

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, The Village Charter School (VCS) suspended in-person learning on March 23, 2020 and then again (for ALL Sonoma County schools) on July 17, 2020 as it relates to the fall 2020 start up. There is an understanding that we are in a time of unprecedented change for our entire educational system. It is critical our community take concrete steps forward based on the best information available, which is ever-changing due to the nature of this biological emergency. Like all schools nationwide, we face mounting and unforeseen challenges as we work to meet many of the needs of our students, families, staff, and school communities.

The Village Charter School and its staff views this challenge as an opportunity to design a Return to School Plan, along with a comprehensive Continuity of Learning and Attendance Plan (September 2020), where equity, opportunity, and innovation are the cornerstones of its actions and future considerations. This is a challenging time for all, especially given the number of tragedies and disasters the Sonoma County has endured and survived in just a short three-year historical period occurring from 2017-2020. Please know that VCS is fully committed to serving each of you in the most safe and feasible manner possible.

## Stakeholder Engagement

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

Parent Needs Survey (closed June 2020): 75% Overall response

## Stakeholder meetings:

Weekly Teacher Meetings

Parent Informational Meeting- Virtual (Early August)

PA Meetings (Ongoing every month)

Re-opening Committee (Ongoing)

Board: Board updates and Board Meetings (Ongoing every 3rd Tuesday of the month)

## Overall stakeholder process:

- We consulted with teachers, other school staff, parents, and students in developing a Learning Continuity and Attendance Plan (SB98)
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity and Attendance Plan, using the most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).
- We presented the Learning Continuity and Attendance Plan to the PA and Re-opening Committee(as applicable) separately for review and comment.
- We presented the Learning Continuity and Attendance Plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity and Attendance Plan was available for public inspection.
- The Board adopted the Learning Continuity and Attendance Plan in a public meeting on September 22, 2020. This meeting was held after, but not on the same day as, the public hearing which was held on September 15, 2020.

We acknowledge the uncertainty created by COVID-19, and so it is highly probable that plans will change in response to changing needs.

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

Public hearings were held as zoom meetings to allow for remote participation during the pandemic.

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

There was much discussion around: participation, attendance, re-engagement, pupil learning loss and mental health support for all of our students. We believe we have developed a thorough plan based on these discussions and feedback, however, we know that we will need to be adaptable and resilient as we move forward in overcoming the challenging circumstances that we continue to face.

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input. Through various meetings and email communication the needs of the community were heard and we collaboratively figured out the best ways to serve our students during these unprecedented times.

## 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.]

VCS will offer classroom-based instruction, whenever possible, particularly for pupils who have experienced significant learning loss due to school closures in the 2019–20 school year or for pupils who are at greater risk of experiencing learning loss due to future school closures.

VCS's priority model of instruction is an in-person model where students attend school each and every day and any Distance Learning needs are supported and take place solely on campus during the designated school day. As feasible, VCS is committed to exploring varying and gradual in-person return approaches as the year progresses so that optimally there is a return to a 5-day in-person instructional model once local conditions safely allow.

Things we will do to provide support to 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:

- Provide after school tutoring for these students (grades 1-8) once in-person learning resumes.

Tier 1 MTSS supports, i.e. Small intervention groups. 1 on 1 interventions when needed.

- Continuous progress monitoring
- Continued communication with families about student progress

Tier 2 MTSS supports

- SST meetings and structured support plan
- Provide engaging, meaningful lessons integrated with real-world applications and culturally relevant material
- Cultivate home to school connections. Family sessions (in-person and virtual) that provide assistance to families in order to create a space, schedule, routines, and strategies to optimize learning.

- Vertical alignment: Curriculum throughout grade levels and subject areas is coherent and takes into account the previous years learning

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

Description	Total Funds	Contributing
Implementation of the Standards	\$7,500	No
Teacher Induction Program and Support	\$10,500	No
Instructional Assistants (will also support with distance learning) (Sup/Con)	\$102,300	Yes

**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.]

Trimester 1: Distance Learning (Starting August 19 -TBD)

Our Distance Learning program model will provide VCS students access to a rigorous standards based grade level curriculum that is comparable to in-person instruction. We will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of method of delivery by the following means and resources:

- Daily live interactions with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the Board or another body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

- All lessons will be on Google Classroom throughout the year in all grade levels, except k-2. Lessons will also be provided by Friday pick-up and drop off of materials.
- Other adaptive grade level technology will supplement Google Classroom lessons.
- Pupils will have online access to core standards based curriculum.
- Establish essential standards

Trimester 2 & Beyond: Transitioning to In-Person Learning : VCS is fully committed to returning to some form of traditional in-person instruction (either daily or at least 1-2 days per week in a hybrid model) as soon as safely feasible to do so. In order to provide families and staff ample planning and response time,VCS will reassess whether or not it can begin a gradual transition of offering all students some type of in-person instruction, no later than the October 20, 2020 Board of Directors meeting. The Plan should be reviewed and considered once again by the Board of Directors in order to address needed changes, directives, and/or local circumstances.

Parent Choice: Parents who desire their child to remain in a form of distance learning or an Independent Study Agreement of some kind will have the opportunity to formally elect this option prior to the return of in-person instruction. VCS will work specifically with these families to ensure their child is fully served according to their child’s academic needs and circumstances.

## 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.]

We will ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs.

## 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.]

### Assess Pupil Progress

- Pupil progress through live contacts and synchronous instructional minutes will be assessed.

### Time Value

- Time value of pupil work (Per SB 98) are as follows for both in-person and/or Distance Learning.
- Minimum Instructional (Learning) Minutes by Day (M-F)

(waives minimum yearly requirements for instructional minutes)

- 180 instructional minutes in kindergarten
- 230 instructional minutes in grades 1 to 3, inclusive
- 240 instructional minutes in grades 4 to 12, inclusive

- For Full Distance Learning only: Instructional time shall also be based on the above time value of assignments/and live interaction as determined, and certified to, by an employee of the local educational agency (District) who possesses a valid certification document, registered as required by law on a daily basis
- Students who do not show adequate evidence of learning times as indicated above are at risk of being counted absent unless other substantiating documentation is provided to the assigned teacher for the particular school day in question.
- Teachers are required to take and track all attendance/contact logs on a daily basis, by the end of each school day. Any questions/concerns regarding school attendance questions are to be directed to the VCS Director.
- Parents will be provided with detailed daily schedule samples that ensure instructional/learning minutes are met but provide for family flexibility and parent discretion as to when learning takes place remotely.

## 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.]

Professional development and resources (including technological support) to staff to support the provision of distance learning will be provided on an ongoing basis as it relates to their assignment and specific responsibilities.

We will provide the following professional development to support the distance learning program:

- Google Apps Training: classroom, hangouts, meet, photos...
- Attendance Documentation Training
- Essential standards and alignment
- Best practices for distance learning
- Strategies to motivate students in a distance learning environment
- Safety
- Social Emotional Wellness and Mental Health resources

## Staff Roles and Responsibilities

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

All roles have been transferred to a virtual environment.

## 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

Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning. (SB 98)

- Benchmark ELD materials and lessons (includes designated and integrated)
- Graphic organizers and thinking maps
- Small Group instruction
- Teacher feedback and support as needed

#### EXCEPTIONAL NEEDS

- Special education services, related 504 services, and any other services required by a student's individualized education program with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment. - Ensure students have access to the assistive technology required in their individual education program to access their educational program during distance learning.
- Collaboration time between general education teachers, special education, service providers, and parents/guardians to address any supports needed in a distance learning program.
- Multiple measures will be used to determine a student's participation and progress in distance learning, including IEP goal progress reports, Special Ed teacher observation logs, General Ed teacher reports, and parent interviews.
- Supports for students with IEPs and 504 Plans will be provided during the school day and, in some cases, within remote class instruction time or as local conditions physically allow.

#### FOSTER CARE & STUDENT EXPERIENCING HOMELESSNESS

VCS is committed to supporting the foster and homeless youth in the school in collaboration with the Sonoma County Office of Education. The District recognizes that additional challenges may occur for this population during the COVID-19 pandemic and is committed to providing the necessary support for their physical, emotional and academic health. This support takes the form of collaboration with students and families, school and staff, and other county agencies in order to remove barriers to educational access and expand educational opportunities. By removing barriers that occur due to frequent changes in home placement, VCS helps to ensure that foster and homeless youth can benefit from uninterrupted educational access.

- Small Group instruction
- 1:1 tutoring
- Daily and weekly check-ins
- MTSS
- Access to computers and a place for connectivity

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

Description	Total Funds	Contributing
Online and Technical Training (all support was provided by a volunteer)	\$0	No

Description	Total Funds	Contributing
See section on Pupil Learning Loss for additional items that specifically relate to Learning Loss Mitigation.		
Technology (for teachers and students)	\$1,000	Yes

## 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.]

VCS will address learning loss that results from COVID19 by the following measures:

English Language Arts:

- We will assess pupils to measure pupil learning status in English Language Arts by using reading assessment results from the last assessed date for the 2019-2020 school year and compare the score to the initial assessment for the 2020-2021 grade level. We will also be using the curricular beginning benchmarks for each given grade level.

During the 2020-2021 school year, assessments will continue, the results will be analyzed, and determinations will be made for intervention and acceleration based on data collected.

- We will be assessing our early elementary students in basic phonics skills and early literacy. We will assess our sixth through eighth grade pupils on writing a three to five page paragraph essay.

Mathematics:

- We will assess pupils to measure pupil learning status in Mathematics by using the Math assessment results from the last assessed date for the 2019-2020 school year and compare the score to the initial assessment for the 2020-2021 grade level. We will assess



by using the beginning of the year benchmarks for the core math curriculum. During the 2020-2021 school year, assessments will continue, the results will be analyzed, and determinations will be made for intervention and acceleration based on data collected.

English Language Development:

- We will integrate ELD strategies in all courses and grade levels. We will provide designated ELD instruction.

## 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.]

VCS will address learning loss and accelerated learning progress for pupils by using the following strategies:

- We will provide Tiered supports through our MTSS model for students.
- We will continue to provide small group instruction for support and acceleration as well as one on one supports for learning loss.
- Referral for support as needed .

## 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.]

The effectiveness of the services or supports provided to address learning loss will be measured by review of progress monitoring of the following, unit and lesson assessments, trimester benchmarks, completed course work and projects, and positive attendance.

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

Description	Total Funds	Contributing
Distance Learning Software, Devices (LLMF-Additional Services/Software/Devices to support DL)	\$1,000	Yes
Instructional Materials for Distance Learning (LLMF State)	\$7,500	Yes
Additional Instructional Assistant hours to support DL and student progress (GEER/CR)	\$20,460	Yes

# 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.]

through the Multi-Tier System of Support (MTSS) structure, we will support both the development of academic and social-emotional and behavioral well-being (or mental health).

- Teachers will utilize the following social emotional learning curriculum during this time: Toolbox, Restorative Circles, Mindfulness Curriculum, and Morning Meetings.
- Teachers will spend adequate time building an emotionally safe class community (i.e. morning meetings, utilize mindfulness and breathing techniques, scenario conversations that promote positive relationships, buddy classes, community building activities, etc.)
- Counseling will be available for any referred students through televideo if distance learning is occurring.
- Family referrals to local, outside counseling services in the community.

## Tier 1: Universal Supports

### Whole School Safety and Prevention Plan

- System to connect with students and families to promote attendance.
- Engage with students and families using culturally responsive techniques.
- Professional development time to increase trauma knowledge and skills.
- Engage staff in professional development about mental health de-stigmatization.
- Provide information about mental health and wellness resources on the district website and in communication with families.

## Tier 1: Community and Family Wellness

- Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.

## Tier 1: Staff Wellness

- Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
- Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
- Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).
- Promote the use of staff support groups to enhance staff cohesion and coping.

#### Tier 1: Classroom Strategies

- Engage staff in professional development for social-emotional learning to help teachers learn tools and strategies to lower anxiety and stress exhibited by students.
- Encourage staff to establish and implement routines for both in-person and distance learning, which include welcoming inclusion activities, engagement strategies, and an optimistic closure to class.
- Encourage staff to include stress management and mindfulness practices in classroom routines.
- Encourage teachers to ask their students how they are doing and refer to counseling when students are struggling.
- Leadership and staff will consider the impact of stress and trauma when assessing and supporting students.

#### Tier 2/3: Early and Targeted Interventions for Students and Staff

- Scaling up Social Emotional Learning to promote social-emotional competencies among students and staff.
- Mental health professionals and resources will be provided as needed either in-person or through a telehealth platform.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

#### Tier 1

- Parents will be contacted when a student is marked absent.
- Teachers or other VCS staff will attempt to make contact with the student and parent.
- Attendance information will be available for parents.
- Teachers will create, publish, and inform students and parents of their grading practices in a hybrid and/or distance learning model.

#### Tier 2

- Students that are deemed 60% absent from the hybrid model or distance learning will be contacted by the administration and an individualized plan for addressing attendance will be developed.
- As part of the re-engagement strategy, the school administration will attempt to reach out and determine the cause for the absences.

#### The administration will:

- Ensure that communication with the parent is accurate and that they have access via voicemail, emails, and internet access.
- Determine if there is a breakdown in communication and make any corrections;

- Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include: A conference with an administrator; Development of an Attendance Plan through a Student Study Team (SST) process; Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions.

### Tier 3

- If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then the School Attendance Review

Team (SART) meeting and follow-up SST will be held,

- The school administrator will convene a SART school attendance review team meeting and may refer student and family to the County School Attendance Review Board (SARB) to develop an Attendance Plan that may include:
  - Teacher engagement
  - Both reward and consequences for further attendance;
  - Review of the family circumstances for outside connection with health and social service;
  - Meeting with SST staff.

## 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.]

### IN-PERSON INSTRUCTION

Our programming allows for all students on campus. Students will eat lunch in their designated cohorts. All eligible students will be able to receive meals free of charge for the 2020-2021 school year.

### DISTANCE LEARNING

If distance learning is in effect, all eligible VCS students may still obtain daily free meals in a grab and go setting that can be picked up at the school site during scheduled pick-up windows.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.32%	\$62,911

### 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.]

In developing our actions, VCS considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19. The developed action, or aspect(s) of the action (its design, content, methods, or location), is based on these considerations and the action is intended to meet the needs of the students in response to the COVID-19 pandemic. Below lists the actions being provided to our district with 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 following expenditures are promising practices used to effectively meet the needs of foster youth, English learners and low income students.

**ELA/Math Services Progress Monitoring:** In order to understand the achievement gaps we must effectively analyze data and determine how best to serve those learning gaps. In person and online programs often benefit the entire school, they especially benefit foster youth, English learners, and low-income students due to the ability for these programs to be adaptable and differentiate learning.

**STEAM and project-based learning opportunities** provides the best means for our students, especially our foster youth, English learners and low income students to become engaged and excited for learning.

**Counseling: Mental Health Services** will be used to support students process and overcome the challenges of these unique times. Prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process.

**MTSS** is an important practice to help ensure students are succeeding and obtaining the necessary services, this is especially true for foster youth, English learners and low income students.

**Instructional Assistants :**The service of providing Instructional Assistants is the most effective use of the funds to improve support for students because these instructional assistants can work with students who are need of the most help, while the teacher can provide assistant to all other students. These positions meet the district's goals for our unduplicated pupils in priority areas 1, 2, 4, 6 ,8. Instructional Assistants support provide one-on-one assistance to our English Learners, socioeconomically disadvantage pupils and below grade level students, VCS has been providing Instructional Assistants for a long time and it is a priority for the district to serve our specific population of students.

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

The following describes how the services for foster youth, English learners, and low-income students are being improved by the percentage required. Online programs will be incredibly important in improving services for foster youth, English learners, and low-income students as the differentiation, adaptability and data reporting/analysis will provide important information to improve students systems of supports that are provided. This data will be an important piece in addressing student learning loss. Parent engagement and support activities will be improved significantly this year to better support parents in helping their children with distance learning, ensure re-engagement strategies and following up with students/families if they are not participating.

