or were laid off. Families faced the potential of homelessness. Families faced food shortage. The coronavirus relief measures did offer a measure of support, but often with delays and the challenge of navigating a labyrinth of bureaucracy. Health insurance tied to employment was jeopardized just as it was more important to have access to health care. Mental health services and social services were disrupted as agencies temporarily closed or reduced hours or provided fewer, if any, face to face services. Just as the families throughout San Joaquin county needed these services.

Stakeholder Engagement

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

When school was closed to in-person learning in March, all students and families were contacted to determine their access to wi-fi. Families were surveyed at the end of the 2019-20 school year about the distance learning experience between March and May 2020.

Teachers were surveyed at the end of the 2019-20 school year to solicit in depth reflections on the implementation of distance learning between March and May. IB Coordinators and teachers met virtually to review the insights from the reflections.

Families were advised that meals would be provided during distance learning. Families were surveyed about their plans to utilize Stockton Collegiate meal services.

Kindergarten and first grade students and parents/guardians met with kindergarten and first grade teachers and aides individually to pick up the school issued iPad. The individual meetings included hands-on instruction on how to use the iPad and the necessary pre-installed and managed apps for distance learning.

All new students, second through fifth grade, met with staff to receive necessary school issued iPads and instructions on use.

Returning second through fifth grade students had received iPads in March when school first closed to in-person learning.

Families were contacted by email and phone to check on welfare and changes throughout the summer. Emphasis was placed on students who had struggled in the spring either with connectivity, attendance, or academics. This contact included students with special needs, EL students, any students in homeless situations, and foster youth.

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

Board of Director meetings are held on site following appropriate COVID-19 precautions, including 6' distancing of directors, staff, and participants, masks, hand sanitizer, hand washing availability, and appropriate HVAC ventilation. A public hearing for stakeholder participation was available remotely via WebEx.

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

Teacher provided feedback about the technological aspects of using Facetime, ManageBac, and Schoolwork, and other digital curriculum platforms for distance learning.

Teachers provided feedback about their observations of student successes and struggles. Feedback was both general, about trends that teachers identified and described, and specific, about individual student successes and challenges. Teachers also summarized some of the challenges of helping parents to understand how to support their students while still allowing their students to be independent students.

Parents/Guardians and students provided feedback about the technological aspects of distance learning.

Parents/Guardians and students provided feedback about the experience of doing school from home. Feedback included successes and challenges such as: identifying a consistent space for schoolwork, learning to focus when class isn't in the classroom, discovering that sometimes it is easier to focus when class isn't in the classroom, and learning to reach out to teachers in the distance learning environment.

IT provided feedback about the performance of the school issued devices and the wi-fi infrastructure.

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

Survey results showed that families had a high level of concern about sending their students for in-person instruction. This concern was equally matched with concern about their students experiencing learning loss due to a lack of the in-person experience of school on site.

These competing, and nearly perfectly balanced concerns, about the dangers of COVID-19 and the danger of learning loss on the part of parents/guardians parallels the concerns driving decisions at all levels of education throughout the state.

In response, Stockton Collegiate worked throughout the summer to design a schedule that provides the synchronous learning environment that provides the required daily minutes of teacher-student and student-student interaction and the academically rigorous content in the best interest of the students and as expected by the state.

The schedule was specifically designed to allow a return to in-person instruction in the modified format that allows for COVID-19 safe distancing and cohort protocols with minimal interruptions.

Aspects of the start of the 2020-21 school year in distance learning mode that were influenced by specific stakeholder input include:

Zoom became the vehicle for distance learning.

Kindergarten teachers met with students in a COVID-19 compliant manner to make the important personal connection to students new to school.

Teachers met with 1st grade students in a COVID-19 compliant manner to support the students in their new roles as more self-guided iPad users.

IT support developed a streamlined approach to providing support for a variety of tech issues.

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.]

Stockton Collegiate reviewed the feedback from all staff (teachers, aides, coordinators, counselors, attendance secretary) after the first week of school to identify any students, including EL students, students with special needs, and students at greater risk of learning loss, who may need the support of classroom-based instruction.

Following state guidelines, Stockton Collegiate will offer support for students identified as needing classroom-based instruction in cohorts on campus. The beginning of school will assess and determine who are in need of additional support, including connectivity to address poor connectivity to daily lessons.

Teachers work with students after the morning synchronous learning sessions in individual or small group instruction outside of regular instruction hours.

Appropriate classrooms, classroom configurations, teachers, and staff have been identified to provide classroom-based instruction support as needed.

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

	[\$ 0.00]	[Y/N]
Administrator to manage In-Person Instruction	\$ 1,500	Y
Facilities dedicated to In-Person Instruction	\$14,000	Y
Educational Specialists for In-Person Instruction	\$15,425	Y

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.]

Stockton Collegiate Elementary is providing synchronous, daily instruction through distance learning for the full required daily minutes: 180 minutes for kindergarten and 240 minutes for 1st through 5th grades. The schedule is designed to toggle between distance and in-person learning as necessary throughout the year.

During distance learning, teachers conduct full class daily sessions via Zoom. During in-person learning, teachers will conduct two daily in-person sessions – one morning and one afternoon—so that all students will meet with their teacher and half of their classmates every day for the required daily minutes.

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.]

100% of students will have a school provided iPad v.6 capable of connectivity to any wi-fi source. The iPad provides student access to core materials such as Everyday Math, Epic, Raz-Reader, spelling, and science programs. All subscriptions, services, apps, and digital curriculum are paid for and provided by the school. Students have access to search engines and resources through the San Joaquin Public Library and the California State Library for Units of Inquiry. Other appropriate resources are added as teachers and students identify the resources that support the curriculum and learning goals.

Teachers, PYP coordinators, counselors, the IT department, and administrators will continue to track and assist when needed if students are not engaged daily.

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.]

Teachers provide synchronous instruction every day of 180 minutes for Kindergarten students and 240 minutes for first through fifth grade students. Kindergarten and first grade students have additional help from full time instructional aides who assist students, with guidance by credentialed staff with reading and math and other areas as needed.

Daily synchronous instruction includes whole class instruction and individual and small group work. The learning platform is digital rather than analog—in person—but the rhythm and expectations of the teachers and students is similar to traditional, pre-COVID-19 instruction.

Participation is measured by actual attendance of students in the daily synchronous instruction within the distance learning platform. Attendance is monitored throughout the class period and is recorded via the California Department of Education forms and in Stockton Collegiate’s SIS (PowerSchool).

Varied assessments will be used to gauge growth targets and conceptual learning of content. Any of these assessments could be from curriculum generated to teacher based assessments implemented following the IB assessment guide. They could be oral, group, or written as appropriate for the learning that is being measured

State testing will be used to measure for growth and content knowledge if offered this spring.

Other assessments will be available and used for SPED to show if students are meeting IEP benchmarks, and EL students are measured yearly using the ELPAC for growth in gaining English fluency.

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.]

Zoom training for returning teachers and new teachers. Ongoing Zoom training as Zoom continues to update their service to meet the needs of K-12 education. Training includes Zoom integration with Managebac, an IB approved program tool, for teachers, students, and families.

Ongoing review of distance learning as it reflects traditional in-person instruction.

Clarification of K-12 distance learning environment in response to COVID-19 compared to on-line and e-learning environments designed independently of the K-12 response to COVID-19.

Professional development for the new edition of EveryDay Math

Professional development and training for all new teaching staff for all core curricula in ELA, Math, and EL instruction.

Training in the use of tech tools and apps necessary to increase independent work related to instruction such as Apple apps such as Schoolwork, Mystery Science, or Spelling City, all provide robust methods of student engagement and learning.

All staff participate in mandatory trainings as required by the state across a range of areas at the beginning of the year.

Staff Roles and Responsibilities

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

Teachers have expanded responsibilities in attendance monitoring and attendance outreach.

Teachers, including Educational Specialists, have new roles as distance learning educators.

IB Coordinators have an expanded responsibility in addressing the causes of and finding solutions to student absences.

IB Coordinators and IT Director have expanded roles in training teachers in the new uses of the devices and in the use of digital platforms, such as Zoom.

IB Coordinators have an expanded role in guiding teachers in the redesign of curriculum for the distance learning environment.

Special Education Director has new responsibilities related to supervising services, meetings, and compliance in a distance learning and virtual meeting environment.

IT Director has greatly expanded role and responsibilities for creating and maintaining the online system and the devices for all students and all staff.

HR personnel have additional role in managing attendance tracking and attendance reporting compliance.

Administrator has added responsibilities for designing and managing attendance tracking and attendance reporting compliance.

Administrator and HR personnel have additional responsibilities related to employment protocols addressing COVID-19 employment regulations.

Head of School / CEO has additional responsibilities in staying abreast of the COVID-19 related state and federal legislation and Executive Orders and the frequent updates.

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.]

After the 240-minute morning synchronous learning sessions for first through fifth grade students, teachers and instructional aides, under the direction of teachers, work with students in individually or small groups to provide targeted assistance to pupils with unique needs, including pupils in foster care and pupils who are experiencing homelessness.

Support from Educational Specialists during the 240 minute daily instructional period as needed for individual students with exceptional needs.

Additional targeted support from Educational Specialists after the 240 minute daily instructional period

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

Description	Total Funds	Contributing
	[\$ 0.00]	[Y/N]
Instructional Aides in kindergarten through second grade	\$202,000	Y

Description	Total Funds	Contributing
Professional Development for teachers focused on distance learning – Zoom, lesson planning, teaching	\$ 46,000	Y
IT personnel to set up infrastructure, trouble-shoot for students, families, and staff	\$ 28,000	Y
Zoom subscription	\$ 3,250	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.]

Students attended the entire school year in 2021-2020, 176 days, only abbreviated by minutes. During that time students finished to varying degrees of success planned lessons for the year. Staff will use end of the year grades, test data, and summative given to benchmark progress in the spring of 2020, to help inform needs. This data combined with beginning of the year assessments related to a given discipline will give teachers a backdrop for constructive differentiation of the class. Learning loss for all learners does happen in a given year and the secondary school has a wealth of experience helping to mitigate loss.

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.]

Established strategies will be adapted to the distance learning environment to assist students who are not at grade level especially during the first two months of school. Close communication with families is a critical component for working through these issues. Additionally, time and availability after school is provided to support areas of need for students. Services and assistance from teachers, instructional aides, student services staff and counselors, IB coordinators, and administrators are provided as needed. All staff work to reach out and identify areas of student need in order to provide services and support to address and mitigate learning loss and to accelerate learning progress.

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.]

Attendance reports that reflect regular attendance and engagement in class activities. Assessment results that reflect at least appropriate grade level progress. Confidence expressed by families that students are engaged and responding to school and learning. Student reflections on their learning.

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

Description	Total Funds	Contributing
	[\$ 0.00]	[Y/N]
Academic support after school sessions provided by each teacher	\$ 39,600	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.]

Counselors and the Director of Student Services direct outreach to pupils, families and staff.

Staff are informed of the resources available through their health benefits. Staff are informed about how to access resources through HR.

Specific suggestions about how to maintain mental health and social and emotional well-being are shared with staff on an ongoing basis. Regular check-ins with staff on an individual basis are conducted by IB coordinators, HR staff, and administrators.

Stockton Collegiate provides an appropriately configured classroom, wi-fi, and supervision for the school-aged children of staff members to participate in distance learning. The classroom and supervision are provided for school-aged children of staff members who attend Stockton Collegiate Elementary or Secondary and those who attend other schools.

The physical education department has tailored the distance learning curriculum to address well-being habits that are specifically helpful in the COVID-19 pandemic situation.

Counselors reach out to and provide services for students who were receiving counseling services before distance learning began.

Counselors organized a Wellness Week in the spring. Students shared pictures of themselves participating in a wellness activity from the Wellness Week suggestions and the examples were shared via the school’s communication platforms. Wellness Weeks will be organized throughout the year.

Counselors reach out to and provide services for students who are identified by teachers, aides, IB coordinators or other staff as showing signs of needing social or emotional well-being services or check-ins.

A school psychologist remains available to provide assessments as needed.

Specific suggestions about how to maintain mental health and social and emotional well-being in developmentally appropriate formats are distributed to students and families through the school’s communication platforms.

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.]

Stockton Collegiate's pupil and family outreach procedures are multi-pronged:

- 1) Specific process for addressing absences on the first, second, and third consecutive days via emails to student and parent/guardian. At the third consecutive day mark, teachers inform coordinators and counselor of the student's absence.
- 2) Teachers, counselors, and coordinators work across grade levels to identify students in the same family from different grade levels who may be experiencing similar absences. The counselor reaches out to students and families to assess the challenges and work out solutions.
- 3) Daily outreach by teachers to students and parents/guardians if a student is absent for any portion of the synchronous instructional day of 180 minutes (kindergarten) or 240 minutes (1st through 5th grades).
- 4) Daily outreach by attendance secretary to parents/guardians if a student is absent for any portion of the synchronous instructional day of 180 minutes (kindergarten) or 240 minutes (1st through 5th grades).
- 5) Tech support available if the absence is related to tech issues.

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.]

Stockton Collegiate Elementary is working with our experienced, Child Nutrition Services approved vendor to provide nutritionally adequate meals for all students. During distance learning, 5 nutritionally adequate meals are available for all pupils on Monday. The meals are each unitized and designed for storage until the appropriate day.

Stockton Collegiate personnel know the families by sight, however, meals are delivered without the need to produce documentation and the student does not need to be present in order for the family to receive the meal box. No Stockton Collegiate family will be denied a meal if they were unable to order it via the usual online process.

Meals are delivered via drive-up. Families do not exit the car. School personnel hand the meal box to the family. School personnel follow appropriate safety measures including wearing masks and gloves and frequently sanitizing the delivery area. School personnel deliver the meals through the car window or door once occupants of the car are appropriately masked.

Regular meal service that provides nutritionally adequate meals for all pupils will return to normal operations when in-person instruction returns.

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

Description	Total Funds	Contributing
	[\$ 0.00]	[Y/N]
Counselor COVID related services	\$10,000	Y
COVID-19 related signage, thermometers, protective barriers	\$ 10,000	Y
Additional cleaning / increased custodial duties	\$ 10,000	Y
HR time for COVID related duties	\$ 7,500	Y
Business Office duties related to COVID	\$ 4,500	Y
Administrators work related to COVID	\$ 49,000	Y
COVID-19 related signage, thermometers, protective barriers	\$ 10,000	Y
Supervision and facilities for school for employee children	\$ 49,660	Y
Campus Security Monitor for lunch and COVID related security duties	\$ 13,750	Y
Teacher differentiated instruction to service EL/low-income/Foster Youth	\$297,000	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
20%	\$728,000

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

Based on the unduplicated population, Stockton Collegiate International Elementary School's supplementary and concentration grant funding expenditures are predominantly school-wide; however, all the LCAP supported actions and services are accessible to and designed to benefit EL/FRMP/Foster Youth.

LCAP services provided to EL/FRMP/Foster Youth align with the educational offerings and services provided to all Stockton Collegiate students in accord with the school's mission statement. The school's mission and vision are to provide equitable access to the rigorous IB programmes for Stockton students, particularly students whose socio-economic or EL status has traditionally been a barrier to access to academically rigorous programs. Unduplicated pupils benefit from all school resources. Supplemental and concentration grant resources are used to deliver the school's IB program to unduplicated pupils and to provide support services in greater measure as needed by unduplicated students.