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/lrngrntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sparrow Academy</td>
<td>Alexis Lazzaretti, Principal</td>
<td><a href="mailto:Alexis.lazzaretti@sparrowschool.org">Alexis.lazzaretti@sparrowschool.org</a> 619-507-2590</td>
</tr>
</tbody>
</table>

General Information

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

Sparrow Academy was quick to adapt to the virtual learning environment last Spring when the stay-at-home order was issued, and with additional planning through the summer, there is a solid plan in place for a robust distance learning program schoolwide this fall. However, families were and will continue to be impacted by the pandemic and the resulting changes to our educational offerings. Many reported last Spring that it was difficult to keep kids motivated to learn at home and without the social interaction with their peers and teachers. Parents working at home struggled to balance their work and supervision of their children’s learning. This applied to many of our own teaching faculty, as well. Mental health and social-emotional challenges for our students have been reported to us throughout the summer by parents asking for our help. Many of our families have been out of work for months now, either due to layoffs or due to childcare challenges with kids at home full time and no school or camps available, creating new economic challenges and stress for them.

Budgetary changes and uncertainties have made fiscal planning difficult to navigate. As a growing charter school, SB 98 has not only deferred our funding, but it has limited it to last year’s student attendance. This bill went into effect after we had already added a planned additional first grade and a homeschool program, hiring 2 additional teachers and purchasing materials and supplies. If the bill remains as written, we will be serving at least 60 additional students that we won’t be funded for, and the school will need to absorb that cost during a year when the majority of our funding will be deferred until the following year. Additionally, once it is safe to return to on-campus learning, the costs of operations will increase dramatically, with requirements for additional staff and equipment to comply with CDPH safe return guidelines.

Stakeholder Engagement

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Stakeholder Group</th>
<th>Purpose/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 4</td>
<td>Faculty – in Grade Span Teams</td>
<td>Worked with the Guidebook to brainstorm what was needed for safe reopening considering all aspects of a school day; including re-organization, human resources, material resources</td>
</tr>
<tr>
<td>Date</td>
<td>Entity</td>
<td>Description</td>
</tr>
<tr>
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</tr>
<tr>
<td>June 8</td>
<td>Instructional Leadership Team</td>
<td>Synthesized work of grade span teams, began to compile list of pros and cons of Distance Learning and safe on-campus learning</td>
</tr>
<tr>
<td>June 10</td>
<td>Community, including special populations*</td>
<td>Shared faculty planning work with full community and solicited feedback</td>
</tr>
<tr>
<td>June 15</td>
<td>Instructional Leadership Team</td>
<td>Incorporated extensive community feedback to pass off to SSC</td>
</tr>
<tr>
<td>June 17, 18, 20</td>
<td>School Site Council (SSC)</td>
<td>Intensive planning to explore multiple options fully: 5 day onsite all students, 5 day onsite smaller staggered groups, 3 day onsite outdoors with 2 days DL, and ½ day onsite outdoors with 4.5 days DL</td>
</tr>
<tr>
<td>July 5, 9</td>
<td>School Site Council</td>
<td>Decided on proposal of 4.5 days DL plus ½ day onsite outdoors and began preparing presentation of proposal for board and public hearing</td>
</tr>
<tr>
<td>July 8</td>
<td>School Staff</td>
<td>They were sent an outline of the plan for advance preview and comment</td>
</tr>
<tr>
<td>July 10</td>
<td>Community, including special populations*</td>
<td>Proposal in the form of a video outlining the SSC’s decision-making and process, sample schedules, and a virtual demo lesson was sent to the entire community in advance of the public hearing</td>
</tr>
<tr>
<td>July 13</td>
<td>Community, including special populations* (98 participants)</td>
<td>Board Meeting/Public hearing of the plan; extensive public comments and Q&amp;A session for the SSC</td>
</tr>
<tr>
<td>July 16</td>
<td>Board Meeting, Community</td>
<td>Board voted for 5 day/week Distance Learning</td>
</tr>
<tr>
<td>July 22</td>
<td>Community, including special populations*</td>
<td>Survey (in English and Spanish) re: technology needs was sent to all families, including inquiries about who needed help troubleshooting internet connectivity, and who needed hardware</td>
</tr>
<tr>
<td>Jul 29</td>
<td>Community, including special populations*, school staff</td>
<td>Written communication in weekly update introducing the Learning Continuity and Attendance Plan (COVID LCAP) and asking community to begin thinking of needs and ideas around: learning loss mitigation, mental health and social/emotional wellbeing of students and staff, and pupil engagement and outreach during Distance Learning; request to submit ideas in writing if they can’t be present at Aug 3 meeting</td>
</tr>
<tr>
<td>Starting Aug 3</td>
<td>Community, including special populations*</td>
<td>Our IT people will reach out to specific families based on our Technology Needs survey to help troubleshooting internet connectivity issues, as well as issue school Chromebooks and laptops to those who need hardware.</td>
</tr>
<tr>
<td>Aug 3</td>
<td>Community, including special populations*, school staff</td>
<td>“COVID LCAP” Community Input Meeting, to gather ideas and suggestions around learning loss mitigation, mental health and social/emotional wellbeing, and pupil engagement and outreach during Distance Learning</td>
</tr>
<tr>
<td>Aug 11</td>
<td>School Site Council</td>
<td>Synthesize input from community into a draft plan for public hearing.</td>
</tr>
<tr>
<td>Aug 14</td>
<td>Board and Community</td>
<td>Send out draft of plan to larger community for feedback and input</td>
</tr>
<tr>
<td>Aug 18</td>
<td>Board Meeting</td>
<td>Public hearing of COVID LCAP plan at regular board meeting</td>
</tr>
<tr>
<td>Sep 22</td>
<td>Board Meeting</td>
<td>Board vote on COVID LCAP</td>
</tr>
</tbody>
</table>

*Special Populations = Special Education, English Learners, Foster, etc.

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

Public meetings and hearings were all held via Zoom. Input was also solicited in writing via email and surveys through our ParentSquare communications hub, which also translates into Spanish as needed.
A summary of the feedback provided by specific stakeholder groups.

Input was requested at the August 3rd Community Input meeting around three topics: Learning Loss Mitigation, Mental and Social/Emotional Well-Being of Students and Staff, and Pupil Engagement and Outreach. For each topic, we elicited first their experiences from the Spring around the topic from their stakeholder perspective, and then captured questions and suggestions. The chart below contains their input. All feedback that was incorporated into our final LCP is highlighted.

<table>
<thead>
<tr>
<th>Learning Loss: Experiences from Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Inconsistencies made it hard for kids to stay motivated</td>
</tr>
<tr>
<td>● Additional time for sleep was helpful</td>
</tr>
<tr>
<td>● Free time was helpful</td>
</tr>
<tr>
<td>● <strong>Reading improved - there was more time for it</strong></td>
</tr>
<tr>
<td>● <strong>Math did not improve as much - harder to do on their own time, not as motivating</strong></td>
</tr>
<tr>
<td>● <strong>Kids who learn best in community were lacking motivation</strong></td>
</tr>
<tr>
<td>● Not much energy left for specialty subjects, esp handwork and Spanish</td>
</tr>
<tr>
<td>● When teacher wasn’t checking in on kids as much, kids weren’t as motivated</td>
</tr>
<tr>
<td>● Wifi was spotty, so it made it difficult for kids to stay focused</td>
</tr>
<tr>
<td>● When parents stopped communicating, student work dropped off</td>
</tr>
<tr>
<td>● No learning loss, but kids more motivated by being with other kids</td>
</tr>
<tr>
<td>● <strong>Watching videos and being able to go back and rewatch and pause lessons was helpful</strong></td>
</tr>
<tr>
<td>● Some learning loss for students who already struggled in class (needed peers)</td>
</tr>
<tr>
<td>● Zoom discussions, computer use went well for middle school kids</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● How to keep kids socially working together?</td>
</tr>
<tr>
<td>● How can teachers schedule check-ins, and not depend on parents to initiate</td>
</tr>
<tr>
<td>● At what point do we become concerned about learning loss, whether it’s due to DL or other reasons?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas for Mitigating Learning Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>● <strong>Assessments specifically in ELA, ELD, and Math at the beginning of the year, December, Spring, end of year</strong></td>
</tr>
<tr>
<td>● More interactive and social experiences are very motivating for kids</td>
</tr>
<tr>
<td>● Video for parents to watch for K experiences</td>
</tr>
</tbody>
</table>
- Parents and teachers stay in close communication
- Learning videos - asynchronous
- Create personal connections
- Scheduled calls 1:1
- Teachers checking in with kids consistently - ask them questions to see what was working and not working for them
- Spanish/Handwork: check in with the teacher
- Pods - parents helping trade role of checking in on kids, helping them with work
- Use aides to work in small groups with students who struggle or are falling behind
- Utilize SST process when gap seems to be getting too wide.
- Take something that was already created and redo it in audio or video - personal by their own teacher
- Have 2 teachers present, so one can help with tech issues, moderating hand-raising, etc
- Limit screen time to the greatest extent possible

### Mental Health and Social/Emotional Well-Being of Students and Staff: Experiences

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tough missing peers and teachers</td>
<td>Difficult to maintain work boundaries when working from home and manage work/life balance</td>
</tr>
<tr>
<td>Some depression</td>
<td>Missing the social time with teacher cohorts and sharing ideas together</td>
</tr>
<tr>
<td>Class meeting (social) check-ins were helpful for teachers in catching red flags</td>
<td>Anxiety, loss, lack of movement</td>
</tr>
<tr>
<td>Connecting with Joni was super helpful! Tools were very helpful.</td>
<td></td>
</tr>
<tr>
<td>Be aware of parent stress impacting kids</td>
<td></td>
</tr>
<tr>
<td>Inconsistency made kids feel out of control</td>
<td></td>
</tr>
<tr>
<td>Getting into nature was helpful for kids</td>
<td></td>
</tr>
<tr>
<td>Anxiety, loss, lack of movement</td>
<td></td>
</tr>
<tr>
<td>Joni and Allison were huge helps!</td>
<td></td>
</tr>
<tr>
<td>Gardening helped</td>
<td></td>
</tr>
</tbody>
</table>

### Questions

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Staff</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>● Consistent connection with teachers and peers</td>
<td>● Consistent survey 3-4x/year to monitor mental health</td>
</tr>
<tr>
<td>● Connect with Joni</td>
<td>● Hold teachers accountable for “clocking in and out” to maintain healthy boundaries</td>
</tr>
<tr>
<td>● Parent meetings with teachers - support</td>
<td>● Educate parents on teacher limits</td>
</tr>
<tr>
<td>● Class meeting check ins and following up on kids who seem down</td>
<td>● Limit meetings, but schedule social times</td>
</tr>
<tr>
<td>● Joni continuing with play groups</td>
<td>● Yoga or something together</td>
</tr>
<tr>
<td>● Joni can offer parent groups for people really needing additional help for kids</td>
<td>● Re-allocate Joni’s time to be more available for Social/Emotional support</td>
</tr>
<tr>
<td>● Avoid conversations about doing lots of social things (kids who are quarantining are feeling left out)</td>
<td>● Be aware that this is a traumatic experience for everyone, and hold some grace for kids, each other</td>
</tr>
<tr>
<td>● Rhythm, flow, alternating work with something fun</td>
<td>● Social committee - for support</td>
</tr>
<tr>
<td>● Consistent schedule</td>
<td>● Miranda Goll offered Zoom meditation and yoga for teachers</td>
</tr>
<tr>
<td>● Be aware that this is a traumatic experience for everyone, and hold some grace for kids, each other</td>
<td>● Theresa Francisco offered virtual wine and paint for teachers</td>
</tr>
<tr>
<td>● Joni and Allison were huge helps!</td>
<td></td>
</tr>
<tr>
<td>● Gardening helped</td>
<td></td>
</tr>
<tr>
<td>● More peer connection during class time</td>
<td></td>
</tr>
<tr>
<td>● More unstructured peer connection time online</td>
<td></td>
</tr>
<tr>
<td>● Social snack time</td>
<td></td>
</tr>
<tr>
<td>● Homeschool - community connection</td>
<td></td>
</tr>
<tr>
<td>● Mental health section in weekly newsletter</td>
<td></td>
</tr>
<tr>
<td>● Teachers utilize office hours or snack time for 1:1 connection with kids who need it</td>
<td></td>
</tr>
<tr>
<td>● Pen pals</td>
<td></td>
</tr>
<tr>
<td>● Do as much work as possible outdoors (handwork, gardening, bookwork, etc)</td>
<td></td>
</tr>
</tbody>
</table>
## Pupil Engagement and Outreach: Experiences

- Answering a call is sometimes hard, so text is better
- Open forum idea for parents to drop in wasn’t successful
- Back to school night was helpful in the past, with ability for teachers to share class norms, etc.

### Questions

- How do we communicate with families without Internet or who don’t speak English?
- How could we do a back to school night virtually? (for whole community connection and then by class)
- Could we still do a yearbook? (This or other projects could be an 8th grade project)
- How are teachers going to change the way they discipline over distance learning and kids not showing up or participating? Will they make up work? Separate assignment?

### Ideas for Pupil Engagement and Outreach

- Individual calls to families who aren’t participating to find out what barriers are preventing them from engaging (not to reprimand, but to listen and help)
- Be willing to let people find their way
- Phone tree for check ins, reminders, sharing, etc
- Text is great (sometimes parents miss the calls)
- Buddy system for parents (feels very supportive for new parents, esp)
- Weekly check-in on google forms - for students
- Google form for parents, too - what’s best way to communicate, etc?

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

All stakeholder input that was incorporated into our LCP has been highlighted above. This plan was a team effort. We have relied heavily on stakeholder input throughout the entire COVID crisis so that we can best meet the needs of our community. The School Site Council incorporated most of the ideas from our community input meeting into our LCP. Additionally, our Instructional Leadership Team has already begun incorporating the actions from the input meeting and captured here in the LCP into our fall planning.
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.]

We have developed a plan for four phases of reopening. Until the conditions are met for students and staff to move to Phase Two, all instruction will be remote for all students. Special education testing is permissible one on one, in person, as long as masks are worn by students and staff, social distancing is practiced, temperature and symptom checks and handwashing are performed before interactions, and all other safety measures are in place.

Phase 1: Full Distance Learning
Initiated in August 2020 and will continue until the board votes the school into another phase.

Phase 2: Hybrid Distance Learning
1 ½ days a week in person, mostly outdoors, with the Centers for Disease Control and Prevention (CDC) guidelines “Considerations for Schools” (https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html#anchor_1589932092921) being followed for student and staff safety.

In order to move into Phase Two, the following conditions need to be met:

• The County of San Diego is no longer on the CDPH county monitoring list for the prior 14 days
• Sparrow Board approves switching to Phase Two
• The most updated CDC guidelines can be appropriately implemented given space and facility limitations

Phase 3: Onsite Learning – Outdoors
4 ½ days a week in person, mostly outdoors, with the CDC guidelines “Considerations for Schools” being followed for student and staff safety.

In order to move into Phase Three, the following conditions need to be met:

• The County of San Diego has not been on the CDPH county monitoring list for the prior two and a half months
• Sparrow Board approves switching to Phase Three
• The most updated CDC guidelines can be appropriately implemented given space and facility limitations

**Phase 4: Onsite Learning – Indoors**
5 days a week in person, back in classrooms.

In order to move into Phase Four, the following conditions need to be met:
• SARS-CoV-2 vaccine is widely and publicly available
• Sparrow Board approves switching to Phase Four
• The most updated CDC guidelines can be appropriately implemented given space and facility limitations

**PHASE TWO PLAN OVERVIEW**

**Remote Learning - 3 Days/Week**
Everyone on the same schedule, M, W, F - 8:30am-3pm
Daily live Zoom classes with class teachers
Daily delivery of teacher-created content (Can be: videos, live sessions, audio, power point, articles and internet research (5th+))
Daily live work sessions while teacher is present online to support students
Scheduled live Zoom specialty classes
Zoom parent support meetings every other week (More frequent with K)
Live Zoom support from SPED team for students with IEPs
Additional Live Zoom support from assistants for ELs and struggling students

**On-Campus Learning – 1 ½ Days/Week + 1 hour of Remote Learning**
Tuesdays 8:30am-3pm, Thursdays 8:30am-12pm, (plus 1-2pm at home)
Everyone has the same schedule
Grades classes held outdoors (see map)
Middle school and kinder share ventilated classrooms amongst themselves
Staggered lunch schedule, classes eat as a cohort
Stay home on rainy days
Still instructional time - not just fun social time
(Parents who do not want their kids on campus may do short term independent study for those days.)

Remote Learning Expectations – Class Teachers
Host daily online live classes
Create and post new content daily
Post assignments and new content at the beginning of each day
Must be present for all student tasks and work (other than homework for grades 5+)
May not send an assignment without delivering new content with it. Flipped classroom model (see overview here)
Assist/teach students to turn in their work during live classes
Grade and return student work in a timely manner
Administer assessments regularly
Prepare lessons in advance and know which will require printed materials.
Have materials printed in advance for families who do not have access to a printer
Take attendance at the beginning of each day
Be present and professional for all student, parent, and staff interactions
Create detailed sub plans, including all login information, and arrange for a substitute teacher in the event you are unable to teach

Remote Learning Expectations – Specialty Teachers
Host daily online live classes
Create and post new content weekly for all grades
Post assignments and new content at the beginning of each day
Must be present for all student tasks and work (other than homework for grades 5+)
Assist/teach students to turn in/demonstrate their work during live classes
Take on additional classes, roles, or responsibilities as requested
Attend a parent meeting for any grade every other week, or hold your own for a specific class
Be present and professional for all student, parent, and staff interactions
Create emergency back up plans that can be assigned to the students in the event you are unable to teach

Remote Learning Expectations – Students
Be signed on and ready to learn at 8:30am every day
Have a space where they can work and keep school materials ready
Follow any procedures and class agreements made about online behavior and expectations
Complete all assigned work

Remote Learning Expectations – Parents
Let teacher or school know if their student will need a device
Communicate with teacher
Attend parent meetings
Help child(ren) with setting up computer or logging in as needed
Maintain an environment conducive to learning

Onsite Learning Expectations – Class Teachers
Follow safety guidelines to prevent spread of COVID
Temp and symptom checks before school starts
Wear mask/face shield at all times
Ensure and practice social distancing - 6ft
Use proper hygiene and handwashing frequently
Arrange for materials not to be shared by students
Take attendance at the beginning of the day
Plan lessons conducive to an outside environment (1st-5th)
Provide families with clear instructions on what to bring for each onsite day at least one day in advance
Plan for longer transition times: starting school (handwashing, temp checks), snack time, lunch, and at the end of the day
Teach a remote class after lunch Thursday
Create IS work for parents opting out of onsite day

**Onsite Learning Expectations – Specialty Teachers**
Follow safety guidelines to prevent spread of COVID
Assist with temp and symptom checks before school starts
Wear mask/face shields at all times
Ensure and practice social distancing - 6ft
Use proper hygiene and handwashing frequently
Arrange for materials not to be shared by students
Plan lessons conducive to an outside environment, if needed
Teach a remote class after lunch

**Onsite Learning Expectations – Students**
Follow safety guidelines to prevent spread of COVID
Wear mask at all times
Practice social distancing - 6ft
Use proper hygiene and handwashing frequently
Bring all necessary materials teacher has asked for that day

**Onsite Learning Expectations – Parents**
Keep children home if they or any family members have any signs of illness and report illness by calling the school office
Wear masks when dropping off and picking up children
Stay in vehicle while on campus
Take children and siblings back home if they don’t pass temp/symptom check or pick them up promptly if they show signs of illness while on campus
Provide a snack from home for child to take to school (1st-8th)
Try and provide a lunch from home for child to take to school Tuesdays (K-8th)
Ensure students have all necessary materials teacher has asked for that day
If doing I.S., ensure it is turned in by due date

Campus Logistics for Onsite Days

Locations
Middle school: split classes; 3 rooms at campo campus plus yellow, red and upstairs blue rooms on main campus. Rotate weekly
Grades 1-5: Outdoors around front of school
Kindergarten: Classrooms, Play Yard, Lunch table area
Teacher workspaces and storage: As per what their classrooms will be for full in person teaching. Teachers in shared rooms will need to coordinate access with middle school teachers. Green, orange, and turquoise rooms are not suitable for classes, nor multi person occupancy, as they have poor ventilation.
Gate to playground area with play structures is locked
Gates will be open during drop off until food bank closes at 12:00. Cones and caution tape will be used to limit food bank customer access to campus during food bank hours. Gates will reopen for pickup.

Campus Movement
Rope or tape all walkways (inside and out) so that students know to only go one way

Bathrooms and Handwashing
Bathroom monitors to keep kids apart. Only 1 student at a time in EACH bathroom and at each handwashing station.
Stagger handwashing/bathroom amongst the classes during snack break
All students must wash hands on arrival at school
Bathroom monitors/custodial staff also sanitize bathroom handles, faucets, doors, and handwashing stations
Portable handwashing stations throughout outdoor areas. Will need to be set up, filled and dumped daily. Moved inside nightly.

**Drop-Off**

Monitored by support staff. Teachers are at class areas with kids who are arriving from handwashing.

Both Echo drive gates are used as entrances, with two lanes in each (4 lanes in all).

Pull forward to end of median strips for temp checks.

Exit 1 direction out Spring street.

Temperature is taken when a student arrives before getting out of the car.

If ok, student is sent to a handwashing line that is clearly marked with 6ft spots, outside of the gym.

Students go two at a time to wash hands.

Student is then cleared to walk to their class and stand/sit at their designated spot.

**Pick-Up**

Students are lined up 6ft apart at their designated class area with the teacher.

Upper lot is closed off from lower lot to form two separate closed loops.

K-2 are picked up at upper lot.

3-8 are picked up on lower lot.

6-8 are picked up at Campo campus.

Parent drives around the loop, stays in car, picks up child.

Parents of multiple children: runner with walkie talkie gets the sibling to the other lot to get to parent’s car.

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**PHASE THREE PLAN OVERVIEW**

**On-Campus Learning Outdoors 4 ½ Days/Week**

Everyone on the same schedule, M, T, W, F - 8:30am-3pm, Th - 8:30am-12pm.
Grades 1-5 classes held outdoors
Middle school and kinder share ventilated classrooms amongst themselves
Staggered lunch schedule, classes eat as a cohort
Stay home on rainy days

Learning Expectations
Learning expectations for Phase 3 are the same as for On-Campus Learning in Phase 2, except that parents will need to provide lunches on four of the days and teachers will not need to plan for remote learning on the half days.

Campus Logistics
Campus Logistics for Phase 3 are the same as for On-Campus Days in Phase 2.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC Filters upgraded to MERV 13 minimum, 12 replaced every three months</td>
<td>$634</td>
<td>Y</td>
</tr>
<tr>
<td>34 Intake and Exhaust fans to improve ventilation (all classrooms, grades hall, resource room, red room, both offices, staff lounge, gym, and gym bathrooms.)</td>
<td>$2719</td>
<td>Y</td>
</tr>
<tr>
<td>Extension cords for each fan</td>
<td>$1700</td>
<td>Y</td>
</tr>
<tr>
<td>Cones – 42” Traffic Delineators. About 30 additional to block and direct traffic as needed</td>
<td>$739</td>
<td>Y</td>
</tr>
<tr>
<td>Caution tape. At least 1500 feet for traffic control</td>
<td>$95</td>
<td>Y</td>
</tr>
<tr>
<td>Thermometers. We would need one per 'classroom' plus two for the office.</td>
<td>$561</td>
<td>Y</td>
</tr>
<tr>
<td>11 hand washing stations and buckets. 5 gallon size. It's user serviceable (dump it down a toilet).</td>
<td>$1,004</td>
<td>Y</td>
</tr>
<tr>
<td>Touchless faucets for 11 sinks</td>
<td>$1,320</td>
<td>Y</td>
</tr>
<tr>
<td>2 backpack sanitation foggers</td>
<td>$568</td>
<td>Y</td>
</tr>
</tbody>
</table>
### 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.]

**Elements of Sparrow Academy's Distance Learning Plan**

- All students are on the same schedule, M- F – 9am-2:30pm
- Daily live Zoom classes with class teachers
- Daily delivery of teacher-created content (Can be: videos, live sessions, audio, power point, articles and internet research (5th+)
- Daily live work sessions while teacher is present online to support students
- Scheduled live Zoom specialty classes
- Zoom parent support check-ins every other week (More frequent with K)
- Live Zoom support from SPED team for students with IEPs
- Additional Live Zoom support from assistants for ELs and struggling students
Remote Learning Expectations – Class Teachers
Host daily online live classes
Create and post new content daily
Post assignments and new content at the beginning of each day
Must be present for all student tasks and work (other than homework for grades 5+)
May not send an assignment without delivering new content with it. Flipped classroom model (see overview here)
Assist/teach students to turn in their work during live classes
Grade and return student work in a timely manner
Administer assessments regularly
Prepare lessons in advance and know which will require printed materials
Have materials printed in advance for families who do not have access to a printer
Prepare any offline materials for pick up for each block
Take attendance at the beginning of each day
Be present and professional for all student, parent, and staff interactions
Create detailed sub plans, including all login information, and arrange for a substitute teacher in the event you are unable to teach

Remote Learning Expectations – Specialty Teachers
Host daily online live classes
Create and post new content weekly for all grades
Post assignments and new content at the beginning of each day
Must be present for all student tasks and work (other than homework for grades 5+)
Assist/teach students to turn in/demonstrate their work during live classes
Take on additional classes, roles, or responsibilities as requested
Attend a parent meeting for any grade every other week, or hold your own for a specific class
Be present and professional for all student, parent, and staff interactions
Create emergency back up plans that can be assigned to the students in the event you are unable to teach.
Remote Learning Expectations – Students
Be signed on and ready to learn at 9am every day
Have a space where they can work and keep school materials ready
Follow any procedures and class agreements made about online behavior and expectations
Complete all assigned work

Remote Learning Expectations – Parents
Let teacher or school know if their student will need a device
Pick up all offline materials from campus on designated pick-up days for each block
Communicate with teacher
Attend parent meetings
Help child(ren) with setting up computer or logging in as needed
Maintain an environment conducive to learning

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.]

Surveys were sent out on July 22 in English and Spanish at the end of July to determine the need for devices and connectivity. We received responses from 140 families so far. 137 devices were requested and help with connectivity was requested by 28 families.

The school has tasked our IT services provider, Charter Tech, to provide troubleshooting support to those families requesting it, to determine what solution will resolve the issues. We connected Charter Tech to the San Diego County Office of Education to take advantage of additional connectivity discounts the county has secured.

In addition, more Chromebooks were ordered to loan out, but they are on back-order due to China/US trade issues. We filled out the CDE survey on Aug 7 regarding our tech needs, but do not know what the results will be.
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.]

Pupil participation will be measured by attendance taken daily at each morning’s live Zoom class, which is mandatory for all students. In addition, all work will be tracked and assessed as it normally would during in-person instruction. Our new LMS, NEO, has a robust and organized system for assessing work and giving feedback instantly and easily. Work completed during asynchronous class times will also be counted toward participation. Teachers will continue to chart weekly participation, both live and asynchronous, on the shared drive so we can track participation rates school wide.

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.]

Support and training for staff to support distance learning have been planned in the following areas:

• Best Practices for Live Lessons, Online Class Management, and video recordings
• Flipped Classroom Model
• Use of NEO, new LMS
• SDAIE Refresh for those working to support our ELs
• Templates for structuring virtual lessons and assignments to streamline planning and create a cohesive school-wide experience
• Assessing learning loss and accelerating learning in ELA, ELD, and Math
• Consistent monitoring and support of teacher’s implementation of Sparrow’s curriculum through distance learning

Staff Roles and Responsibilities

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

Our campus security guard is now our Safety Officer, in charge of keeping us abreast of changing COVID-19 guidelines from the California Department of Public Health, the California Department of Education, the Centers for Disease Control, and the San Diego County Office of Education, and collaborating with administration on our safe-return policies and plans. This is in lieu of daily campus security while we are off site.

Classroom assistants and special ed paraprofessionals have shifted to share more duties between classes and offer targeted support to English learners and struggling students.
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.]

English learners will receive additional support from class assistants with previewing asynchronous material before the live classes to support their participation in the live classes, as well as support them in small groups or individually with their work.

Our Special Education staff will continue to support students with IEPs in small groups and individually per their IEPs with the service time adjusted for distance learning and the shorter instructional days.

The Student Support Specialist will include in her caseload any students who are in foster care or experiencing homelessness, and will stay in regular, close contact with them and their parents/guardians/caregivers to ensure they have what they need in order to learn during distance learning.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of new LMS platform to facilitate distance learning delivery (CARES Act)</td>
<td>$4,200</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase of Zoom Pro Account (CARES Act)</td>
<td>$1,800</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase of additional technology for teachers (wireless headsets, tripods, usb drives, goosenecks, etc) (CARES Act)</td>
<td>$900</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase of iPads for teachers to replace old, slow staff computers (CARES Act)</td>
<td>$9,726</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase of additional hardware and connectivity for families (CARES Act)</td>
<td>$900</td>
<td>Y</td>
</tr>
</tbody>
</table>
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.]

Additional attention and support will be focused on the areas of English language arts, English language development, and Math. Quarterly assessments in these areas will identify students who are not meeting grade level standards, and targeted support will be provided to them. Feedback gathered from our community indicated that student motivation and loneliness was a factor in student participation in distance learning last spring, so additional, required interactive and social experiences will be integrated into each day’s distance learning experience. Consistent communication between school and home will also support parents in getting their kids online and learning.

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.]

1. Assign class assistants to provide additional support in Math and English language development 1:1 and/or in small groups to students who are failing or are at risk of failing, including EL, low income, foster and homeless students.

2. Assign part time reading specialist to work with kids in grades 2-8 who are failing or are at risk of failing, including EL, low income, foster and homeless students.

3. Mandatory live classes daily and consistent communication between home and school

4. Additional training for teachers in math and writing

5. Assign ELPAC coordinator to check in regularly with EL students to ensure they have the support they need

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.]

1. Assessments will be given in ELA and Math at the beginning of the year, December, Spring, and end of year.
2. ELPAC tests will assess the growth of ELD students.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of leveled readers (Title I)</td>
<td>$400</td>
<td>Y</td>
</tr>
<tr>
<td>Part Time Reading Specialist (Title I)</td>
<td>$12,473</td>
<td>Y</td>
</tr>
<tr>
<td>Staff training in math, grades 1-4 (Title II)</td>
<td>$800</td>
<td>Y</td>
</tr>
<tr>
<td>Staff training in Writer’s Workshop, grades 2-5 (Title II)</td>
<td>$600</td>
<td>Y</td>
</tr>
<tr>
<td>Stipend for ELPAC coordinator (Supplemental)</td>
<td>$600</td>
<td>Y</td>
</tr>
<tr>
<td>Assistants to provide additional support (Supplemental)</td>
<td>$61,413</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Total Budgeted Expenses</strong></td>
<td><strong>$76,286</strong></td>
<td></td>
</tr>
</tbody>
</table>

**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.]

**Strategies for pupil mental health and social/emotional well-being:**

1. Parent meetings with teachers every other week as a check-in to support parents in supporting their children
2. Class meeting/daily check in with kids
3. Follow up with kids and parents who appear to need additional support during office hours
4. Provide consistent schedule/routines
5. Provide a daily opportunity for peer-peer social interaction on Zoom during snack time
6. Send out a quarterly survey to families (and directly to middle school students) to gauge mental health and social/emotional well-being

Strategies for staff mental health and social/emotional well-being:

1. Promote school’s Employee Assistance Program
2. Schedule yoga and meditation for teachers via Zoom once a week
3. Provide training around setting healthy work/home boundaries and establish accountability buddies for support
4. Have social committee organize social opportunities, schedule staff yoga or other calming practices, check in with staff so see who needs support
5. Send out a quarterly survey to staff and faculty to gauge mental health and social/emotional well-being

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.]

Strategies for Pupil and Family Engagement and Outreach:

1. Establish each room parent as the point person for parent communication (with parameters);
2. Every other week parent check-in meetings for each class via Zoom – open ended
3. Establish a buddy system for parents
4. Individual calls from teachers to families who haven’t participated in 3 or more days to find out what barriers are preventing them from engaging (not to reprimand, but to listen and help)
5. Automated messages are sent via NEO, our LMS, to parents when students have not participated in 3 days, and the teacher is flagged to follow up
6. Phone tree/texting for parents for check ins, reminders, sharing
7. IT is troubleshooting internet connectivity with families needing help

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.]

The school contracts with the La Mesa Spring Valley School District to provide meals for the students. During distance learning, families will be able to pick up meals for 1-2 days at a time, from any of the following district campuses: Lemon Ave, Maryland Ave, Northmont, and Fletcher Hills. They will give their name upon drive/walk thru.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>[Reallocate Student Support Specialist hours so that she can implement counseling, parent support, resources for mental health and well-being (50% of her hours) (CARES Act)</td>
<td>$17,538</td>
<td>Y</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Positive Discipline Training for all Staff (Title IV) (Once in-person training is permissible)</td>
<td>5,550</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.11%</td>
<td>$128,101 total new apportionment</td>
</tr>
</tbody>
</table>
Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The Student Support Specialist will be providing schoolwide mental health support to all students, including foster youth, English learners, and low-income students, due to COVID. These unduplicated students are flagged in her caseload to ensure that they are considered first.

Class assistants and paraprofessionals will also be providing additional support to all students who are struggling or at risk of failing, including foster youth, English learners, and low-income students, due to COVID. One on one and small group instruction and preview/review have shown to be effective ways of improving the success of our unduplicated students.

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

One part time classroom assistant is dedicated to supporting our English Learners. Salary: $12,600. She is also the ELPAC Coordinator and will receive a stipend of $600 for those duties.