

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
Delta Bridges Charter	George Vierra Principal	gvierra@njes.org 209-830-9219

General Information

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

The safety of Delta Bridges students and staff is paramount on how decisions are made to educate students this fall. The greatest impact of COVID-19 on the Delta Bridges Charter School students, parents, educators and stakeholders for the 2020-21 school year has been the adjustment from site - based, in - person education to distance learning. The decision for distance learning was made by the County Public Health Officer on July 29, 2020 directing all K-12 education in San Joaquin County, including school districts, public schools, private schools and charter schools, to conduct distance learning until the County has been off the monitoring list for 14 consecutive days. Currently, San Joaquin County is still on the monitoring list.

The Delta Bridges' Distance Learning plan began with 100% distance learning, and continues and will remain until the San Joaquin Public Health Officer lifts the mandate. On the first day of school, August 17th, all site - based students began with the Distance Learning model. Teachers engage students using Zoom video conferencing and google classroom. The school distributed chrome-books and portable internet hotspots to several students. The school still has a number of families who need devices and / or hotspots to engage in digital learning. The supply chain has been disrupted due to Covid19 which has delayed the delivery and availability of devices.

For those students with internet capability, they have access to online curriculum via varied district adopted curriculum and websites. Synchronous learning includes interaction, instruction, and check-ins between teacher and students through the use of computers, phone, emails and text messages. Asynchronous learning includes the ability for students to do independent work, project based learning, with the ability to view pre-recorded or recorded lessons from the teacher.

Students that are unable to access online instruction are provided printed materials incorporating assignments that are aligned with the daily lessons provided online. Packets and other print material are available at the school site office.

All students have access to their district adopted curriculum either online or via printed packets. All assignments are graded and or reviewed by classroom teachers. Certificated Staff communicate with each family to ensure each student has school work to complete with the goal of

continuing the learning process. We highly encourage parents to help their children continue to learn while also attempting to remove any barriers for the child to access content and learn. A Weekly Engagement Log is collected by the classroom teacher to note any issues or challenges being worked on between school and home. We have links on our websites, up-to-date communications and resources for parents and families to assist with student learning plans, and printable packets of schoolwork by grade level. Daily nutrition services are also provided with drive up services to grab a sack lunch for any families in need.

Major impacts are still to be determined on both students and families. However we anticipate the academic, social and emotional challenges students have endured will take years to overcome.

Stakeholder Engagement

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

Stakeholder engagement for the Delta Bridges Continuity and Attendance Plan included input from School Board members during regularly scheduled meeting, Staff members input during staff meeting, District Leadership mtg., Delta Bridges teachers, and parent input through varied communications. (email, phone, video meeting, in person, School website and School Facebook page).

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

Remote participation took place between the following groups, Delta Bridges staff, Certificated/Administrative Staff meetings and Parent Stakeholders. All groups reviewed the Learning Continuity Plan for 2020-21 either by Zoom meetings, District Website online comment section, School Facebook page or through district email.

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

Due to the limited time for LCAP preparation and posting, there was limited feedback on the LCAP. All feedback from District stakeholders will be gathered from online forums and reviewed by District Administration. All stakeholders requesting response to comments will receive a written response from the District Superintendent.

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

At the time of the development of the LCAP document, the input from all stakeholders was still being collected.

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.]

In-person instruction will be done using the revised instructional minutes and days provided through AB77 guidance. For in-person instruction, instructional minutes will be based on time scheduled under the immediate physical supervision and control of an employee of Delta Bridges Charter School who possesses a valid certification document, registered as required by law. Delta Bridges' school calendar for the 2020-21 year includes 177 days of instruction and the minimum - day minute requirement. Instructional time for classroom - based instruction is calculated based on time scheduled under the immediate physical supervision of a Certificated employee. Delta Bridges will use their bell schedule, school calendar, and weekly engagement records to determine student attendance. Classroom - based instruction will be offered to the greatest extent possible. Daily Certificated and Classified interactions will be performed with all students. Regular attendance collection, daily synchronous Zoom meetings with Certificated and Classified Instructional Aide support services will be performed to monitor and maintain student connectedness.

The classroom - based schedule will follow all state protocols to ensure the safety of students and staff that is consistent with the San Joaquin County Public Health guidance. Protective equipment will be furnished to all students and staff while attending classroom - based instruction. Classrooms and office areas are cleaned and disinfected multiple times daily. Cleaning and disinfecting will be done to ensure the safety of students and staff in all facilities and vehicles. Classroom and office layouts will be altered in order to maintain physical distance requirements.

For students experiencing significant learning loss, classroom teachers and Instructional Aides will be reaching out to students that have a higher rate of absence, increased social or emotional issues. Students that are determined to need additional services the District Student Support Services Department will work with the school site to obtain any additional services that students might need. The Student Support Services Department will create and implement a Re-Engagement Plan that will be available to any student that does not have access to Synchronous Certificated instruction. Additional requirements for the Re-Engagement Plan include daily participation and Weekly Engagement Log documentation.

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

Description	Total Funds	Contributing
Certificated Support Services Instructional, Assessments and Tutoring	\$400,066.00	Yes
Additional Custodial & Cleaning COVID-19	\$17,940.00	Yes

Description	Total Funds	Contributing
Curriculum-Materials & Supplies - Pupil Engagement	\$32,048.62	Yes
Learning Loss-Summer Program related to School Closure	\$1,478.00	Yes
Assessment, Evaluation and Training	\$14,155.00	Yes
Instructional Support Services-After School Care, EL Students, Students at Risk	\$124,321.00	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.]

Delta Bridges' plan for continuity of instruction and learning includes providing all students access to their district adopted curriculum either online or via printed materials. Online Distance Learning will be based on the time value of assignments as determined, and certified by a Certificated staff member who possesses a valid certification document, registered as required by law. Provisions will be made for all students to connectivity and devices adequate to participate in the educational program and complete assignment work. Distance Learning will be provided for all students when required by State or Local Public Health Officer requirements. Distance Learning is also available for students that are medically fragile or with other health risks of classroom - based instruction. Daily synchronous interaction with a Certificated employee will be conducted for purposes of instruction, progress monitoring and maintaining school connectedness.

Students unable to connect remotely will have access to printed materials, which are available for pick up at the Delta Bridges Office. Packets will be mailed to families lacking transportation. Interactions with Certificated and Instructional Aides will take place over the phone,

email, google classroom or digital app. Those students with special needs will have an alternate plan available which will include daily/weekly interaction that provides a comparable level of service and school connectedness.

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.]

Delta Bridges has purchased hot spots, computers, computer cameras, document copiers and laptops in order to meet the needs of all students and staff conducting distance learning. The school will communicate regularly with each student and student group. Communication is provided through AERIES, email, phone auto-dialer, School Facebook and District and School Website. Links are posted to the NJESD website, up-to-date communications and community resources for parents and families in both English and Spanish to assist with technology support and school work. Students have access to all district digital curriculum through various online programs, through Google Classrooms, and all needed print materials sent home prior to beginning of school.

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.]

Delta Bridges will document daily participation for each pupil on each school day in which distance learning is provided. Students that do not participate in distance learning on a school day will be documented in AERIES for that school day. Daily participation will include evidence of participation in synchronous activities, completion of regular assignments, completion of assessments, and contacts between Delta Bridges employees and students or parent/guardians. Delta Bridges will regularly communicate with parents/guardians regarding student academic progress. Daily participation records will be kept based on engaged or not engaged, synchronous instruction, student/parent contact, assigned work submitted and assessments completed. Weekly engagement will be tracked by class and signed by classroom teacher. Weekly and daily documents will be stored for audit purposes. All attendance documentation will be tracked in Aeries using the State approved codes for engagement tracking. See attached Weekly Engagement Log

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.]

Distance Learning Model training and professional development continues to be provided to all new teachers and reviewed with returning teachers. Weekly staff meetings will include review of options and provide time for staff to discuss problems in practice, teaching and learning strategies in this model, and share ideas for improved systems in practice. The addition of Professional Learning Communities, or PLC teams, will be formed across the district by grade level or department to discuss and share best practices during distance learning and will continue once students are back on site. District Technology team and support staff are available each day to assist staff, students and parents with connectivity issues. Staff counselors are available and continue to attend crisis management training and learn about Social Emotional Learning and support strategies during these difficult times.

Staff Roles and Responsibilities

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

Certificated staff roles and responsibilities have adjusted due to the new tracking for student engagement, assignments and progress. Staff will be collecting daily participation information, documentation for the daily participation and Weekly Engagement Tracking tool.

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.]

.20 FTE Special Programs Technician has been added to accommodate ELPAC Initial and Annual assessments , daily EL student educational support, needed translation for families and support with our District EL Master Plan to ensure all aspects of support from enrollment through re-designation are fully implemented.

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

Description	Total Funds	Contributing
Additional Instructional Aide Support Services for EL, Foster Youth and students at risk of falling behind	\$45,195.00	Yes
Teacher Training - Professional Development	\$1,556.00	Yes
Materials & Supplies, Distance Learning - Technology	\$3,292.00	Yes
Counseling and Emotional Support Services	\$31,542.00	Yes
Student Connectivity	\$2,890.00	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.]

Teachers and Administrators will collaborate weekly to discuss and analyze student data. NWEA Map Screener and/or Growth tests in both ELA and Math will be administered during the first weeks of school to assess student needs. The weekly staff meetings allow staff to identify what the data is revealing and to support teachers to make informed decisions and/or shifts in instruction. Staff will implement intervention strategies and assess the effectiveness of those interventions. Through the use of monthly PLC Grade and Department level meetings, teachers discuss all student data to help drive instructional practices and strategies that assist all students. Cycles of Improvement practices are used in these PLC meetings to learn what is working and what needs to be adjusted.

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.]

In addition to the description above, student groups are considered as a collective data source to reflect on and inform teachers how best to support individual students. Individual plans are created, a case manager is assigned to support students and the data is collected and shared with the teachers to help inform instruction and provide instructional strategies that meet the needs of each learner. Certificated and Classified staff are paired to support students by class and/or all student groups.

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 supports provided will be measured by amount of participation in class, completion of assignments, NWEA MAP comparative test scores, progress reports, and report cards for each grading period.

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

Description	Total Funds	Contributing
.20 FTE Special Programs Technician for Learning Loss Mitigation	\$21,036.00	Yes
Testing, Assessment and Evaluation of Services	\$3,000.00	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.]

Delta Bridges will monitor and support the mental health, social and emotional well - being of students by providing counseling services for students and families experiencing trauma, anxiety, loneliness and other symptoms due to COVID-19. Counseling staff are attending Crisis Management training in September 2020 to assist in their counseling support to students and their families.

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.]

See attached document of our NJESD Tiered Re-Engagement Plan.

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.]

Meal service began on August 17, 2020 at the following locations, Delta Bridges Charter School and New Jerusalem Elementary School. Service hours are Monday-Friday from 11:30 a.m. to 1:00 p.m. The meals are prepared and delivered by nutrition services staff. Sack breakfast and lunch meals are served at drive through service areas daily.

All Staff members follow the State required COVID-19 prevention and hygiene guidelines when preparing, serving and distributing meals. All Staff wear face masks, gloves and maintain the six feet distancing requirement.

Delta Bridges outreach efforts to families included the following notifications; Parents/families are notified of the meal service via Aeries student information system, Facebook and District/School web sites. The State Nutrition Division also released information through the CA Meals for Kids mobile app to help students and families find meals during COVID-19-related emergency school closures.

Delta Bridges is following the standard operating food service for breakfast and lunch service. Delta Bridges began serving breakfast on September 8, 2020. Lunch meals will be shelf stable items.

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
31.35%	\$34,980.00

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.]

Delta Bridges is using Supplemental and Concentration funds to provide the following services to our students: One on one instructional support, assessments and after school instructional assistance.

Delta Bridges has increased and improved services for Foster Youth, English Learners and Low-Income students utilizing our Special Programs Technician to provide support and testing services. The Special Programs Technician will work with the coordination of ELPAC testing, the ELAC/DELAC group, monitoring progress for all EL learners, reporting and accountability reports for AERIES and CALPADS and all additional support services offered to English Learners as well as their parents. Delta Bridges is using Supplemental and Concentration funds on a Districtwide manner to provide the following services to English learners, Low-Income and Foster Youth students: 1:1 Instructional Support Services, Counseling Services and additional assessment and language development services. Teachers working with English Learners, Low Income and Foster Youth students are given priority to Professional learning and training. Collaboration and training will be provided to instructional staff, Student Assessment teams and the Intervention Coordinator to support student academics. Supplemental materials; Awards, Incentives, books and supplies will be provided to students to address learning loss.

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

The services for English Learners focus on assessment, re-designation in the 2020-21 school year. Low Income and Foster Youth students will receive meals throughout the summer and school year. Supplemental materials and additional hours of 1:1 instruction will be provided to English Learners, Foster Youth and Low Income students. An additional .20 FTE Special Programs Technician has been hired to address additional assessments and 1:1 instruction needs.

Weekly Engagement Log for Attendance

Teacher Name:	Daily Participation					Type of Learning					Attendance					VR	Re-Engagement Plan Needed	Summary of Assignments/Assessments
Period:	P, PC, SC					Synchronous/ Asynchronous/ Both					Mark an "X" when daily participation					X	Only mark an X when student has missed 60% of the week (3 days)	
Student Name	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F			

-Daily Participation is defined as evidence of participation in online activities (including completing assignments and assessments) OR contact with parent/guardian OR contact with student
-Students not engaged in daily participation must be marked absent

- Key**
P= Participation
PC= Parent Contact
SC= Student Contact
A= Asynchronous Learning
S= Synchronous Learning
B= Both
VR= Visitation Record

Signature: _____ Date: _____

Reengagement Strategy

Pursuant to California Assembly Bill 77 (AB77), each Local Education Agency (LEA) must develop and implement strategies for reengaging students who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

New Jerusalem Elementary School District and Delta Charter Schools reengagement strategies include the following:

Verify Student/Parent Contact Information – Instructional Aide & Campus Office Manager

Verify contact information for the student and parent/guardian. The instructional aide or campus office manager will e-mail, text and call the parent/guardian to verify all information including current address is correct in Aries.

If not correct, the campus office manager is notified to assist in updating the student record and/or to check the student hard copy records for accuracy. Additionally, a family member or friend on the student record may be contacted to seek correct contact information for the student.

If parents are Spanish speakers, teachers should enlist the assistance of the EL instructional or office to assist in providing instructions to parents and/or students.

Attendance Notification – Instructional Aide & Campus Attendance Clerk

Once contact has been established with the parent/guardian, a daily notification will be provided through all established communication channels when the student is absent. Absence includes, not participating in live instruction, not completing assigned work, not participating in class online meetings, not meeting individual requests made by the teacher or instructional aide, etc. The parent/guardian will be informed of the impact of non-attendance including learning loss, chronic absenteeism reporting and grading implications.

Identify Barriers – Instructional Aide

In communication with the student and/or parent, barriers to student attendance and engagement may be identified. Examples include:

- Do they have a computer or device to use for distance learning?
- Do they have a proper internet connection?
- Is an adult home during the day to assist with access?
- Is the student receiving adequate nutrition?
- What time of day is the student able to participate in live instruction?
- Do they need to switch to paper and book lessons rather than technology?
- What other barriers are they facing that NJ/DC/DCHS can assist with eliminating?

The district has Chromebooks, internet hot spots and meal services available for students who need them. Contact your site administrator and/or the site office staff if a Chromebook, Hot Spot or meal is needed for the student. Arrangements can be made for pick-up and possibly drop-off of devices.

Teacher Availability – Grade Level Teacher

Teachers are to provide ways that students can get in touch with them either through email or phone. Students will disengage quickly if they do not understand an assignment or have trouble getting access to answers. Teachers are to check their email and voicemail throughout the day and allow for flexibility in their daily schedule to answer student/parent questions.

Utilizing Instructional Aides – Grade Level Teacher

Teachers should create a plan with their instructional aide on how to regularly check-in with the student to answer questions, provide assignment assistance, help troubleshoot technology struggles, etc.

Request Learner Feedback – Grade Level Teacher

Students who are asked for feedback are more engaged in their schoolwork. Teachers should provide opportunities for parents and students to give feedback on how distance learning is working for them and how it can be changed or adapted for increased engagement.

Administrator Assistance – Grade Level Teacher

If there is no marked improvement in engagement, teachers will inform their administrator. Administrators can assist with a plan for outreach to the student with the support of the counselors and district personnel, including the potential need for health and social services.

Reengagement Communication Script to Parents

New Jerusalem Elementary School/Delta Charter is committed to assisting you and your student throughout the distance learning process and wants to provide the best learning experience for your student. Distance learning requires that your student be engaged and participating daily. This is not optional. Therefore, student attendance is taken daily and recorded accordingly. If your student does not engage, they will be marked absent for the day. Absences lead to lost learning opportunities and impact the social engagement with your student's classroom community.

**New Jerusalem/Delta Charter
Reengagement Verification Form**

Student Name: _____ **Grade:** _____

Teacher Name: _____

This reengagement verification form must be completed if a student is absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

Verify Student/Parent Contact Information

Contact information was correct in Aries?	Yes	No	
Updated contact information was provided?	Yes	No	N/A
Updated information was entered into Aries?	Yes	No	N/A

Comments:

Attendance Notification

Was the parent/guardian informed of the impact of student non-attendance?	Yes	No
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Comments:

Identify Barriers

Were any barriers to student attendance and engagement identified?	Yes	No
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If yes, what barriers?

Has the school been able to assist in removing the barriers?	Yes	No	N/A
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Comments:

Teacher Availability

What teacher communication options have been provided to students?	E-mail	Text	Phone
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Utilizing Instructional Aides

Has a plan been developed with the instructional aide to lend support in reengaging the student?	Yes	No
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Request Learner Feedback

Has a learner feedback been solicited?	Yes	No
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Administrator Assistance

Have you contacted a campus administrator for assistance?	Yes	No	N/A	Comments:
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Verifier Signature _____

Date _____