

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.]

Evergreen Institute of Excellence (EIE) is a nonclassroom based program and did not close during the COVID-19 emergency this past Spring. EIE was able and continues to modify their program offerings and on campus procedures to continually and fully serve our students. Plans and procedures have been implemented, with the safety of our stakeholders in mind, mitigating potential COVID-19 exposure. Changes have been made to adapt to social distancing and meet required government mandates, while still being open, such as: limited numbers on campus at any given time, small cohorts, and increased sanitation, to name a few.

EIE is able to serve students from a total of seven counties, all of which have experienced varying impacts of COVID-19. Tehama County, in which EIE resides, has been seeing an increase in COVID-19 cases recently with our authorizing district, Evergreen Union School District, making the difficult decision to implement Distance Learning for their students. Due to the nature of our nonclassroom based personalized learning charter, COVID-19 has had some impact on our program, but not significant.

Stakeholder Engagement

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

EIE holds bi-weekly Team Meetings for our staff, as our professional learning community, we discuss and problem solve items of need and challenges. As a part of our nonclassroom based program, EIE meets regularly (every 10-20 school days) with our families, at which time teachers receive feedback about the family and students' needs. EIE has a monthly Advisory Council meeting to discuss pertinent items, events and decisions for this school. The Advisory Committee comprises of community members, parents, staff, and EUSD representation.

During the COVID-19 emergency in March to June, the Charter Director hosted virtual meetings and sent regular communications to our stakeholders providing up to date information, details and seeking input.

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

Since April 2020, EIE offers the Advisory Council meetings virtual or in person. The Evergreen Union School District Board of Trustees is the governing board for our nonclassroom based public school charter. EUSD additionally holds their public meetings and public hearings virtually as well, following all guidelines and requirements set before them.

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

Through the above mentioned methods, we have received feedback and concerns about the COVID-19 crisis. Some parents and staff were concerned about in person meetings, exchange of materials/paperwork, and access to facilities. Overall, the majority of the stakeholder feedback has been and remains positive for how EIE is addressing changes due to COVID-19.

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

Due to the feedback received, EIE teachers and families are able to make choices that best suit their individual needs and concerns. These changes may include: virtual meetings, virtual professional development options, contactless material/paperwork exchange, small cohort of students, access to facilities on a schedule, one-on-one High School 2 College assistance and additional remedial help.

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.]

EIE is a nonclassroom based program, which traditionally and continues to offer limited access to classroom-based instruction due to the nature of the program - while we operate under the Independent Study ed code laws. EIE staff and parents do not believe there was learning loss in 2019/2020 school year, due to a closure that did not happen to us. Although, EIE did not close down mid-March or significantly modify the program, we recognize that new, incoming students for 2020/2021 may have learning loss. In the spirit of offering a quality, rigorous program and servicing our students' needs, EIE will be modifying typical practices by:

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

Description	Total Funds	Contributing
Supporting High School 2 College students as they navigate online college classes. This is an increase in service by providing individual course support by an EIE staff member for a small cohort of students, rather than an overall general support. This is being done virtually or in person.	36,320.74	Yes
As the need arises, staff provides small group instruction via in-person or virtual meeting to address learning struggles or direct instruction for the student and parent (daily teacher of student).		Yes
Additional space and personnel will be used to offer small cohort groups when in person instruction occurs. Also, use of additional space will be used to exercise social distancing and follow government mandates.	614,474.26	Yes
In order to provide in person support and due to the safety and physical well-being of students and staff, space and areas used will be sanitized in between families, groups, and staff members. This will require additional custodial support and supplies.	5,442.66	No

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.]

EIE is a nonclassroom based program monitored and held accountable under the Independent Study educational codes and will not be offering or going into the Distance Learning model. Our families are already doing home based learning and have all the materials, supplies and support to be successful in this program. So, this particular section on Distance Learning does not apply.

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.]

Although we will not be in a distance learning mode, EIE provides on campus connectivity and works with individual families who want/need connectivity.

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.]

N/A

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.]

Although we will not be in a distance learning program, EIE teachers have been provided professional development opportunities in Google suites training, Zoom, Edmentum and other virtual resources. Teaching staff continues to seek out learning opportunities, as the need arises.

Staff Roles and Responsibilities

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

EIE has hired additional staffing to support small cohorts, individualized support and blended learning. EIE has designated personnel to complete screening of visitors before accessing facilities. All EIE staff are expected to sanitize in between family meetings and their own work table prior to daily departure. EIE uses EUSD custodial staff to deep clean areas we use on campus.

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.]

Although we will not be in a distance learning program, EIE's personalized learning model innately can adjust, adapt and be modified through the partnership of the student/parent/teacher/school. EIE works with the EUSD Homeless Liaison to secure resources for families in need.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Evergreen Institute of Excellence (EIE) is a nonclassroom based program and we did not close during the COVID-19 emergency this past Spring. EIE is able and continues to modify our program offerings and on campus procedures in order to continually and fully serve our students during the 2020-21 school year. If there are new to EIE students, that may have suffered learning loss prior to enrollment, we will address the situation the way we usually do- through individualizing and personalizing each students' academic plan. Meeting the students where they are at in ELA and mathematics, involving students and parents in setting goals, addressing grade level standards/expectations and reassessing throughout the year.

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.]

N/A

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.]

N/A

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

EIE will continue their Parent/Student meetings every 10-20 school days, checking in, providing educational support and guidance for SEL resources for each family. Additionally, EIE will be posting weekly SEL resources and videos through our whole school communication platform- ParentSquare. Staff have options to participate in weekly SEL activities/videos that are meaningful and pertinent to each individual, provided by EUSD. Due to the nature of this nonclassroom based program, EIE staff have options and flexibility in how, when and location they complete their job requirements, therefore providing mental health support that meets their individual needs.

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.]

EIE does not/will not participate in Distance Learning as envisioned by the state. EIE pupils fulfill compulsory education requirements through the Independent Study educational code laws and requirements. In our nonclassroom based program, our families are highly engaged in the students' education.

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.]

EIE students and families take advantage of the Evergreen Union School District's Grab & Go Meals. The Grab & Go Meals include both breakfast and lunch available at two school site locations, within the District every school day. These meals are made available free of charge for all students enrolled, through a grant until December 18, 2020. When EUSD is not in Distance Learning, EIE students are able to participate and enjoy the school sites' meal program when they are on campus two or more hours.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
11.31%	116,701

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.]

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