

# 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
Sacramento Valley Charter School	Amrik Singh, Principal	<a href="mailto:asingh@sacvalleycharter.org">asingh@sacvalleycharter.org</a> (916) 596-6422

## General Information

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

As the news about Novel Coronavirus (COVID-19) started flooding the media, the closure of schools became imminent. To confront the threat of COVID-19, multiple steps were taken to stop the spread in school facilities. In late January, it was disclosed by health officials that there had been two confirmed cases in Los Angeles and Orange counties. These cases were not directly affecting SVCS and the well-being of its community members, however SVCS began to provide preventive information about COVID-19 to parents, staff and students and began to act in case of an outbreak.

**The February 2020 parent newsletter** was distributed on January 31, 2020. SVCS stated that the Coronavirus had spread to the United States, and that we would follow the recommendations from the Centers for Disease Control and Prevention (CDC). It included the reminder to frequently ‘clean your hands, avoid touching your face, and avoid contact with anyone who shows symptoms of sickness.’ We described the possible symptoms which included but were not limited to fever, cough, and shortness of breath and provided them with a link from the CDC for more information about the COVID-19. SVCS recommended to all parents that if any of their children were sick to contact their physician immediately.

**March 2, 2020** was the first parent newsletter alert to address the community’s concern over the first confirmed case in Solano County that was being treated in the UC Medical Center. It was mentioned that Yolo County Health Department advised its residents to continue their regular activities and take the same precautions as they would during the flu season.

**On March 3, a SVCS Pandemic Virus K-8 School Emergency Communication Plan** was developed and drafted in order to cover the steps before a pandemic occurs. It detailed the procedures during a pandemic school closure that included Independent and Online Guided study for SVCS students and the steps to coordinate with Washington Unified School District (WUSD) and Yolo County Public Health Department.

**A Special Board Meeting on March 4, 2020** was called to address the community concerns about the safety of all students. An update of the steps and measures taken by the Principal, the SVCS Coronavirus flyer, the parent monthly newsletters, and the SVCS Virus Emergency Communication Plan was provided to the Board. There was deliberation on the steps to reduce the risk of infection and its spread and possible developments that could lead to the school campus closure. A Special Board Meeting was held on March 25 to update the Board on the Distance Learning implementation from March 20th.

**March 5, 2020 Special Parent Newsletter:** SVCS advised parents to take all necessary precautions and explained that masks were not currently recommended for the general public. SVCS explained the difference between Self-Monitoring, Isolation, and Quarantine. In the letter it was clarified that SVCS had no intention of school closure until a recommendation and information came from the Yolo County Public Health Department.

As we came to know about active COVID-19 cases in the Greater Sacramento area in the early March, we started planning ahead of time for the probability of a school closure. Staff, parents and teachers were informed about the epidemic developing into a pandemic and the consequences of the spread of Coronavirus. On the week of March 9 through March 13, SVCS reported the number of absences to the Yolo County Office of Education and Washington Unified School District. There was a total average percentage of 12.05% of absences during that week. On Monday the percentage rate of absences is 13.4%, on Tuesday 11.2%, on Wednesday 9.8%, on Thursday 6.2%, and on Friday 19.6%. The School was closed on March 13th, 2020 and it took four days of preparation to transition from in-person to Distance Learning (<https://www.sacvalleycharter.org/covid-19.html>). By March 20, 2020, Distance Learning was implemented. It created an adverse effect on many students and parents as the normal learning model was severely disrupted. It took a lot of time in order to bring students and parents on board with Distance Learning.

Before the beginning of the new school year, SVCS took into account learning needs of different groups of students, their emotional well-being, and parents' problems between their work and supporting their kids' education. In order to get feedback from all stakeholders, SVCS created a comprehensive parent handbook so that they know how SVCS would provide education for the 2020-2021 school year (<https://www.sacvalleycharter.org/parent-handbook.html>). The effects of COVID-19 have been many. Many students and parents have been challenged in accessing basic services. It caused many of our families to experience unemployment, food insecurity and challenges with technology and internet connectivity. Our English Learners and Special Education students have experienced physical separation from their individual services and academic instruction. Due to the social distancing guidelines, families and students have been forced to isolate themselves and separated from their academic support teams.

Our parents and guardians had to take on new roles and responsibilities. Although they have always partnered with SVCS, they have now taken the role of co-educators with their students at home during Distance Learning. This has been particularly difficult for parents who have full time jobs, have little knowledge of technology and/or are learning the English language themselves. Older siblings have also taken the responsibility to assist their younger siblings in Distance Learning, which has subsequently caused their own learning loss for the time they invest in helping others.

Many of our staff members have responsibilities as parents and, therefore, their time and attention has been impacted as they are expected to teach SVCS students but also to monitor their own children and families. It has forced them to find a balance between their professional and personal responsibilities. In some cases, the layout of homes was not conducive to learning as 3-4 kids have online class in the same household.

SVCS' majority of enrollment are students that commute from other cities, which has caused SVCS to take into account the state those various cities are in to address the needs of all students, not just the ones that reside in the same city as the school.

Yolo County COVID-19 information and updates can be found at:

<https://www.yolocounty.org/health-human-services/adults/communicable-disease-investigation-and-control/novel-coronavirus-2019/dashboard-and-documents>

# Stakeholder Engagement

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

SVCS has maintained close communications and relationships with all stakeholders. Letters were sent at least once a week to address the concerns from parents about COVID-19 and educational needs (<https://www.sacvalleycharter.org/covid-19.html>).

SVCS gathered community feedback through a Survey sent to parents that addressed the eight state priorities. SVCS sent a survey home and 89 were returned (many covering multiple students per family). SVCS met with the Parent Teacher Organization (PTO), teachers and the Board of Directors. Administration has shared the alignment of Common Core State Standards (CCSS) with curriculum and assessment with stakeholders. Parents/families participated in a virtually-conducted multicultural festival, virtual talent show, awards assemblies, parent-teacher conferences and start of the school year orientation (via Zoom for 2020-21).

Parents of all English Learners with TBD status were contacted to apprise them of the ELPAC (Initial) test requirement. They were given the option to bring their kid on the school site for administering Computer-based or Paper -based tests. Very few parents chose to bring their child on the campus. Our ELPAC test administrator and an interpreter made home visits to administer the test. The staff used PPE to fully protect themselves and others from any exposure during the administration of the test. Our staff completed the initial testing within 30 days of the opening of the school.

SVCS partners with parents through PTO to make important decisions about the safety and growth of school. Due to COVID-19, this process of collaboration has experienced difficulties, but resumed through virtual platforms. SVCS scholars are involved through student council elections, participation in talent shows, multicultural festivals, STEAM Family Night. Teachers give their feedback during monthly staff meetings, through surveys, and through SVCS' open-door policy.

A report was sent to Washington Unified School District to present our response to COVID-19, that included all of the steps SVCS took to protect students and staff members while maintaining quality education ([https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/report\\_with\\_attachments.pdf](https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/report_with_attachments.pdf)).

On June 26, 2020, SVCS sent a School Reopening Survey to all parents, and staff members to request their feedback and preferences on how SVCS would reopen for the 2020-2021 academic year. In the July parents newsletter, SVCS announced it would be opening for Distance Learning, and presented the results from the survey. On June 27, 2020 SVCS shared the Parent Reopening Handbook with all parents/guardians and staff members. This Reopening Handbook discussed the three (3) phases SVCS plans to follow. In the first phase SVCS would open for online instruction only. In the second phase, it would split all classes into 2 groups, where students would alternate between in-person and online instruction. In the final phase SVCS would open for all in-person instruction. On July 31, 2020 SVCS sent the August Parent newsletter along with another survey to parents to gather data on what the student needs were for Distance Learning, which included ChromeBooks, internet connectivity and technology support. In addition to this, SVCS remained in contact with Yolo County Office of Education and the Public Health Department through a number of webinars and meetings.

<https://www.sacvalleycharter.org/newsletter.html>

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

Zoom Board Meetings: All SVCS Board Meetings are streamed live through the Zoom platform. The agenda is posted before the meeting with all the Zoom login information on the SVCS main website and on the outside door of the buildings (at 2399 Sellers Way and 2301 Evergreen Avenue) (<https://www.sacvalleycharter.org/board-meetings-2020.html>).

Parents are encouraged to attend the virtual awards ceremonies, teacher-parent conferences, SST and IEP meetings, as applicable. In these meetings, parents are asked to provide their feedback on the topics being discussed. Zoom login information is sent by the teachers through google classroom and emails. SVCS sent parents and guardians a survey to gather information on Distance Learning needs such as: childcare, access to school supplies, and ChromeBook needs. SVCS has a close communication with its community members which allows SVCS to be prepared for active symptom screening as well as being prepared for reporting COVID-19 positive cases and those with close contact to a COVID-19 positive case.

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

1. **School Reopening Survey (May 28th/29th):** 36% of families responded to this survey. 38% (majority) stated that assuming all guidelines for reopening of schools have been met, they would prefer the blended learning method. 41% (majority) stated that they preferred students attend all days of the week, 67% (majority) stated that if school reopened for in-person instruction they would need transportation, 80% (majority) agreed to have their students go through symptoms screening and follow precautionary steps for in-person instruction, 43% (majority) stated that they believe reopening schools would put students and others at risk for contracting the virus, and 49% (majority) stated that students can have learning loss because of online learning specially for at-risk students.
2. **SVCS School Reopening Survey 2020-2021 (June 26, 2020):** 54% of families responded to this survey. 47% (majority) agreed that distance learning has been successful, 39% (majority) stated that self-motivation was difficult during distance learning, 45% (majority) preferred virtual learning for school reopening, and 39% (majority) stated that they did not need child care.
3. **Distance Learning Survey (July 31, 2020):** 35% of families responded to this survey. 53% (majority) stated that they did not need additional ChromeBooks, 98% (majority) stated that they have internet access, 50% (majority) agreed that students should wear their uniforms for online school, 98% (majority) stated that they would be able to purchase the classroom supplies, 95% (majority) agreed that a quiet place is necessary for online school, and 56% (majority) stated that they did not need child care if school opened for blended learning.
4. **COVID-19 Symptom Screening Questionnaire (September 15, 2020):** 34% of families responded to this questionnaire. 98% (majority) stated that they have not experienced any flu-like symptoms, 100% (majority) stated that no one in their household has contracted COVID-19, 95% (majority) stated that they are not caring for anyone who has COVID-19, and 97% (majority) stated that they have not been in contact with someone who has COVID-19 nor been exposed to COVID-19.

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

SVCS took into account the responses provided by parents and guardians in planning school events. SVCS parents were reluctant to bring their students on campus for orientations and to pick up curriculum and supplies. SVCS delivered the materials to the students' homes

following the State and county safety precautions (<https://www.sacvalleycharter.org/bus-delivery-schedule.html>). School transportation was used to deliver the instructional materials on multiple bus stops where a small group of parents picked up their scholar's materials packet.

Virtual Orientations were set up so that students could meet with their teacher and to address the questions and concerns parents had for online school (<https://www.sacvalleycharter.org/virtual-orientation-schedule.html>). Virtual Orientation meetings were highly interactive and parents expressed their satisfaction for getting the necessary information. They were given detailed information about Google Classroom, Zoom log in, and multiple digital resources to engage students synchronously and asynchronously. Some parents expressed their concerns about spending too much time online during school hours. Others expressed concerns about inadequacies of online learning. It was explained to parents that in the prevailing circumstances, SVCS was working on the best available options so that learning loss could be prevented in the best possible manner.

Weekly staff meetings are designed and held to gather information about the issues stakeholders are experiencing. One of the main concerns is the lack of student self-motivation. Teachers are instructed to keep their students engaged, specifically for the elementary grades.

## 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.]

On July 17th, Governor Newsom ordered that schools in counties on California's monitoring list may not physically open for in-person instruction in the fall 2020. Since SVCS resides in Yolo county, which is one of the counties in California's monitoring list, SVCS opened for distance learning only for the Fall 2020 semester. SVCS awaits the permission of the State and County to open for in-person instruction in a safe manner (<https://www.gov.ca.gov/2020/07/17/governor-gavin-newsom-lays-out-pandemic-plan-for-learning-and-safe-schools/>).

SVCS developed a Reopening Parents Handbook to explain the three phases of reopening SVCS. The Parent Handbook for 2020-2021 has been amended to include the student and parent expectations for this school year in view of the pandemic and online school (<https://www.sacvalleycharter.org/parent-handbook.html>).

In addition, SVCS has assigned instructional assistants to teachers to help support students that are experiencing learning loss due to the site-based school closure. Yolo County has allowed schools to have small, controlled cohorts of students that are struggling. SVCS is developing an implementation plan for this option to serve the Special Education and English-Learner (EL or ELL).

The cohorts will not exceed 25% of the total enrollment or building capacity. It will not exceed the 14:2 ratio that was set by Yolo County.

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

Description	Total Funds	Contributing
Professional Development	\$ 4,500	Y

Special Education Teacher/Staff/Contactors	\$100,000	Y
English Learner Teacher/Staff	\$ 65,000	Y
PPE including thermometers	\$ 10,000	Y
Disinfecting Supplies and Cleaning Service	\$ 16,000	Y
Desk Barriers	\$ 5,000	Y
Handwashing Stations	\$ 5,000	Y
Small Cohort Supervision	\$ 10,000	Y
Small Cohort Food (staff and food costs)	\$ 8,000	Y
Small Cohort Transportation (staff, fuel and maintenance costs)	\$ 25,000	Y

## 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.]

**Supply Drop-Off:** In order to continue instruction and maintain community safety, SVCS sent the transportation staff to drop-off materials and kits that were created by the teachers to their usual bus stops (<https://www.sacvalleycharter.org/bus-delivery-schedule.html>). This material included textbooks, workbooks, a supply list, a guide to Distance Learning. Each teacher prepared their packets so that students have access to the actual books along with the online resources.

**Professional Development:** Teachers attended PD's especially designed to address the online platforms. These PD's focused on the use of technology while using digital curriculum from Pearson, Renaissance, Harcourt, Edmentum, Nearpod, Flocabulary and BrainPop. Teachers worked on creating Universal Design for Learning so that all students could be given equitable access to the curriculum.

**Parent Orientation:** SVCS held its annual orientations virtually before the opening of the school. (<https://www.sacvalleycharter.org/virtual-orientation-schedule.html>). The orientations were broken down by grade and class. Administration, parents and teachers attended the orientation and interacted to understand better the new format of education.

#### SVCS' curriculum includes:

Pearson History- Social Sciences- My world Interactive K-8

Pearson- California Elevate Science Program K-8 (NGSS)

Houghton Mifflin Harcourt- Go Math Common Core 1-8

Curriculum Associates- Ready Common Core Books 1-8

Houghton Mifflin Harcourt- California Excursions 1-8

### **Online Resources Available:**

Renaissance’s English in a Flash, Accelerated Reader, STAR Reading K-8.

Edmentums’s Reading Eggs K-3, Mathseeds K, Exact Path/Plato K-8, and Study Island K-8.

Flocabulary and Nearpod K-8.

BrainPop, BrainpopJr, Brainpop ELL K-8.

**Synchronous vs. Asynchronous:** Teachers have been instructed to plan their daily schedules in a mix of synchronous and asynchronous. Teachers continue to use Planbook.com to post their daily standard-based lessons with objectives and goals clearly defined. They created multiple lesson plans for both direct instruction through Zoom and asynchronous instruction in view of outages of electricity and Internet.

### **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.]

SVCS has distributed one ChromeBook per student. Our Distance Learning Survey gave us data on which students need internet connectivity support. SVCS has partnered with T-Mobile to provide hotspots for those students. The Technology Coordinator has been troubleshooting all of the technical difficulties staff and students have experienced. SVCS also partners with Zoom for education to provide a safe, well-equipped platform for Distance Learning.

SVCS created a position of Technology Coordinator so that all students’ connectivity needs could be addressed in a timely manner.

SVCS holds 355 total ChromeBooks: 247 ChromeBooks have been distributed and 34 ChromeBooks are ready to be loaned. Thirty-six (36) new ChromeBooks were purchased since the closure in March 2020 to replace the damaged ones (54 ChromeBooks) and to have at least one ChromeBook per student for the 2020-2021 school year. More chromebooks will be purchased to replace the expired ones. At least 40% of chromebooks are on the verge of expiration. We have placed an order for 60 more chromebooks in anticipation of it. But in view of the shortage being experienced nationwide, our order is queued up. However, currently all students have access to the technology and the distance learning is going smoothly.

A tech support email was created so that parents, students and staff can email the tech. support team and submit their questions and technological problems. The tech support team regularly checks the emails and contacts the person who is requesting help via a phone call. Teacher and Student FAQs were created to help them navigate the Zoom platform: (<https://www.sacvalleycharter.org/techsupport.html>).

### **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.]

SVCS has developed schedules for teachers that meet the required instructional minutes that were provided by the CDE. Teachers communicate with office staff so that office staff can call parents of students who may be refusing or struggling to participate. Diagnostic assessments are given to all students to gather information on the academic progress of each student. Teachers are planning to evaluate students through many alternative ways such as teacher-created assessments, curriculum-embedded assessments, and CAASPP interim assessments. In this way, the teachers can create a baseline and track the progress of each student throughout the unit, trimester and year.

If the situation improves and the school opens partially, we will administer CAASPP interim assessments, CAST practice tests. Otherwise there are ways that teachers can assess their students at the end of each lesson delivered to students. Teachers are getting ready to send progress reports after 7 weeks of teaching to parents and scheduling meetings with parents of underperforming students on September 24, and September 25. In this way, teachers are requesting parents' involvement ahead of time so that when the first trimester ends in the first week of November and report cards sent home, parents have time to collaborate with teachers for better results.

SVCS communicated to teachers CDE's guidelines on meeting instructional minutes through synchronous and asynchronous platforms. The principal audited each schedule so that teachers were meeting the minimum expectations. The feedback from teachers is sought every other week during staff meetings. Planbook lessons are reviewed for standard-based curriculum and pacing guide alignment.

Teachers take attendance regularly. All students who participate are marked Engaged and the absent ones are marked Unengaged. The ones who were unengaged, the SIS, Schoolwise calls parents about the absence of their child.

Teachers complete a sheet daily on how much synchronous and asynchronous teaching they did during the day. The records are maintained in the subscribed student information system (SIS) software known as Schoolwise.

## **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.]

SVCS's Technology Coordinator has been troubleshooting all the issues that teachers and students have encountered. Teachers have attended professional development webinars to learn how to best use the Zoom platform, online diagnostic assessments, and manage their classrooms in a virtual method.

Interim and diagnostic assessments have been given to students to improve learning. Teachers attended various webinars throughout the summer to learn the tools of Zoom for education and how to manage and motivate their students.

Professional Developments included:

GYTO:K/1 Virtual Experience: Strong Together

Early Math Symposium: Sponsored by the CDE

PLTW- Project Lead The Way

BER- Distance Learning: Successful, Practical Strategies

BER- Distance Learning: Strengthening Your Online Instruction with Second Grade Students

BER- Making best use of Google Classroom to enhance student learning

EdTechTeam- Becoming 2020 (Distance Learning PD)

An Introduction to Universal Design for Learning (UDL) offered through Sacramento County Office of Education.

# Staff Roles and Responsibilities

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

Teachers have embraced their new responsibilities and modified roles to teach virtually. They have adapted their schedules to help all their students and be available for office hours every day for students who need extra support. All teachers prepared their syllabus, units of study, pacing guide to implement the curriculum and engage students.

The transportation department has been assigned new roles as instructional assistants to help teachers and students who are struggling and to communicate with non-english speaking parents. This job was assigned strictly according to the skill level of the transportation staff.

Office staff has been supporting teachers, students, parents and instructional aids with students that are not engaged and are not responding to teacher’s warnings. Office staff monitors attendance reporting and engagement. They redirect incoming calls to the correct extension so that parents, students and teachers can communicate with each other. Office staff calls and reminds parents of virtual meetings, SSTs, IEPs, and sets up appointments to pick up curriculum materials. They temperature check and maintain a record of visitors in case of a COVID-19 outbreak.

Tech Support continues to monitor and troubleshoot all technological aspects of distance learning. Keeps inventory of chromebooks, hotspots, doc cams and laptops. Creates, manages, and retires students and staff accounts for all online resources and platforms. Keeps a record and creates graphs and interprets the parent survey entries.

Instructional Assistants have been given laptops so that they can attend distance learning classes and assist teachers with low performing students. They call parents and remind students of homework, meetings and absences.

# 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.]

Beginning July 1, 2020, SVCS changed SELPAs from WUSD to El Dorado Charter SELPA. Under this new agreement, SVCS has hired its own RSP Teacher who will oversee the school’s IEP needs. Services have been contracted with TES, an NPA, that will work with the RSP teacher to amend the IEPs and document the change in SELPAs. In addition, SVCS will be able to provide counseling for students who are experiencing emotional and/or mental problems through the services provided from TES.

Teachers have been advised to differentiate instruction for the benefit of students with special needs and EL. SVCS has 107 ELL students who are being provided services by the ELD teacher. SVCS EL Master plan's primary purpose is to clearly define policies related to the development, implementation, and evaluation of EL programs and services. The Master Plan also highlights specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the SVCS English Learner Advisory Committee (ELAC); the annual evaluation of EL programs; and the use of State and federal funds for EL programs and services.

SVCS has assigned aids to students who need help turning in their work or staying focused. Parents' concerns have been brought to the attention of administration and parent meetings were scheduled to discuss the issue and create an action plan to motivate those students that are struggling with Distance Learning.

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

Description	Total Funds	Contributing
ChromeBooks (and OS)	\$25,000	Y
Teacher and Staff Laptops	\$11,500	Y
Technology staff support for teachers, scholars, parents	\$20,000	Y
Transportation (staff, fuel and maintenance) for instructional materials drop off	\$ 2,500	Y
Copying and preparation of instructional materials packet for each scholar	\$ 4,000	Y
WiFi Hotspots	\$ 7,200	Y
Online Resources	\$13,500	Y
Zoom Platform Subscription	\$ 1,800	Y
Hue HD Doc Cams	\$ 200	Y

### **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.]

SVCS has weekly staff meetings for all K-8 teachers to discuss the students who are struggling, and how SVCS can help them. The office calls parents to relay the information and make them aware of the student problems. Parents, teachers and administration collaborate to intervene and prevent/mitigate learning loss.

Diagnostic assessments and interim assessments are given to all students so that teachers can review what their academic strengths and weaknesses are, and compare the academic progress in each trimester.

### **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.]

SVCS has various online resources for students who are experiencing learning loss due to distance learning, such as:

- 1. Renaissance’s English in a Flash, Accelerated Reader, STAR Reading**

These Programs develop the vocabulary of English learners. It gives students the necessary vocabulary skills to master the English language. This helps students develop listening, speaking, reading and writing skills. As students progress through lessons, quizzes, and reviews, teachers get feedback so that they can personalize instruction, provide encouragement, and intervene effectively. These programs give teachers access to monitor vocabulary acquisition, determine class progress, and guide students to appropriate books according to their reading levels. They also allow teachers to set personalized goals to help their students stay focused while reading and be able to monitor their progress. It engages students by allowing them to self-select from different books depending on their reading levels. STAR Reading gives teachers accurate data on how students are progressing toward mastery of state standards. One comprehensive assessment provides teachers with student reading needs and gives guidance to literacy growth.

## **2. Edmentums’s Reading Eggs K-3, Mathseeds K, Exact Path/Plato, and Study Island**

These state standards aligned programs give teachers the ability to real-time progress monitor and track student outcomes in Math, ELA, Science, and Social Studies. Exact Path combines adaptive diagnostic assessments with individualized learning pathways to promote growth for students in Math, Reading, and Language Arts. Reading Eggs teaches the lower grade students (K-3rd) how to read in an interesting and engaging way. This program along with Mathseeds provide students with core reading and math/problem solving skills with fun online math and reading games and activities.

## **3. Flocabulary and Nearpod**

Both Flocabulary and Nearpod engage students with lessons for every subject and reinforce core knowledge skills. It helps students master standards and build and develop vocabulary skills.

## **4. BrainPop**

BrainPOP engages students in learning through the use of games, animated movies, and activities and encourages students on their unique learning paths. It supports teachers needs with classroom optimized tools. It covers all the subjects of: Science, Social Studies, English, Math, Arts and Music, Health and SEL, and Engineering and Technology. BrainPOP Jr (K-3rd) encourages the younger grades to ask questions and form their own ideas. BrainPOP (4th-8th) targets the upper elementary grade and middle school students to challenge their knowledge on the STEM fields. BrainPOP ELL is designed to target english learners in achieving proficiency in English and focuses on vocabulary, grammar, listening, and reading and writing.

## **Special Education IEPs**

SVCS has been amending IEPs for the special education students to account for the change in SELPA and the distance learning method. Services are being provided through the Zoom platform per the IEP minutes. Parents of IEP students have voiced their concerns on the academic subjects their students need the most help with during the Interim IEP meetings. The RSP teacher attends the homeroom teacher’s online class and pulls out the student when it's needed and more convenient for the student. Speech and language services are provided as per IEP goals. School psychologists have been assessing students who need triennial review and who are suspected of having some learning difficulties. As per the safety of both the individual and the assessor, meetings are planned on the site as well as virtually.

## **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.]

Teachers are using Exact Path to assign adaptive diagnostic assessments with individualized learning pathways to promote growth for students in Math, Reading, and Language Arts. It can be measured through these formative assessments as well as summative assessments.

They have also created their own assessments to monitor the academic progress of each student in each trimester. Teacher collaboration across grades has been encouraged so that data and information from the previous year can be used to assess students and set goals for them. Teachers give daily feedback to parents and students through email, communication apps, and phone calls. Teachers have access to report cards for the 2019-2020 school year and review the comments and grades given by previous teachers.

Parent conferences have been set up via Zoom to communicate with parents of students who display the most learning loss and are unengaged in distance learning. Assessments and goals are continuously revised and amended to meet the needs of each individual student.

In compliance with the CDE's guidelines for Instructional minutes, SVCS has revised the schedules for every teacher:

**180 minutes are required for Kindergarten**

**230 minutes are required for 1st - 3rd Grade**

**240 minutes are required for 4th - 8th Grade**

These instructional minutes are met on a daily basis and are composed of synchronous and asynchronous instruction.

Learning Logs : SVCS implemented the templates created by the Student Information System (SIS), SchoolWise, to comply with the requirement to maintain daily participation and weekly engagement records for each student receiving instruction through Distance Learning. These are available for the 2020-2021 annual external audits.

Distance Learning includes:

- Standard aligned daily instruction
- Small and large group Zoom Meetings
- Recorded and live videos
- Pull-out Special Education and EL services
- Parents Meetings
- Physical Education
- Art
- Punjabi
- Electives (Middle School)
- Use of Google Classroom and online resources

- Parent communication through email and communication apps.

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

Description	Total Funds	Contributing
ELD Teacher	\$ 54,000	Y
Instructional Assistants	\$ 52,000	Y

## 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.]

Identifying and supporting those who struggle. CharterSAFE training about student safety. SVCS has partnered with TES to provide its students with counseling services. Teachers have adapted their weekly schedules to ask students questions about their wellbeing in a confidential way. Teachers are advised to notify administration of any concerning mental, social and emotional issues.

SVCS provides resources for students, parents and students on emotional well-being. Parents are encouraged to visit the school's main website to find more information on how to help their student with emotional, social and mental issues:

<https://www.sacvalleycharter.org/student-mental-health.html>

### Monitoring Student Mental Health and Social and Emotional Well-Being

- Collecting Student concerns and mental/emotional problems from teachers, parents or students.
- Identify, and schedule mental health interventions for struggling students.
- Share and encourage parent trainings for topics such as: sexual abuse, cyber-bullying, and suicide prevention.
- Administer Mental Health Survey to students
- Track the level of engagement of students, focusing on the students who display signs of emotional hardships.
- Encourage teachers to monitor their class and report to the office any unordinary problems/comments from students.
- Collaboration between teachers across grades to understand the students emotional and mental stability.
- Promote a sense of belonging and community, especially during distance learning with students isolating themselves from their regular support groups due to the COVID-19 guidelines.
- Creating a safe and supportive environment for learning.

## 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.]

SVCS staff identifies students who are frequently absent from school. The report is collected daily by the principal. The office contacts parents and tries to determine factors that are causing absences. During a meeting with the concerned teacher, principal and parents, strategies are planned to support such students. Additional staff is assigned in some cases to stop the learning loss of these students.

Pupil engagement is discussed during staff meetings. Teachers meet twice per month and give a report on students who are not engaged. Administration and office staff call parents of students who are not attending class or actively engaged during Distance Learning, If the issue persists, then administration sets a meeting with the parents to discuss the problems and provide the support each individual family needs.

Community Partnerships:

SVCS has partnered with Yolo Health & Human Services and Washington Unified School District (WUSD) to collaborate in COVID-19 resources and guidelines.

SVCS constantly communicates with the Yolo Health & Human Services and Yolo County Office of Education to make decisions on services and programs provided by SVCS. These collaborations include informational webinars between the County Office and School District Superintendents providing guidance and support in these difficult times.

## 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.]

SVCS has communicated with parents via monthly newsletter. In these newsletters parents have been informed which districts and schools near their residences are providing free meals (breakfast and/or lunch) for any student regardless of their school of attendance ([https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/report\\_with\\_attachments.pdf](https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/report_with_attachments.pdf)). SVCS sent a newsletter asking parents to notify the office if they wanted to pick-up a pre-packed lunch, but no interest was expressed. SVCS also included a link for parents to track which school districts and school sites were offering free breakfasts/lunches to students regardless of their school of attendance ([https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/corona\\_seventh\\_letter.pdf](https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/corona_seventh_letter.pdf)).

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

# 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
21.31%	\$457,295 Supplemental and Concentration per 2020-21 Est. LCFF Calculator at 45-Day Revise

## 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.]

**SVCS Pull-out program:** English Learner and low-income students get multi-tiered support both in the classroom and in the pull out program. SVCS has small class sizes so that the teacher could support low income and English Learners in an inclusive classroom. The pull out program is designed to support these students when they are not in core classes such as Math, ELA, Science, and Social Studies. Parents are advised to allow students to watch PBS channels that support English learning through interesting and engaging activities. The Renaissance program, English-in-a-Flash, is used to build their background knowledge and vocabulary development. It is a research-based program that uses audio-visual techniques to increase phonological awareness, grammar and vocabulary. As it is diagnostic and progressive, students take interest in the program and its effectiveness can be assessed from their increased motivation and interest in participation.

**The World Language Education Program** is instruction in the world language Punjabi and English. This program strengthens phonemic awareness, vocabulary, reading, grammar and writing skills in both English and Punjabi. California’s Language Programs offer a variety of language programs, beginning in elementary school, continuing in middle school. Elementary programs include immersion, Foreign Language in the Elementary School (FLES), and Foreign Language Experience (FLEX) that differ substantially in the number of contact hours allocated to the curriculum.

### Professional Learning:

- Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of ELs
- Provide on- going professional learning to enhance teachers’ understanding and use of adopted materials and assessments for ELs.
- Identify early, appropriate interventions to help EL students learn
- Improve student engagement strategies
- Involve parents of EL students in their children’s education

- Understand and use assessments to improve classroom practice and student learning

**To support SVCS EL group, the following actions are taken by teachers to meet the needs of these students:**

- Analyze assessment data and discuss the implications of EL student performance in each part of the assessment
- Discuss specific lessons and strategies
- Examine EL student work
- Examine evidence of learning demonstrated in student work
- Discuss whether a skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for EL students
- Plan and implement effective ways of providing language support and accelerating language acquisition for ELs

**ELAC Meetings:** SVCS encourages parents of EL students to participate in English Learner Advisory Committee (ELAC) meetings and be involved in their student's education. SVCS has scheduled an ELAC meeting to discuss and amend the current EL Master Plan on September 24, 2020. SVCS sent a ground mail and email flyer for the meeting that will be held via Zoom.

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

SVCS is in the process of hiring an English Language Development (ELD) teacher to support the current EL students population. Initial ELPAC has been administered to all new students who qualify for Initial ELPAC. ELD support staff and teachers collaborated in creating a list of targeted students who need intervention the most. EL and Special Education students are being pulled out from their asynchronous schedule to provide their services and extra EL support.

SVCS is in the process of hiring supplemental Instructional Assistants to support the EL students (39% of total enrollment). These Instructional Assistants will coordinate with the EL coordinator to identify and support the students that display the most learning loss. This will also create more interactive visual and audio opportunities for students to practice their English language skills.

SVCS will revise and amend the EL Master Plan on September 24, 2020 taking in account the current needs of the EL population. Parents are encouraged to attend and voice their concerns. The ELD coordinator will present her plan and goals for EL students during Distance Learning.

A new ELL program will be adopted by SVCS to create a strong foundation for EL students. BrainPOP ELL was requested to support EL students. Additional resources are being explored and discussed.