

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
SILVER OAK HIGH SCHOOL	ELAINE BLASI-SUPERINTENDENT/PRINCIPAL	elaine@silveroakmontessori.org 510-370-3334

General Information

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

COVID-19 immediately precipitated a move from a hands-on, experiential learning model based in collaborative, cohort-grouped communities to a digital, distance learning model anchored in virtual classrooms.

Within twenty-four hours our learning environment migrated from our community-centered campus to home, which for many students is not always an environment conducive to learning. Monitoring individual student’s physical, social, emotional and academic needs has become each staff member’s focus.

Most importantly, as a Montessori high school, we were faced with the urgent need to redefine the way in which we maintain community.

Stakeholder Engagement

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

During the start of the COVID 19 pandemic the school actively sought the feedback of staff, teachers, students and parents as to how we could best integrate our courses virtually, without students missing valuable learning. We had parents voice their opinions and/or suggestions via phone or email. In June 2020 we formalized a parent and student surveys to guide our decision making for this current school year.

We started the new school year with a parent meeting on 08/13/20, followed by a week of family conferences during the week of August 24th. At family conferences advisors meet with each family to address any challenges with the learning management system and access to technology/resources. At Back-to-School night, in the beginning of September, we shared a survey with families asking key questions, regarding their levels of satisfaction, and feedback on the quality of distance learning their student had experienced thus far. In addition, we directly asked for feedback on this Plan, via newsletter and at a formal hearing. We plan to continue seeking feedback, from all of our stakeholders, with quarterly parent, student and staff surveys planned for December 2020, March 2021 and June 2021.

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

All stakeholders are encouraged to provide the school feedback as to how to provide the best learning experience and environment for students. This opportunity occurs monthly at school board meetings that are announced and posted on our school website. Parents can also provide feedback through at “New Family Orientation”, via ParentSquare communications, at “Back-to-School Night”, during family conferences and IEP/504Plan meetings, and via phone and email. All of these communication opportunities are provided in English and Spanish.

Currently meetings are all virtual. Families are sent Zoom meeting invitations. Parents are free to communicate via video or chat. Administrative team members reply to questions both orally and in writing, in English and in Spanish.

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

Silver Oak High School distributed surveys to students, parents and staff/faculty at the end of the 2019-20 school year to help guide our decision making for the new 2020-21 school year. At that time parents were most concerned about the ways in which the school would integrate a hybrid model, when the County authorized the reopening of schools, and how the school would mitigate the challenges of siblings being on different schedules. Parents also had questions pertaining to the lack of reliable technology in the household, Chromebook usage, and the ways in which their students would obtain mental health services to manage the stressors of doing distance learning from home.

For the 20/21 school year a new Distance Learning Survey was administered to parents in September 2020. The following feedback was collected:

-Rigor*: 91% of parents who completed the survey shared that their students were learning new material daily. 77% shared that they believe their students are adequately being prepared for the next grade level in their academic classes. 86.4% of parents who took the survey shared the work assigned in academic courses to their students was adequate.

-Support: 92.4% of parents who completed the survey felt their teachers were checking in an adequate amount of times during the first 3 weeks of Distance Learning.

-Access/Connectivity: 96% of parents who took the survey shared that their student has reliable access to a working device and WiFi.

In September, students also completed a survey to share their distance learning experiences at Silver Oak thus far. The following feedback was collected:

-Rigor*: 65% of students who took the survey shared they are learning new content daily. 66% of students who took the survey shared that they feel prepared for the next grade level. 83.7% of students who took the survey shared the work assigned in academic courses was adequate.

-Support: 80.6% of students who completed the survey felt their teachers were checking in an adequate amount of times during the first 3 weeks of Distance Learning.

-Access/Connectivity: 94% of students who took the survey shared that they have reliable access to a working device as well as WiFi connectivity.

Students were most concerned about the school schedule and how they would be supported in passing their classes and meeting graduation requirements. They wanted to continue networking with other students through school sponsored activities and events.

Teachers and staff were most concerned about returning to safe learning environments where teaching could continue in-person. They were seeking streamlined technology for students and families and continuing the open line of communication with students at home.

**Silver Oak is investigating the feedback from students and parents regarding rigor. An additional survey addressing rigor will be administered at the conclusion of the first academic quarter to compare growth over time.*

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

Preparing for the 2020-21 school year, the Staff decided to create a Hybrid schedule, that would allow the seamless transition from distance learning once authorized by the County to do so. We kept in mind that siblings and carpooling arrangements would pose an issue, so we moved to schedule those students on the same A or B schedule to ensure that the hybrid schedule does not create a burden on families. We acquired 150 hot spots to distribute to students who may not have internet access (or have unreliable access). We ordered new Chromebooks for our new freshman class and have been scheduling repairs for those returning students who are having issues with the older Chromebooks.

Our new full day distance learning schedule, from 8:45am-4:00pm, has allowed time to provide for more individual help for students. After their first hour (of the two-hour block-schedule class), students who are in need of more in-depth support and those with IEP's, are scheduled to attend the second hour of class. The school planned an interactive orientation week for new and returning students, allowing them time to connect with each other. A student committee of seniors has been formed to lead the senior year event planning committee.

Additional technology has been ordered for teachers to teach more effectively from home and in preparation for our return to campus in the hybrid model. The school has implemented a new learning management system to help students, parents and teachers to see and complete assignments and monitor grading. An additional way we have been working to increase technological access for students and families is to have our IT Coordinator be available for virtual and in-person office hours on Wednesdays for individual check-ins with students experiencing challenges with Chromebooks, WiFi or the new learning management system Schoology.

Attendance protocols have remained consistent throughout the school year; we continue to call families when students are absent or report late to class. We conduct family conferences to address truancy issues and provide resources when appropriate. Home visits are conducted when no response from parents or students is received.

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.]

- Until the County allows in-person learning on campus we will be using our Distance Learning Model.
- Once we are allowed to welcome students back to campus, we will use a Hybrid Model.
- In the Hybrid Model section groups (labeled A and B) of 16 students per group will alternate attending class on-campus or online every other week. The students will be organized in a “Buddy System” of work groups, comprised of both online and on-campus students. A community orientation to the Hybrid Model with students and their families will precede the return to campus. The instructional minutes requirement will remain the same along with the legal guidelines for Special Ed students. Social distancing requirements (of six feet) will be in place. Masks and/or face shields will be required. Health screenings will be required upon entry to the campus. Hand sanitizers will be available in every classroom. Increased custodial services will be instituted. Protocols will be in place to notify the community of COVID-19 exposure/cases.
- Currently, within our Distance Learning model, students who are having difficulty navigating technology, are provided assistance, daily and as needed, via Zoom or in-person (at the School Office or during a home visit). Weekly appointments are made with students to track weekly progress and grade checks.
- Home visits continue to be conducted whenever needed. The Mental Health Specialist, Vice Principal and Director of Special Education make home visits to students who are at high risk.
- The Special Education Department is currently evaluating the efficacy of bringing a small cohort group of students with IEPs onto campus to receive individualized assistance with navigating technology and coursework.

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

Description	Total Funds	Contributing
PPE/Janitorial	\$34,105	N
Campus Safety	32,480.00	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.]

Silver Oak is continuing instruction this school year in a markedly similar method to in-person classes. The schedule for distance learning is remaining the same, from 8:45am-4pm. The reason for this is to maintain the rigor of academic classes and to ensure a smooth transition between distance learning and the hybrid learning model that will be installed once restrictions at the county level are lifted. Teachers have developed and submitted their curriculum prior to the beginning of academic classes in order to ensure quality and rigor. They have collaborated with both the instructional coach and grade level/subject area teams in order to deliver lessons and assignments that are both accessible and supportive to each individual student. Silver Oak has adopted a new Learning Management System called “Schoology” in order to create more continuity and accessibility for teachers and students. The adoption of this system makes sharing resources more streamlined for both students and teachers, in order to increase access to quality curriculum.

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.]

All pupils at Silver Oak have been provided with free internet resources where needed, in order to ensure access to WIFI and to better support distance learning for students, from the safety of their home. Furthermore, all students have 1-to-1 access to devices, which includes free rentals of Chromebooks and internet hotspots. The access to 1-to-1 devices also includes technical support, repair and replacement of said technology, in order to ensure consistent and functioning connectivity for all pupils during distance learning (and the hybrid model), despite income disparities.

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 meet students daily for their academic classes and deliver lessons and academic support. Math and Spanish placement exams are administered during student orientation and the first week of academic courses. Further assessment is delivered through the school's newly adopted Learning Management System Schoology.

Furthermore, throughout all subject area curricula, teachers are required to list estimated instructional minutes next to both in-class lessons and group and individual assignments, in order to measure participation and ensure the "time value" of student work. Teachers integrate and assess classroom discussion in order to increase student connectedness and ensure 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.]

Prior to the beginning of academic classes, all teachers participated in Faculty Work Week, which included meetings and professional development in-service training, with the specific objective of supporting distance learning. Teachers participated in a Social-Emotional Learning training, in order to better meet the mental health needs of students, especially during Distance Learning. Teachers also participated in two online trainings in order to increase familiarity with Schoology, Silver Oak's new Learning Management System. On-going mandated training as well as COVID-19 preparedness for teachers is planned. Teachers have been offered a host of online materials and contact information to continue to gain familiarity with the technology being utilized to assist students and classes throughout distance learning. The administrative team at Silver Oak has planned and scheduled continued professional development in order for teachers to deepen their knowledge, using new online technology and resources to better support student learning.

Continued professional development and resources made available to teachers include access to two staff members who provide IT support in order to support the distance learning program. Teachers also regularly meet with the school's full-time instructional coach, who provides

feedback on classroom instruction as well as quality of curriculum. In addition, the instructional coach helps troubleshoot and facilitate Schoology integration in virtual classrooms during distance learning.

Staff Roles and Responsibilities

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

One of Silver Oak’s full-time teachers has now added a part-time IT role; he both troubleshoots site-specific technological challenges as well as provides assistance in the management of student Chromebooks.

Furthermore, Silver Oak’s part-time attendance coordinator has transitioned to a full-time position in order to account for student connectivity and attendance, by acting as the liaison between students, families, faculty and administration.

Silver Oak’s business manager position was transitioned to that of the Strategic Finance Officer; he is responsible for balancing the school’s budget throughout the COVID-19 crisis. The superintendent/principal is overseeing the business manager’s previous responsibilities.

A teaching position had to be eliminated (through attrition) due to budgetary constraints. As a result, two members of Silver Oak’s administrative team have returned to the classroom to lead electives, which was a decision made based on budgetary restrictions. The Mandarin foreign language curriculum was transitioned into the elective program.

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.]

- Daily check-ins and one-on-one assistance are provided for students with IEP and 504 plans.
- Home visits are conducted, if needed, to assist students and families with learning difficulties and mental health concerns.
- English Learners are provided with additional support through a weekly class. Ongoing ELL support is offered, on a push-in basis, in the students’ general education classes.
- In the weekly community newsletter, the School provides families with information for meal services and community resources.
- The School provides ongoing Mental Health services to students with IEPs, mental health concerns and at student/family request.
- The School Counselor provides on-going college and career readiness planning to all students.
- The School Counselor is also our McKinney Vento Act liaison, training and guiding the full staff in implementing the support systems embedded in the law.
- The School Administration provides families information, concerning local city and county resources, to help those who may need shelter and food.

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

Description	Total Funds	Contributing
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“Telework Stipends” allow faculty to set up home offices from which to efficiently lead their classes.	\$15,000.00	N
“Telework Stipends” allow resource and administrative staff to set up home offices from which to efficiently support students and faculty in distance learning.	\$6,250.00	N
Additional laptops and other hardware purchased.	\$24,000	N
Distance learning supportive software programs purchased/renewed, including a new LMS.	\$15,000.00	N
Teaching Faculty and Instructional Coach Salaries	\$930,000.00	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.]

- ELA: The required reading on the summer reading list provides the ELA faculty with a benchmark in reading, writing and speaking skills. Weekly writing samples, discussions and ongoing one-on-one tutoring further serve to monitor student progress.
- Math: The State-mandated Math Placement Test provides a benchmark for the incoming freshman class. An A-G articulated “Integrated Math” class is required for those students who demonstrate a learning loss in grade-level math skills and concepts. Continuous assessments throughout the school year determine on-going math needs.
- ELD: Weekly support for ELD students is scheduled within core curriculum classes. Weekly coordination with language arts/humanities teachers provides curriculum support. In addition, ELD students access individualized help each Wednesday afternoon, during Faculty office hours.

[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 school continues to offer the same programs to English Language Learners that were available before COVID-19 but has moved them to the distance learning platform. These include expanded tutoring and office hours with general education teachers for individual support, as well as one-on-one availability of the ELD Specialist. Students have free internet resources, in addition to technology availability such as student Chromebooks, hotspots and any replacement or repair of such technology, which was especially helpful in inclusivity of low-income students in accessing distance learning. As of this writing, the school has one homeless student and no foster students.

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.]

All teachers regularly assess mastery, both formatively and summatively. They monitor each student’s assessment history using the School’s new LMS, *Schoology*. Essay and multiple-choice assessments can be easily administered on the platform. Data that represents learning loss and/or gain can be collected and displayed in graph form.

Teachers also use Google Forms and Surveys to collect this information, in order to inform their teaching and re-teaching practices as well as to collaborate on designing and implementing assessments across grade levels and subject areas.

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

Description	Total Funds	Contributing
Social Emotional Learning and Distance Learning Professional Development	\$7,446.0	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.]

The School’s full-time Mental Health Specialist and Counselor lead the RTI (Response-to-Intervention) Team. This team includes the Director of Special Education, Vice-Principal and Principal. Regular mental health professional development and in-services are offered to the faculty and staff. Social Emotional Learning (SEL) training for teachers and staff is on-going, and an archive of teacher resources with SEL classroom strategies is available. Further, both the Mental Health Specialist and the Instructional Coach are available to consult with any staff member in the use of these resources. Mental Health presentations are conducted in each advisory class on a scheduled and as-needed basis. Mental Health surveys are conducted each semester, and as requested. Parent outreach is on-going, with home visits as necessary. This semester several elective offerings are focused on mental health, including Yoga, Wellness, Mindfulness and Meditation. Individual and group counseling sessions are available to all students.

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.]

For the 2020-21 school year we decided to reintegrate our bell schedule as it was prior to COVID 19. This normal schedule creates a routine for students, one that they were accustomed to prior to the pandemic. We have embedded frequent breaks within each class schedule and between classes, to allow for student movement and time to disconnect from technology. In September, a student survey was distributed to and completed by each student, in order to solicit their feedback as to how their distance learning experience was progressing and how the School could address their concerns. Those students who were struggling logging in to class due to connectivity issues have been issued

new or repaired WiFi resources (Chromebooks and hot spots) as well as tech support. Students who have a hard time staying logged in have participated in family conferences and/or have met with school counselors, in order to mitigate the challenges they are experiencing. We communicate with parents, via ParentSquare and weekly newsletters, in both English and Spanish, regarding any virtual learning changes, Translation is available for all Zoom meetings, whether they be with individuals or large groups.

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.]

Silver Oak High School has an inter-agency agreement with Hayward Unified School District (HUSD) to operate our nutritional service. This means that HUSD provides meals to all of our students. Those Silver Oak families who choose to use this service may pick up meals at one of many locations in Hayward. In addition, students and parents receive weekly newsletters with locations, in Hayward, where they can receive free meals. With that, families also receive a list of resources where they can obtain financial assistance and/or meals. The office staff contacts FRL families on a weekly basis to ensure that they continue to have meals for their students and provide additional resources. Advisors have weekly check-ins with students to ensure that they are doing well and to provide the administration the names of families that may need additional assistance.

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

Section	Description	Total Funds	Contributing
Staff Roles	Two-fifths ($\frac{2}{5}$) of both the Vice-Principal's and Counselor's work week is now dedicated to one-on-one Social Emotional COVID-19, Distance Learning related support for students and families.	\$75,600.00	Y
	One third ($\frac{1}{3}$) of Mental Health Specialist's work week is now dedicated to one-on-one Social Emotional COVID-19, Distance Learning related support for students and families.	\$24,761.00	Y
	The part-time attendance coordinator is now full time in order to monitor and communicate daily and individual class attendance.	\$10,000.00	Y
	One fifth ($\frac{1}{5}$) of the Office Manager's work week is now dedicated to Safety coordination	\$11,000.00	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
14.05%	\$284,076.00

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.]

- Silver Oak High School has a one-to-one laptop policy, providing free technology, free Chromebooks and free WiFi hotspots, complete with comprehensive tech support. There is individual family outreach provided virtually and in-person. Our ELD instructor provides on-going support, with individual tutorials, weekly class meetings and classroom “push-in” interventions embedded into the academic program. The Office and Resource Staff call individual families weekly to ensure that they have food and internet access; they also provide assistance via zoom or in-person by appointment. When necessary home visits are conducted to support a family who needs IEP, Mental Health or Attendance support.

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

- Silver Oak High School continues to offer a free, public, Montessori education to ELL, homeless and FRL students. We are a college preparatory program that offers consistent and continual support to all students, most especially our first generation, low income students. We are currently forming a stronger ELAC committee of parents and educator to deepen our levels of support and assistance. Though at the moment we have few foster/homeless youth, enrolled at the school, staff is trained and prepared to support all foster youth and our fully trained homeless education liaison conducts PD for the full staff to inform them of the McKinney Vento Act and its protocols. In addition, this year our staff offers quarterly, virtual family education meetings to provide information and resources regarding our current distance learning program and our planned hybrid program.