

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
Primary Charter School	Virginia Stewart Executive Director	vstewart@tracylc.net 209-290-0511

General Information

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

Primary Charter School shut down due to COVID-19 on March 13, 2020. The staff immediately went into planning for distance learning. The school waited to learn how long the shut down would last. When it became inevitable that it was going to continue through the school year, the school began distance learning of all subject areas at the start of what was earmarked as spring break to make up for lost time. The school served students with distance learning instruction from March 30 until the end of the scheduled school year which was June 26, 2020. We were proud that we were able to provide instruction to our students throughout the entire trimester. While we have learned that distance learning takes more time and effort, we were pleased with the response of the students and teachers. We graded students and made attendance mandatory. We believe we mitigated much of what could have been a great deal of student loss. Our charter provides for a longer school year and a longer school day. We met that provision. The teaching staff included parents in the final assessment of the students for the final report for the students. We were pleased that the majority of the year had been in person so that the students were older and more prepared for the drastic change. Parents were pleased we continued with all subject areas including electives and physical education.

We were able to distribute technology devices to students in need and we provided support services for families needing help using the devices. The school learned from the distance learning experience and prepared to do an even better attempt at distance learning if this was needed for the new school year.

Stakeholder Engagement

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

During the entire 2019-20 school year, there was a school wide improvement committee (SIC), consisting of staff, parents, and students that monitored the adopted action plan and goals for the school. They gave feedback monthly and were updated on progress. In addition, parent conferences were held to discuss student performance and areas for improvement. Our Resource teacher worked with parents with students with IEPs and our EL teacher reached out to parents of EL students with after school tutoring time and support through our ELAC committee. In Spring, the SIC was involved in creating the new action plan for the new school year. In May and June, a survey was presented to parents regarding how we were doing with on line distance learning and what the preference would be for the start of the new school year. This survey was done on line and in a text outreach to parents who did not have internet. These preferences were shared with the Tracy Learning Center Board prior to the decision they made in June. The original plan was to begin the school year with a hybrid model. (Attachment School Opening Plan Adopted by the Board on June 29, 2020)

The students were going to attend school in person two days a week and two days a week they would be working independently at home. One day would be virtual for the entire class. The purpose was to allow for social distancing by having only half the class in person at one time. Unfortunately, three weeks prior to opening school, the county was on the state watch list and the schools were notified that distance learning was essential given the condition of COVID cases in the county. The school leaders met and created the distance learning model that would be used. This distance learning model was discussed, explained and approved at the July 27, 2020 board meeting. There were many parents present at that meeting. Most were anxious to discuss the hybrid model and when it would take place. Once this plan is completed, it will be presented to the school improvement committee for review and input. It will be placed on the August board meeting August 17th for public input and approved at the September 14th board meeting

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

The survey was placed on line for all parents to access to indicate their preference and all board meetings were virtual by way of Zoom in which the public gave input. This Zoom link was posted on the website. Parents had access to email to ask clarifying questions and to share their concerns.

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

While the parents were impressed with the effort put into online learning by the teaching staff, they indicated the replacement of real time, real teacher learning was limited. Students were given opportunities to check out computers to perform online work, teachers reached out to students and gave them independent and interactive opportunities through Zoom. When all was said and done, parents wanted their children back in school if possible. The survey was presented in several different languages and had a high rate of return. Even after the board announced the return to distance learning, the feedback at the board meeting was largely questions about how things would be when we went to the hybrid model.

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

When considering how much parents wanted their child to be in school, the Board chose to adopt a three part plan. Part one was exclusive on line learning if the county was continuing to show growth in COVID cases. Plan two was a modified return to school plan, which consisted of two full days in school on a A and B grouping to reduce the number of students present and to maintain social distancing. This was the

plan the school expected to carry out in August. The third plan, was very hopeful and expected full return to school for all students in August. The plans were dependent on the condition of the county. The parents and students were assigned a group to follow for the two days of learning in Plan 2. An effort was in place to keep families on the same schedule. Mid-August, the county was placed on the watch list by the state and it was recommended by the governor that schools go to distance learning. This caused the school to go to Plan 1 which is in place to begin August 3. Parents were notified of the change to Plan 1 by phone, text, social media and our website. We have a weekly newsletter called, The Charter Chatter, which clearly outlined the plan and included tutorials on how to connect to Google Classroom. Teachers prepared to begin the school year on line.

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 June 29, 2020 the Tracy Learning Center Board approved a three part plan for reopening. It was our intention to respond to the condition of the county with COVID -19. The focus was on the Hybrid plan (Plan 2) Parents were informed that we would divide the students into two learning groups. Each group would meet in person for two full days of instruction, and two days of independent work with one day for whole class virtual distance learning. Parents were sent their schedule informing them that their student was assigned to Group A or Group B. Parents expected us to open using this hybrid model. They also hoped that we would soon transition to the full inclusion model. Unfortunately, in the middle of July, the county COVID report was not promising and schools needed to reboot to a distance learning model.

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

Description	Total Funds	Contributing
<p>When we are cleared to have in-person teaching the following will take place: Hybrid Plan 2 Students have already been placed in one of two learning groups per classroom. Group A students will attend a full day of class on Monday and Tuesday of each week and B students will attend a full day of class on Thursday and Friday. Wednesday will be a distance learning day for the entire class for four hours. No teacher will be on campus that day, it will be used for deep cleaning. (cleaning materials will contribute to this plan)</p>	\$10,000	Yes

Description	Total Funds	Contributing
<p>Students will be given personal equipment to use during this time including pencil, glue, scissors etc so that they will not be shared.</p> <p>Students will have access to the software programs they usually use in class for reinforcement of reading, math and language skills both when in class and on line.</p>	\$15,000	Yes
<p>Masks will be worn by staff and students. Temperatures will be taken at the start of school each day. Parents will not be allowed to enter the building.</p>	\$2,000	Yes
<p>Classes will be taught in small groups and will be focused on all curriculum areas including the electives. (aides have been hired to support learning groups)</p>	\$60,000	Yes
<p>EL and Resource teachers will have outreach to the identified students. They will give additional support on the Wednesdays with one on one zoom meetings and other outreach within the classroom on the days the students are present. (EL teacher is part of the general budget.)</p>	\$30,000	Yes
<p>Transitional Kindergarten students have been given the option to be placed at our preschool site and taught directly in person with their teacher even during the Plan 1 phase. 75% of those parents have opted for in person learning. They class will be held from 8 until 4 using all safety methods in place for the hybrid and full inclusion model adopted by the board. The rest of the students enrolled in TK will have access to online distance learning. Snacks are provided and space for a learning hub has been arranged.</p>	\$16,000	Yes
<p>When the schools return to Full inclusion of students on campus (Plan) all students will return to school and follow their full day schedule. Masks may be expected but rooms will be disinfected daily.</p>	\$20,000	Yes

Description	Total Funds	Contributing
Students will attend school for the remaining days of our 205 day school year which includes extended hours (8:15 to 3:30 for students) each day. These additional days will help mitigate learning loss.		Yes
Students will be taught in small instructional groups to meet their instructional needs		Yes
EL and Resource Teacher will continue to provide special support and services to those identified. This will include outreach to parents and homework support for those in grades 3 and 4	\$15,000	Yes
Increase in the inventory of technology due to loss of technology or damaged technology from lending during distance learning.	\$40,000	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.]

Teachers have been assigned a cohort group for on line interactive learning. Kindergarten students will have interactive on line learning with their assigned teacher for 200 minutes. The emphasis will be instruction in reading, math, and writing. The students will be in cohort groups that allow for attention to the level of learning needed for the group. Students in grades 1 to 4 will have a total of 230 minutes of on line learning in the core subject areas of math, language arts and reading. There will be limited assignments to apply science and social studies. The resource and EL teacher will make special times to meet and reinforce learning for those needing special assistance and will spend time in the zoom classes with certain students.

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.]

All students requesting a chrome book will be granted. The process for lending the chrome books was put in place the week before school. There is a check out system that was used that guaranteed return at the end of the year that will be used again this semester. Students who needed technology had what they needed. Internet connectivity was available through areas of the campus parking lot if needed and not available at home.

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.]

Teachers will take attendance daily. It is expected that all students will participate with audio and video. The office will follow up to find out why students are absent and will find ways to help them be successful. Teachers will use many systems for participation in class to allow for a great amount of participation and interaction. Quizzes and assessment will be done on line in the teacher's presence. Participation will be a large percentage of the student grade. Distance learning and attending class daily is not optional. Teachers have stressed this since the first day. Distance learning began on August 3, 2020. The 230 minutes of instruction for these students is synchronous for the entire commitment of minutes. The teachers are present with the students instructing and guiding their learning. Additional minutes are added each week for asynchronous learning, however that is limited to less than 60 minutes. Because the students are on line for most of their learning time, breaks have been built in making the learning time each day 8:00-12:30 with breaks included.

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.]

The Director of Technology and the school leadership will conduct weekly meetings virtually to ensure proper use of technology and to help staff learn more effective ways to use Google Classroom as the main method to teach. Staff will have access to the technology they need to teach their classes. The option has been given to staff to work in their classroom or at home. School leaders will observe zoom classes to ensure interactivity and wide participation in the class. Teachers share ideas among themselves. Teachers in the same grade groups will share information and plan together. Meetings have been set up to ensure these sharing times.

Staff Roles and Responsibilities

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

Teachers will have the option to teach in their classroom or at home. They are expected to be on line daily for the required minutes. They must take attendance and they must be certain their classes are interactive and not set up for independent study. A high degree of participation is expected at all times. Leaders will connect and check to see the expectation is being met.

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.]

Additional support for EL and SPED students has been provided by linking those specialized teachers to the students needing help on a one on one basis. The IEPs have been reviewed at the start of the school year and were adjusted for distance learning. Classroom teachers will alert the support staff of students needing greater support. Time will be set up to meet with the students for virtual special tutoring.

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

Description	Total Funds	Contributing
Technology will be distributed to all students needing a device. There is a check out system and a drive up approach to obtain the device. The demand is significant since each member of the family needs a device and we have students in grades TK to 12.	\$50,000	Yes
Teachers provided material kits for students to use for distance learning. These included crayons, glue, scissors, play dough, and other materials. These were distributed in a drive up system prior to the first day of school	\$10,000	Yes
Staff and students are on line for the required number of minutes per day interacting with students. Participation is the key to grades for on line. Testing will be done in the presence of the staff on line when testing is needed.		No
The staff will focus on reading, math and language arts skills due to the modified minutes for instruction.		No
EL and the Resource Teacher will work with students in the virtual classroom and with one on one virtual tutoring.		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.]

While the staff is aware that distance learning is not as effective as in person learning, the staff has a good track record for the work they accomplished from March until June when our school was first closed. They learned how to meet with the students, assign work to do and work with the parents as joint teachers and observers. We were able to provide additional days with our longer school year and we felt that most students met the expectations for learning. We have always been aware of the students who are behind grade level in their mastery of concepts and work to provide extra support for them by teaching them at their appropriate level of learning, and supporting them with aides and other specialized teachers. Teachers use the AIMS testing to determine mastery and progress of students. Teachers in grades 1 to 4 have the same students for two consecutive years. This will allow them to meet the students where they are and move them forward.

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.]

The school does not have a population of homeless students. The students who need our attention are: low income, EL or SPED students. Students who are below grade level are met at their learning level in order to advance. The gaps in learning are given attention and the students are given support by a learning guide (aide). They are taught in small groups to better meet their needs. The EL students have the support of an EL teacher who works solely with this school. She provides additional support in the classroom and can arrange for other learning times with specific students needing more support. The Resource teacher and speech teach work within and outside the classroom helping students with special learning needs. They work closely with the classroom teacher to understand the needs the students are having.

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.]

Students are tested at the start of the school year and monthly thereafter to check progress and to measure it to others in the same learning group nationally. These tests identify areas of growth as well as areas in need to mastery. The students are taught the skills needed to succeed and move forward. Teachers have devised materials to address learning needs that have been identified. These materials have been shared among the staff.

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

Description	Total Funds	Contributing
AIMS testing will be conducted at the start of the school year and monitored monthly to check for progress, mastery and deficiencies.	\$8,000	Yes

Description	Total Funds	Contributing
Teachers will teach in learning groups that address specific learning needs and levels.		
Teachers will share materials to address deficiencies and to help students gain mastery of specific learning concepts.		
EL, Resource, and learning aides will support the students identified and will provide additional learning or reinforcement time.		

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.]

All staff are expected to take the COVID training segments provided on line to help them better understand how to be prepared for issues related to the spread and prevention. Students in Primary have support from their teachers who are meeting with them each day and beginning the day with the usual calendar time and time to talk about how each student is feeling. Teachers are making person contact with students who may miss a virtual learning time to see how they can help. The office is reaching out to each student who is absent each day to help the parents and students know what is expected and what to do to ensure they are on line. Parents have ability to contact teachers through email whenever necessary.

Pupil 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.]

Staff has been informed that the most important thing is taking attendance each day. Students know they need to be on line at the right time each day approximately (8-12:30 daily) with some short breaks. Students know they are expected to be on line with both audio and video working. They are expected to participate in the class with oral response, dance, signals etc directed by the teacher. Students who are absent will receive a call or email from the teacher and the office will call to confirm the absence and how to prevent further absences. The ratio in our Primary classes is small (16 to 1) and it is easy for student to feel they are missed when they are not there. It is not a burden for teachers to reach out to the few who will be absent. If the absence is due to technology our Director of Technology will assist.

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.]

The school provides aid for lunch for both the fee and reduced price meals for lunch for the students. When we are on distance learning, we will process the applications for free and reduced meals and we will contact those parents for our drive up free program. Students will be provided with two snacks daily during the school week. This program should begin two weeks after the school year begins. Meanwhile, the school district has provided free meals to students in the area since the shut downs in March. Our students have not been excluded from that program.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	The regularly schedule board meetings will be held virtually with easy access to the public for input and reaction.		

Section	Description	Total Funds	Contributing
Stakeholder Engagement	The weekly newsletter, The Charter Chatter will be send out weekly with videos and information to help support on line learning and the latest information about COVID and schools		
Stakeholder Engagement	Information will be available on the website, social media and email and texts to support parent and student issues or concerns		
Stakeholder Engagement	At the end of each month a survey will be sent out to gain insight into how parents are perceiving our efforts at teaching and learning through all aspects of our three part plan. The results will be reported out at board meetings		
Stakeholder Engagement	The school improvement committee will continue to operate virtually and will give input and suggestions on the school plan and the procedures being used to teach students.		

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
6.18%	195,000

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.]

An EI teacher was hired to specifically support the EL designated students within the virtual classroom and by providing individual support as needed. EL staff is meeting with new students enrolled in the school for testing. They are conducting outreach to parents by way of phone to ensure that parents understand distance learning and what is expected. As the year continues they will have morning coffee meetings to discuss and explain concerns parents may have or information they wish to convey to parents.

A Resource teacher has been hired to specifically support the students with IEPs for Primary Charter. This allows for time for the teacher to test, further assess, support the student in the virtual classroom and with some special tutoring when needed. In addition two speech teachers have been hired to work with the speech identified students through virtual lessons until in person is possible. These expectations for speech are being reviewed in the IEPs for each student within the first thirty days of school. Once the school is on plan two (hybrid) or plan three (full inclusion) the students will meet with the speech teacher on campus in person.

The students are assessed using AIMS testing which identifies weaknesses and areas of mastery. Students are taught in groups according to learning needs and assessed for progress each month. Teachers teach to improve weaknesses using a variety of instructional materials created by the teaching staff. There are two learning guides (aides) to help support students who are below grade level and who need additional tutoring or support. This testing is very valuable in helping teachers know how well the student is progressing compared to other students in the same ranking.

Nutritional and mental and social health needs of the students are being addressed with special outreach to the students with special needs by personal contact with the teacher, food service personnel, or the EI and Resource specialist for the school.

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

The identified services for our EL and low-income students are the primary actions taken within the plan. Extra staff and support has been added to provide the necessary help to aid the students who need more support. The increased support and the amount needed to provide the support is listed in the actions of the plan.

Tracy Learning Center Reopening Plan for August 3, 2020

Plan ONE

Bans have been increased, social distancing and masks are the law, Covid 19 is increasing in numbers and state mandates indicate schools must remain closed.

1. Tracy Learning Center will offer virtual learning daily for all students. Students will meet with staff virtually for instruction and be assigned work to do independently in addition to virtual Zoom teacher instruction. The instruction all be standards based curriculum.
2. Tracy Learning Center has a proven track record of using this model for three full months and while we believe it was successful, we are aware of the limitations.
3. Attendance will be taken daily and contact will be made with all students who are not regularly attending classes to inquire as to why and how it can improve. The calendar for 205 days will be implemented.
4. Technology will be available through check out for all students in need of assistance or support.
5. Grades will be issued as usual, work and attendance are mandatory,

Plan Two (MOST LIKELY THE PLAN WE WILL USE AUGUST 3)

COVID 19 seems to be slowing, schools are allowed to open with caution. Social distance and masks remain required.

Academic Plan

1. All students will be placed in an A or B group (by last name to keep families on the same schedule K-12)

- 2. Each group will attend school in person for two full days. Group A will attend on Monday and Tuesday, Group B will attend Thursday and Friday) The A and B groups allow for a tremendous decrease in the class size allowing for a great deal of individual attention and focus. The curriculum will be relevant, rigorous and interactive.**
- 3. On Wednesdays, all students will be expected to attend virtual classes for two one hour sessions in grades TK-4) and one hour per class session in grades 5-12. Attendance will be taken and is mandatory.**
- 4. On the two days not in attendance, each group will be assigned specific independent work related to the instruction they have received that will be due the same day. Attendance will be taken. Teachers will be available for questions during independent time if needed. The work, though new, will be an application of what has been taught in class that week and must be completed for a grade.**

Plan Two required safety guidelines
--

Parents will not be permitted inside the gated areas but must wear masks for drop off and pick up

Temperatures will be taken daily at the gate area before entering the school grounds

Sanitizers and soap and water will be available in each room

In the event of a child who becomes ill, a closed off but visible area will be the waiting area until a parent arrives for the child.

Bagged Lunches may be purchased for room delivery by our food service, lunches from home must be in disposable containers including water for drinking. Fountains at school will be closed. No back packs at school. Individual pouches of pencils etc. will be given to each student for individual use and kept at school for grades TK-8)

Bathrooms for each school will be monitored allowing one child inside at a time.

Social distancing will be enforced in the rooms and areas will be marked with tape

Students and teachers will wear masks

Outside hall doors will remain open for ventilation

Individual considerations by school when implementing Plan Two

Primary students will be assigned a chair, marked with their name for exclusive use.

No carpet sitting or carpets will be used in the primary classrooms

DCS students will remain in their first period class for all classes except PE and lunch. Teachers will travel to their rooms.

MHS schedules do not permit staying in one room for all classes, so hallways will be set up for one-way direction.

In the event that a child or the child's family contracts COVID 19, the child will be quarantined for 14 days. Independent work will be assigned.

The hybrid plan (Plan Two) will be reviewed once a month. When conditions improve in the county, the plan will change to more closely resemble Plan Three.

Plan THREE

All restrictions for masks, social distancing or other reopening issues are lifted and Covid 19 is showing a strong decline in identified cases and deaths.

- 1. All students will return to a traditional school setting as usual. There will be classroom attendance 5 days a week following standards based curriculum**
- 2. School schedule given to students will be followed.**
- 3. All curriculum will be standards based and learning will be aligned for rigor, relevance and interaction.**
- 4. Students needs will be addressed through special programs and individual consideration.**
- 5. The 205 day calendar will be implemented**