Health and Safety

Learning loss of students TCA will consider the following:

- TCA will work to reduce the learning loss that our students acquire during the COVID-19 pandemic. To guide our decisions to support the needs of our most vulnerable students.
- TCA has developed a responsive plan that will work to meet the academic, social and emotional needs of all of our students, while focusing on the needs of our most vulnerable students.

The COVID-19 pandemic has caused systemic inequities to the educational system, and more specifically at TCA. To disrupt this current state, TCA is our school community. However, our greater community Stokedom, California, was greatly impacted by COVID-19. Increased

inequities, in addition to not being able to access technology including connectivity.

Inequities in employment present unprecedented challenges to our families. Due to loss of income, families have struggled to provide basic needs creating food

insecurity. Foster youth, homeless youth, and students with disabilities.

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

General Information

<table>
<thead>
<tr>
<th>Team Charter Academy</th>
<th>Deputy Vallejo Executive Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email/Phone</td>
<td>Contact Name and Title</td>
</tr>
<tr>
<td><a href="mailto:Deall@team-charters.org">Deall@team-charters.org</a> (209) 462-2282</td>
<td>Name</td>
</tr>
</tbody>
</table>

Learning Continuity and Attendance Plan Template (2020-21)

California Department of Education, July 2020
A digital survey was provided for stakeholder input. The stakeholders were given the opportunity to voice their concerns during the live session. At the conclusion of each session, a link to a traditional learning model. The stakeholders were informed of our data-driven re-opening plans, which included 100% distance learning, a hybrid learning and a hybrid learning environment. During the sessions, the staff of TCA shared our re-opening plan with stakeholders via Zoom. TCA began soliciting feedback in regards to distance learning from stakeholders during the fall of the 2019-20 academic year. Prior to the start of the academic year, TCA held three parent institutes.

**Stakeholder Engagement**

8) Communication and feedback
7) Assessments
6) Intervention
5) English Learners' support
5) Appropriate support for students with disabilities
4) Alignment with instructional platforms
3) Provide accessibility
2) Every student have access to technology
1) Daily live instruction

To further support our planning efforts, TCA has made the following considerations for distance learning:

4) Instruction
3) Academic Programs
2) Social and Emotional Well-Being
of the COVID-19 school closures. Both organizations will move to offer in-person instruction to all students, including those who have experienced learning loss as a result of school closures in the 2019-2020 school year or are at a greater risk of experiencing learning loss due to school closures in the 2019-2020 school year or are at a greater risk of experiencing learning loss due to school closures in the 2020-2021 school year.

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.

In-Person Instructional Offerings

Continuity of Learning

We are providing counseling services to students as a result of stakeholders involvement. TEAM Charter Academy was the only school that distributed instruction to all students along with instructional tools such as paper, pencils, folders, etc. A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

A summary of the feedback provided by specific stakeholder groups.

During parent meetings, TEAM Charter received feedback from stakeholders. Parents of students with IEPs shared their concerns with their child's teachers, and parents of students with IEPs shared their concerns with the principal.

TCA held board meetings via Zoom with links posted on the school site. TEAM Charter Academy held parent meetings via Zoom. Participation was low as the current state of our county with COVID-19 is not on the decline.

A digital survey was provided for stakeholders input.

The stakeholders were informed of the meeting dates and times via email. Participation was low for these events. The stakeholders were informed of our data driven instructional plans, which included 100% distance learning, a hybrid learning, and in-person learning.

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 2020-2021 school year.

A summary of the feedback provided by specific stakeholder groups.
Faculty members will need to rotate classrooms at the beginning of each period, following the bell schedule. While rotating from classroom to classroom.

**Movement:**

Support staff will provide coverage for faculty members during the scheduled lunch periods.

**Lunch Break:**

Faculty will follow the provided bell schedule.

**Instructional Schedule:**

Decks up, preparing video cameras, live streaming and placing sanitizing wipes at each desk.

Upon arrival to the homeroom, faculty members will prepare to begin their instructional day. This may include reviewing lesson plans, setting mobile desks up, preparing video cameras for live streaming and placing sanitizing wipes at each desk.

**Start of the Day:**

Directly to their assigned homeroom.

**Arrival:**

Faculty instructional day.

**Instructional Schedule:**

Students will provide all learning materials. The student is responsible for bringing their

**Group B** will attend school on campus two days a week in class with their teachers. Doors open at 7:30 and school begins at 8:00 AM.

**Group A** will attend school on campus two days a week in class with their teachers. Doors open at 7:30 and school begins at 8:00 AM.

**Instructional Program:**

Learning opportunities.

On Wednesdays, students will be engaged in distance learning opportunities and teachers in collaborative planning and professional development.

On the days students are not on site, the class will be live streamed and students will participate in class remotely.

**TEAM** will implement a Two-Day Rotation Blended Learning Model. Students report to school on two designated days based on scheduling.

Our hybrid learning plan will be as follows:
By our IT department,

Students who needed WiFi notified the school staff of their need, they will receive a hotspot once they are delivered and made operational.

TEAM Charter Academy held an Academy held an Academy held a Technology distribution date. At that time students were able to check out Chromebooks for distance learning.

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

Access to Devices and Connectivity

At TEAM Charter Academy, our curriculum is all digital, so the transition from virtual to in-person and vice versa will be seamless.

Following a bell schedule, once in-person instruction resumes, the students will remain in the same cohort, following the same bell schedule. The cohorts of students will attend school virtually as a group.

If 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

Continuity of Instruction

Distance Learning Program

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Cost</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile Desks</td>
<td>N</td>
<td>1,911.76</td>
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<tr>
<td>Portable Sinks</td>
<td>N</td>
<td>32,683.65</td>
</tr>
<tr>
<td>$2,227.80</td>
<td>N</td>
<td>42.45</td>
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<td>$1,930.86</td>
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<td></td>
</tr>
<tr>
<td>Total Funds</td>
<td></td>
<td>5,908.45</td>
</tr>
</tbody>
</table>

COVID-19

Handwashing Stations

To increase the safety of the area in each classroom and common areas, portable sinks were brought in to improve handwashing to mitigate the spread of disease.

COVID-19

Facial Filters

To increase filtration of the air in each classroom and common areas.

COVID-19

Visual Social Distancing Cues

Spot markers and window signage to direct traffic and educate the community of the need to maintain physical distancing.

COVID-19

Disinfectant Supplies

To support routine disinfection of high-touch surfaces.

COVID-19

Personal Protective Equipment (Masks, Face Shields, etc.)

Total cost of $5,908.45.

Actions Related to In-Person Instruction

- Additional rows and actions may be added as necessary.

- Face members will return mobile desks to the homeroom classroom.

End of the day:
**Planning Resources**
Include planning time.

**TEAM will offer monthly professional learning opportunities for the instructional staff.**
Team will meet weekly in their PLC groups for planning and collaboration.

**TEAM will offer a summer institute for new teachers Aug. 6-7.**

**Institutional Planning Time**
[Formation of the professional development and resources that will be provided to staff to support the distance learning program, including the use of the Professional Learning Community (PLC) model for teacher collaboration and support.]

**Distance Learning Professional Development**
[Description of the professional development and resources that will be provided to staff to support the distance learning program, including the use of the Professional Learning Community (PLC) model for teacher collaboration and support.]

**Pupil Participation and Progress**
[Description of how the LEA will assess pupil progress through live classes and synchronous instructional minutes, and a description of how students at TCA are required to attend Google Meet sessions.]

**Universal Design for Learning:**
Universal Design for Learning is available at:
https://www.universaldesignforteachers.org/

**Google Certification**

**The Leader in Me Online Modules for SEL**

**Global Online Academy**

**LEARNING-SMART DIGITAL CONNECTION BETWEEN TEACHERS AND STUDENTS.“YIPPECY”**

**WEBINARS: POETRY SCHOOL, SECONDARY SCHOOL, SCIENCE:**
https://www.poweredschool.com/webinar-replay/6-secrets-to-build-a-social-emotional-learning-

**FROM SADDLEBACK: PARAPROFESSIONALS WILL RECEIVE A PARAPROFESSIONAL HANDBOOK, ACCESS TO WEBINARS**

**LEADER IN ME: TEACHERS WILL RECEIVE A TEACHER'S HANDBOOK, YOUR LITERACY STANDARDS COMPANION, THE TEACHER CLARITY PLAYBOOK, ACCESS TO WEBINARS**

**TEAM:**
Teachers will receive a teacher's handbook, your literacy standards companion, the teacher clarity playbook, access to webinars.

**PLANNING RESOURCES**
Include planning time.

**TEAM will offer monthly professional learning opportunities for the instructional staff.**
Team will meet weekly in their PLC groups for planning and collaboration.

**TEAM will offer a summer institute for new teachers Aug. 6-7.**
The Admin team will model and support all required public health measures. The Admin team will designate staff to be responsible for administering COVID-19 vaccines on campus.

Any positive COVID-19 cases will be reported to the health department immediately and contact tracing will begin. Staff and students who have been in close contact with the infected individual will be notified. Close contacts will be given instructions on self-isolation.

In addition to student health, the Admin team will develop and implement a comprehensive plan to address the needs of the entire school community. This plan will include strategies for remote learning, virtual instruction, and hybrid models. The plan will be reviewed and updated regularly to ensure its effectiveness.

The Admin team will also work closely with the district administration to ensure that all school policies and procedures are aligned with current public health guidelines. This includes ensuring that all staff and students are aware of and understand their roles and responsibilities in relation to COVID-19 prevention and control measures.

Staff roles and responsibilities include:

- Ensuring that all school policies and procedures are aligned with current public health guidelines
- Providing regular updates and information to parents and guardians
- Implementing contact tracing and communication plans
- Coordinating with public health authorities to ensure effective response to outbreaks
- Supporting students who may be experiencing stress or anxiety due to the pandemic

The Admin team will continue to monitor and adjust the plan as necessary to ensure the safety and well-being of all school community members.
social-emotional goals.

Teachers, paraprofessionals, aides, and have community partnerships with agencies that aide us in reaching our academic, behavioral, and

To support our students and families, TEAM employees a school nurse, counselor, Resource Teacher, school psychologist, special education

English learners, and those in gifted and talented programs.

TEAM's systems of support includes interventions within the RII process, supports for Special Education, Title I, Title III, support services for

MTSS offers the potential to create a needed systematic change through intentional design and redesign of services and supports that quickly

identity and match the needs of all students. (https://www.de.cagov/cdlr/mtss/Pages/default.aspx)

alignment of systems necessary for all students' academic, behavioral, and social success.

TEAM will meet the needs of all students, through our Multi-Tiered System of Support (MTSS).

TEAM will provide English learners a full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

[ A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English

Supports for Pupils with Unique Needs

Teachers and administrators during the instructional day.

The instructional support staff will provide professional development and coaching to the teaching staff. Will be available to support the

by way of hand washing procedures. Teachers will send sick students to the front office for screening procedures.

The teachers will reinforce personal hygiene while on campus. They will enforce safety procedures at recess to individual learning tools. The teaching staff will reinforce an increase in hygiene

The teaching staff will model and support all required public health measures. The teaching staff will reinforce physical distancing while on

military business as a large scale distance learning to the classrooms of their respective teachers.

The administrator staff will monitor teachers and students virtually to provide feedback that would support learning in the classrooms. The
Effectiveness of Implemented Pupil Learning Loss Strategies

Students who struggle with math will participate in Dreambox to build their capacity with foundational math skills. Our English language learners will engage in Rosetta Stone curriculum to assist with developing their English language skills. Lastly, our students will participate in Apex learning to assist with developing their English language skills. For those students who are proficient in one or both of the curriculums, Apex learning will allow for them to excel and progress further in their learning.

COVID-19 school closure, Apex learning is designed to meet students where they are. Apex learning will be utilized to mitigate the learning loss that occurred due to the school closure. Students at TCA will participate in daily intervention services. In each of our ELA and math classes, our most vulnerable students will receive experienced home educators.

Support from paraprofessionals and instructional aides, Apex learning will be utilized to mitigate the learning loss that occurred due to the school closure. Support from paraprofessionals and instructional aides, Apex learning will be utilized to mitigate the learning loss that occurred due to the school closure.

Pupil Learning Loss Strategies

Team Charter Academy students will undergo beginning of the year assessments, unit assessments, formative assessments in ELA, EL, math, social studies and science. Students with identified learning loss will participate in daily intervention in ELA and/or math. TEAM Charter Academy students will undergo daily intervention.

In addition, how the LEA will use to address learning loss and accelerate learning progress for pupils, if needed,

In addition, how the LEA will address pupil learning loss that results from COVID-19 during the 2019-2020 and 2020-21 school years,

<table>
<thead>
<tr>
<th>Instruction Learning Tools</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong></td>
<td>$4,403.77</td>
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<tr>
<td><strong>Counseling</strong></td>
<td>$20, 967.92</td>
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<tr>
<td><strong>Additional Technology</strong></td>
<td>$800.77</td>
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<tr>
<td><strong>Development</strong></td>
<td>$2,245.99</td>
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</table>

Actions Related to the Distance Learning Program [Additional rows and actions may be added as necessary]
COVID-19, protective masks, social distancing, distance learning and the operation and procedures of each school site.

Weekly newsletter: Throughout July and August of the 2020-2021 school year, teachers will receive updates from their site administrator.

Professional Development: Prior to the start of the 2020-21 academic school year, teachers will participate in a variety of professional development sessions every Wednesday afternoon.

Teacher Support Services for English Learners: TEAM is a system of support for students with special education needs. Supports from TEAM include instructional, behavior, and social support.

MTSS offers the potential to create needed systemic change through comprehensive, integrated, differentiated learning, and social- and emotional-learning supports. TEAM will meet the needs of all students through our Multi-Tiered System of Support (MTSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students, academic, behavioral, and social success.

COVID-19 on the school community:

Mental Health and Social and Emotional Well-Being

<table>
<thead>
<tr>
<th>[Y/N]</th>
<th>$0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Y/N]</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Contributing Funds

| Description of the need arises. | [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] |

Actions to Address Pupil Learning Loss [Additional rows and actions may be added as necessary]
Lunch: Students will be provided with healthy breakfast and lunch daily.

Recess: Students will be assigned two 10-15 minute recesses daily in an effort to provide students with opportunities to

Physical Fitness: Students who have high need health concerns in order to develop a student specific safety plan.

Nurse: The school site nurse will be responsible for supporting the implementation of health and safety protocols and assist with identifying

SPED Team: Admin will meet with members of the SPED department to determine with which students will require modifications to their IEP goals

Special Education (SPED)

Child Abuse Prevention Council (CAPC): Working closely with each sites administration team CAPC will support in the identification of emotional support plan for students individually or in a group format.

Counseling: School site will be provided with a school counselor who will be responsible for assessing students' needs and creating an emotional support plan. Each site will have a student support room in which to provide students with social emotional support.

Learning Environment: Morning announcements: Each morning students will receive a reminder of safety and health procedures and concerns as they relate to the appropriate use of protective masks, social distancing, and a variety of health and safety issues.

Student Orientation: For the 1st week of school students will be trained in a variety of school safety procedures including but not limited to: the

Teacher and student will discuss both academic, behavioral and social emotional goals (SMART goals).

Student Conferences (Parent Conferences): Teachers will engage students in one on one conferences each trimester in which
School Nutrition

Other resources are offered to the family if a need was expressed.

Support staff at TCA are and will continue to connect with the families of students who are absent from school/periods. Prior to the

Pupil and Family Engagement and Outreach

Distance Learning

Students will be provided with instructional assignments and activities which will focus on general health and physical well
Additional Actions to Implement the Learning Continuity Plan [additional rows]

<table>
<thead>
<tr>
<th>Description</th>
<th>Information to come</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Funds Contributing</td>
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<td>Cost</td>
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<td>Students who are absent</td>
<td>An assigned school member is in daily contact with the families of</td>
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<tr>
<td>Pupil and Family Engagement Outreach</td>
<td>Well Being</td>
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<tr>
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</table>
TEAM Teacher/Parent Meetings will be held each trimester.

Parent Resources will be readily available for parents/families in need.

Our School Psychologist will support the students by...

...emotional well-being of our students.

Social-emotional leadership skills by teaching them the 7 habits to be an effective leader. Ripple Effects will be used as an additional tool to support the

TEAM Charter Academy will continue its journey being a Leader in the School. The program is geared towards developing students

common formative assessments, and calibrate their grading rubrics. This helps students achieve their academic goals.

Our teachers will engage in Professional Learning Communities on a weekly basis. This will give them the opportunity to review data, create

...campus. Ripple Effects was purchased to support our most vulnerable students as they eliminate any non-academic barriers.

Our counselors will support the needs of our most vulnerable students by providing social and emotional learning opportunities, assist the

...who are struggling with engagement and access to instruction.

Universal Design for Learning (UDL) will be used schoolwide. Moreover, its primary focus will be to support the needs of students

...or identifying areas for improvement, the team will employ

Our district-level Instructional Support team will provide professional development, coaching, pacing guides to our school. The Support Team

...or streamlining district-wide processes to support our most vulnerable populations. TEAM Charter Academy has come into alignment with our

[required]

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