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

1. Health and Safety
2. Social and Emotional Well-Being
3. Academic Programs
4. Instruction

COVID-19 pandemic. To guide our decisions to support learning loss of all students, TCS will consider the following:

- Academic Programs: The COVID-19 pandemic has caused systemic inequities in the educational system, and more specifically at TCS. To disrupt students' academic pathways to graduation, TCS has developed a comprehensive plan that will work to meet the academic, social and emotional needs of all of our students, including those from underserved communities. This plan has been developed to support students' learning needs in a way that is equitable and responsive to their unique challenges.

- Instruction: The TCS team has identified and prioritized learning needs for all students. With the implementation of the new school calendar, the TCS team has been working to ensure that all students have access to high-quality instruction, regardless of their location.

- Social and Emotional Well-Being: TCS has recognized the importance of social and emotional well-being in the learning process. The TCS team is committed to providing a supportive and safe learning environment for all students, with a focus on building strong relationships between students and teachers.

- Health and Safety: TCS has put in place comprehensive health and safety protocols to ensure the safety of all students and staff.

General Information

<table>
<thead>
<tr>
<th>TEAM Charter School</th>
<th>Local Educational Agency (LEA) Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:dyverleigh@team-charter.org">dyverleigh@team-charter.org</a></td>
<td>CA Department of Education</td>
</tr>
<tr>
<td>62-2282</td>
<td>TEAM Charter School</td>
</tr>
<tr>
<td>Email and Phone</td>
<td>Contact Name and Title</td>
</tr>
</tbody>
</table>

This description of the impact of the COVID-19 pandemic has been provided by the LEA and its community.

Learning Continuity and Attendance Plan Template (2020-21)

California Department of Education, July 2020
We received 44 feedback forms from the parents after our presentations.

Parent meetings were held online using Zoom, our parent communication system.

Participants for the event met via Zoom, with questions posed at the school site.

TEAM Charter School held parent meetings via Zoom. TEAM Charter School provided feedback to stakeholders.

The key session on each session an opportunity for stakeholders to voice their concerns and ask questions during the live session. At the conclusion of each session a link to a digital survey was provided for stakeholders.

The feedback received from stakeholders was given the opportunity to voice their concerns and ask questions during the learning and a traditional learning model. The stakeholders were informed of our data-driven decision-making plans, which includes three phases: 100% Distance Learning, Phase 1; Immediate Return, together in Phase 2; and Hybrid Learning, Phase 3.

TEAM Charter School's efforts to solicit stakeholder feedback and input on the district's Return to Learning Continuity Plan began in June and has continued throughout the development process. The district's phased planning process toward a safe return of students.

TEAM Charter School is committed to providing a safe and healthy environment for all students and staff.

In August we held 3 parent forums. In September we presented to our Academic Facilitators, Curriculum & Instruction, Training, Nutrition, Services, and Mental Health.

In March we surveyed families for continuous through personal phone calls home and emails. Academic Facilitators, Attendance, Engagement, Culture, Climate, Curriculum, Nutrition, Services, and Mental Health.

In October and the upcoming semester, TEAM Charter School has provided and continue to provide significant input to inform the district's planning in the mental health and attendance plan began in June and has continued throughout the development process. The district's phased planning process toward

**Stakeholder Engagement**

- Communication and Feedback
- Assessments
- Intervention
- English Learners Support
- Support for Students with Disabilities
- Alignment with Instructional Platforms
due to future school closures.

[Description of the impact of school closures on learning]

In-Person Instructional Offerings

Continuity of Learning

Teachers have weekly contact with all parents through class newsletters, updates on Google Classroom, personal phone calls, and texting. They work closely with their classroom to ensure they log on.

In addition to whole class synchronous learning, Kindergarten has daily small group of students having 3 hours of synchronous learning online and 2 hours of asynchronous learning. Grades 1-5 have 3.5 hours of synchronous learning online and 3 hours of asynchronous learning. Students make progress in their learning.

When creating our reopening plan for the 2021-22 school year, our leadership considered input from our stakeholders. Students with IEPs will...

[Summary of the feedback provided by specific stakeholder groups]

Students gave verbal and written feedback on each section of the plan. The principal and vice principal met with 4th and 5th grade classes during class time to get their feedback on the learning continuity plan.

Current state of our county with COVID-19 is not on the decline.
Continuity of Instruction

Distance Learning Program

<table>
<thead>
<tr>
<th>Contributing Funds</th>
<th>[FY 20.39.01]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>We purchased personal protective equipment for all staff members. Shields have been installed in high traffic areas. We purchased no-touch thermometers for daily temperature checks. We purchased hand sanitizer for all classrooms and offices, and signage for high-touch areas. We increased our purses of sanitizer for all grades. All maintenance staff have been trained on proper sanitation, safety, and disinfecting procedures.</td>
</tr>
</tbody>
</table>

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

19.

The school will provide all learning materials. The student is responsible for bringing their learning materials to school each day.

Professional learning opportunities.

Remote. On Wednesdays, all students will be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities.

When students return to campus, for group A, they will report to school on two designated days per week based on their group. Group A will participate in a two-day rotation blended learning model. Students will participate in distance learning double periods each day.

Students will continue with their same curriculum and learning plan for all classes.

When students return to campus, for group B, they will participate in district approved blended learning classes.
through the distance learning process (social-emotional, special needs, and general education).

[...]

Distance Learning Professional Development

They know what assignments they need to complete and see if they need support.

Teachers take daily attendance and post it by 8:30 AM. Support staff call homes of students who have been marked absent to make sure they are accounted for.

S[...]

Pupil Participation and Progress

For students or parents that need support or education on how to use the technology, TEAM offered one-on-one support.

TEAM Charter School provided Chromebooks to all students and hot spots to families that need support with connectivity.

[...]

Access to Devices and Connectivity
Responsibilities to COVID-19 concerns. Administration will ensure staff are providing students with appropriate distance learning opportunities. The administration team will designate staff to be responsible for screening the building. All staff members will complete a daily health check form. If a staff member tests positive for COVID-19, the staff member will be instructed to stay home. The front office staff will work with the nurse to follow up and provide further instructions.

Our school nurse will support all safety protocols that have been implemented based upon recommendations from San Joaquin Public Health. The nurses will provide resources to staff on any new procedures put into place by the CDC or SFPH. They will coordinate with and coordinate with the CDC. The nurses will provide resources to staff on any new procedures put into place by the CDC or SFPH. They will coordinate with the CDC.

Instructional protocols

Students who receive special education services will be served through virtual meetings as well. IEPs will be scheduled and held on virtual platforms. Para-professionals will be assisting students with distance learning and helping the teachers with the teachers.

To address attendance, the district will follow up with students who are absent due to illness. The attendance clerk will follow up with students and notify parents when an attendance is not taken on time. If a family requests that the student is absent due to illness, the attendance clerk will verify attendance through virtual meetings. The attendance clerk will follow up with students who were not present in class. The attendance clerk will follow up with teachers to be sure attendance is recorded. Support staff will monitor students' progress in virtual meetings. Attendance will be monitored several different ways by different departments. Teachers will monitor student progress. Teachers will monitor student progress. Attendance will be monitored several different ways by different departments. Teachers will monitor student progress.

While 100% distance learning attendance will be monitored, distance learning will be monitored several different ways by different departments. Teachers will monitor student progress. Attendance will be monitored several different ways by different departments. Teachers will monitor student progress.

COVID-19 and distance learning has shifted the responsibilities of many of our staff members on the campus. In some instances roles and responsibilities are still being defined and will continue to change as we move toward in-person instruction.

Staff Roles and Responsibilities

Professional Development Plan

In an effort to continue to maintain a consistent temperate of the school climate and address any areas of need throughout the year, we have developed a Professional Development Plan that is reflecting the needs of our regular staff and employees. This plan will continue to be reflected in different areas of the school, such as the social-emotional needs of our students and their academic/social-emotional needs at the forefront of our professional training. Staff will continue to be supported in addressing these needs by maintaining the Professional Development Plan.

One student begins to return to campus, TEAM Charter will continue to respond to those needs by maintaining the Professional Development Plan.
Challenges and changes related to supporting our EL students and families, and will continue these components in-person class sessions, professional development sessions are offered to teachers to support these supports will continue once students begin to return to school. Teachers are providing designated and integrated ELD time daily, through (or by), 1:1 schooling.

Supported continuity with the initial or summative ELPA2, as assessed by the state of California, the digital interface (as all teachers with exceptional needs served across the full continuum of programs, pupils in foster care, and pupils who are experiencing homelessness, pupils with exceptional needs served across the full continuum of programs, pupils in foster care, and pupils who are experiencing

Supports for Pupils with Unique Needs

The executive director, administration, and teaching staff will have frequent communication with parents regarding school updates.

The instructional support staff will provide professional development and coaching to the teaching staff. They will be available to support the implementation of flexible instructional schedules, such as hand washing procedures. Teachers will send sick students to the health office of the school nurse for screening.

The teaching staff will model and support all required public health measures. The teachers will reinforce physical distancing requirements implemented.

The Facilities department and custodial staff will model and support all required public health measures. The facilities department and custodial staff will ensure that the campus is clean and disinfected, frequently accessed/touched areas are cleaned daily. They will keep a log of each time they clean or disinfect an area. The facilities department and custodial staff will notify business operations if large scale disinfecting is needed to be done.

Administrators will monitor teachers and students visually to provide feedback that would support learning in the classrooms. Administrators will also make sure the support staff have access to learning tools including but not limited to technology, connectivity and textbooks. The administration will support all stakeholders during the instructional day.

Cal Vitamin D -- 7
on the needs identified within the student's Individualized Education Program (IEP).

Unique Needs

Students with exceptional needs in TEAM Charter School range from students identified with speech-to-mouth or moderate disabilities, to those with learning disabilities, ADHD,Gifted/ Talented, mild/moderate, severe/profound disabilities, and 504 plan.

Distance Learning

Distances learning is a viable alternative to traditional learning, allowing students to continue their education remotely. TEAM Charter School utilizes various methods to ensure the academic progress of all students, including individualized instruction, technology, and online resources. In-person team meetings, instruction, and assessments are also conducted to support student progress.

California Department of Education, July 2020
### Pupil Learning Loss

<table>
<thead>
<tr>
<th>Year</th>
<th>$</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 05-06</td>
<td>5,005.95</td>
<td>TEAM has purchased extra learning materials and supplies for students to use at home during distance learning.</td>
</tr>
<tr>
<td>FY 14-15</td>
<td>148.01</td>
<td>TEAM has purchased additional Chromebooks and hotspots for students to participate in online learning.</td>
</tr>
</tbody>
</table>

**Contributing Funds**

- Other Funds
- District
- County
- State
- Federal

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

TEAM has a Special Education Department that works with all students identified as having or needing an IEP.

- Team has a Special Education Department that works with all students identified as having or needing an IEP.
- Social-emotional goals.
- Supports for English Language Learners, and those in gifted and talented programs.
- Support services for English Language Learners, and those in gifted and talented programs.
- TEAM Charter School systems of support include interventions within the Risk Processes, supports for Special Education, Title I, Title III, TEAM Charter School 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.

### Resilience Setting

Students with General Education teachers to support the student accessing their General Education curriculum and environment in the least restrictive setting. Students with General Education teachers to support the student accessing their General Education curriculum and environment in the least restrictive setting. All contacts are documented and collected by the LEA. Special Education case-managers also have ongoing and frequent contact with a Special Education Service Provider, maintain frequent contact with students and families via phone, text, e-mail, video conferencing.
### TEAM Purchased Lexia Learning for additional reading intervention.

<table>
<thead>
<tr>
<th>Description</th>
<th>$19,900.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing Funds</td>
<td>Total Funds</td>
</tr>
</tbody>
</table>

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

Team Charter School will collect data from NWEA MAP assessments, fluency assessments, and any other assessment as the need arises.

**Effectiveness of Implemented Pupil Learning Loss Strategies**

Team Charter School will be assessed in reading and math to determine their needs of intervention. They will participate in daily instruction services provided by teachers and para-professionals. Lexia Core 5 will be utilized to mitigate the learning loss that occurred during the COVID-19 school closure. Lexia Core 5 is designed to meet students where they are. Lexia Core 5 will remediate students when needed. Our English Language Learners will engage language development utilizing our Wonders curriculum. Additionally, to support students at TEAM Charter School, we will be assessed in reading and math to determine their needs of intervention. They will participate in daily instruction services provided by teachers and para-professionals. Lexia Core 5 will be utilized to mitigate the learning loss that occurred during the COVID-19 school closure.

**Pupil Learning Loss Strategies**

Challenges of returning to school and overcoming this pivotal moment in our current economy.

Students and address any learning gaps identified.

Students are being monitored and supported throughout the school year to ensure success and address any learning gaps identified. Students are being consistently monitored and supported.

This also applies to EL students and Special Education students as needed based on data driven evidence. Progress small group instruction, compound differentiated supports including refocusing, reteaching and reteaching groups for a small portion of the day for explicit, explicit instruction. This also applies to EL students and Special Education students as needed based on data driven evidence. Progress small group instruction, compound differentiated supports including refocusing, reteaching and reteaching groups for a small portion of the day for explicit, explicit instruction. This also applies to EL students and Special Education students as needed based on data driven evidence. Progress small group instruction, compound differentiated supports including refocusing, reteaching and reteaching groups for a small portion of the day for explicit, explicit instruction.

### TEAM Learning Goals

**General Learning Goals**

- *Reading Comprehension*
- *Mathematical Reasoning*
- *Writing as a Process*
- *Listening and Speaking*

**Reading Comprehension**

- *Vocabulary Development*
- *Text Structure and Genre*
- *Inference and Comprehension Strategies*

**Mathematical Reasoning**

- *Number Sense and Operations*
- *Algebraic Thinking*
- *Geometry and Measurement*

**Writing as a Process**

- *Drafting and Revising*
- *Editing and Publishing*
- *Writing Across the Curriculum*

**Listening and Speaking**

- *Oral Communication Skills*
- *Collaborative Learning*
- *Presentation Skills*
In order to accommodate health and safety goals, Special Education (SPED) staff will meet with members of the SPED department to determine which students will require modifications to their IEP goals.

**SPED Team:** Ad.hoc, will meet with members of the SPED department to determine which students will require modifications to their IEP goals.

**Child Abuse Prevention Council (CAPC):** Working closely with each site’s administration team, CAPC will support in the identification of students in need of social emotional support and creating support plans for each student.

**Counseling** School site will be provided with a school site counselor who will be responsible for assessing students’ needs and creating an emotional support plan for students individually or in a group format.

**Student Support Room:** Each site will receive a student support room in which to provide students with social emotional support.

**Learning Environment:** Each morning students will receive a reminder of safety and health procedures and concerns as they relate to the school community.

**Student Orientation:** For the first week of school, students will be trained in a variety of school safety procedures including but not limited to: the appropriate use of protective masks, social distancing, and a variety of health and safety issues.

**MTSS:** MTSS offers the potential to create needed systemic change through instructional design and redesign of services and supports that quickly align with systems necessary for all students’ academic, behavioral, and social success. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student- centered learning, individualized student needs, and the needs of all students through our multi-tiered system of support (MTSS).

**TEAM:** TEAM will meet the needs of all students through our multi-tiered system of support (MTSS).

**COVID-19 on the school community:** 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 the school year.
School Nutrition

Parents, newsletter from the school counselor and nurse. School meals, Class dojo, google classrooms, and emails are also used to communicate with parents.

Team will also share parent teacher conferences, weekly newsletters from teachers, a monthly newsletter from the school counselor, and the District English Language Advisory Council which are all groups focused on parent and family engagement. Team will also share parent teacher conferences, weekly newsletters from teachers, a monthly newsletter from the school counselor, and the District English Language Advisory Council which are all groups focused on parent and family engagement.

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.

Pupil and Family Engagement and Outreach

Program.

To support students in developing social emotional skills, our P.E. teachers will also participate in implementing social emotional learning (SEL) curriculum daily within the classroom in order to help students stay healthy.

Social Emotional Learning (SEL): Each site will require teachers to use the leader in self-mastery (LMS) curriculum daily within the classroom in order to help students stay healthy.

P.E. Teacher: Each site will have a designated P.E. instructor who will guide students in physical exercise and teach students about healthy habits.

Physical Fitness

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

Nurse: The school nurse will be responsible for supporting the implementation of health and safety protocols and assist with identifying students who have high need health concerns.
<table>
<thead>
<tr>
<th>Description</th>
<th>$5,973.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds</td>
<td>$62,873.00</td>
</tr>
</tbody>
</table>

and actions may be added as necessary

### Additional Actions to Implement the Learning Continuity Plan [additional rows]
Our counselors will support the needs of our most vulnerable students by providing social and emotional learning opportunities, assist the
gagement and access to instruction.
Our district-level Instructional Support team will provide increased professional development, coaching, pacing guides, and services to our
tudents due to school closure.
We are improving services by increasing services in quantity. The actions are expected to result in the required proportional increase of
improvement in services to underserved students as compared to those services provided to all students because of their increased need for

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)
and (2) how these actions are effective in

<table>
<thead>
<tr>
<th>Income Students</th>
<th>Increased Appointments Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inset dollar amount here</td>
<td>Inset percentage here</td>
<td></td>
</tr>
</tbody>
</table>
Parent/Teacher Meetings will be held each trimester.
Parent Resources will be readily available for parents/families in need.
Individualized learning plan that supports the needs of our most vulnerable populations.
Our School Psychologists will support the students by identifying students who qualify for special education services and creating and emotional well being of our students.

TEAM Charter School will continue its journey being a leader in the school. The program is geared towards developing students leadership skills by teaching them the 7 habits to be an effective leader. Ripple Effects will be used for this grade as an additional tool to support the common formative assessments, and calibrate their grading rubrics. Thus, helping 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