

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>.

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General Information

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

San Joaquin County was on the State’s COVID-19 monitoring list at the beginning of classes for school year 2020-2021 and is currently at a Widespread (Purple) County Risk Level. Per California Department of Public Health, schools may not reopen fully for in-person instruction until the county has been in the Substantial (Red) Tier for two weeks. Since San Joaquin County was not off of the State’s Monitoring list beginning in the Fall, Vision Quest & Career Pathways (VQACP) has been required to offer distance learning until the infection rate in the county is reduced.

COVID-19 has had a devastating effect on the economy of San Joaquin County (and the state) with many people out of work, food shortages and an increase in mental health problems and emotional instability. VQACP is an adult-serving charter school working with students under a K-12 model. The populations we serve have been out of school generally more than five (5) years, are unemployed or underemployed, and many are English Language Learners. Individual assessment, small class sizes, and flexibility in scheduling of classes are standard practices for adult-serving charter schools.

A major challenge with distance learning will be one of student engagement. Although, VQACP has a model of computer-assisted learning and career training, this was not originally envisioned in a distant learning model. As this is our first year of operation, we do not have a prior school year population, although we have 175 students enrolled, and more are enrolling daily, with an expectation of 350 students enrolled by Information Day, October 7, 2020.

VQACP will adhere to the five (5) elements of the State’s school pandemic plan: 1) Safe in-person school will occur based on local health data; 2) masks required of all staff/students/visitors to the school site(s); 3) physical distancing and other adaptations; 4) regular testing and dedicated contact tracing; and 5) rigorous distance learning.

Stakeholder Engagement

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

VQACP has three (3) Advisory Committees which, as a whole, form the School Advisory Committee representing the key stakeholder groups: 1) staff and teachers; 2) students; and 3) employers and the community. As a new school currently enrolling students this committee is in the formative stages. Students and staff have been invited to participate in the process and have provided valuable feedback during the process.

An implementation committee will be formed of volunteers, including students, parents, and staff. The committee will meet remotely with an option of telephonic participation to develop an Engagement Plan and to implement VQACP’s Learning Continuity and Attendance Plan (LCAP). Written communication, as well as telephone contact, will be provided in the language identified by each committee applicant. The committee will draft the Engagement Plan in support of implementing the LCAP, which will be approved by the Board.

Stakeholder feedback was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration from editing the draft plan to its final version.

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

VQACP will post via the Internet the date and time of the public hearing. Public meetings will be held via teleconferencing and telephonically. VQACP will be available to assist Stakeholders to access the public hearing.

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

Staff Feedback

- Health and safety must be a priority and following State COVID-19 health regulations, to abide by the 5 elements of the State's school pandemic plan by which all students are enrolled in rigorous distance learning is essential;
- Ensuring staff and visitors are adhering to the 6-feet apart physical distancing protocol and are following other adaptations such as sanitizing regularly, wearing masks, wiping down tables and chairs every time a person uses such an item, as well as sanitizing office space and stations is also essential especially given staff have serious health and safety concerns with working with small in-person cohorts;
- Adjusting to a distance learning format, new assessment practices, and racial equity curriculum has been challenging especially with the start up of the new school in the August 2020 timeframe;
- Attempting to communicate daily via email, telephone, or the Internet to students to prevent barriers and complications with distance learning is important for student success;
- Hiring an Outreach Specialist to oversee student attendance and troubleshooting virtual learning by conducting home visits and providing community resources to enrich their opportunities for learning is essential;
- Determining the role of administration in monitoring assessment data and determining next steps is key;
- Providing the opportunity for staff to have a voice in the Professional Development offered is important;
- Providing online textbook access to support distance learning best practices is key; and
- The majority of staff believes students are engaged in the learning process.

Student Feedback

- The majority of students believe current distance learning is effective;
- Most of the students prefer to be on site; and
- Some of the students can effectively navigate Google Classroom; however, the need for dedicated IT support for remote students to assist them with technical difficulties is a key measure of success.

School Administrative Feedback

- Health and safety of employees;
- Certificated staff workload;
- Need for professional development and training time;
- Need for ongoing support with new delivery platforms;
- Safety and security in Zoom online platform; and
- Medical and other COVID leave options.

Community Feedback

- Health and safety of staff;
- Personal protective equipment;
- Training opportunities;
- Parity between staff in terms of work expectations; and
- Medical and other COVID leave options.

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

The In-Person instructional planning have been influenced a great deal by feedback followed by the design within the planning work group. The blended learning model was designed with the input considerations to maintain high academic opportunities while allowing for student connection. By reducing student density in each day and providing PPE, disinfection and requiring hygiene, health and safety concerns are addressed. The structure of the schedule allows for a blend of synchronous and asynchronous instruction, as well as time for staff to collaborate, take training, and plan for learning activities.

Stakeholder input on the distance learning program, following the decision to initiate the year with distance learning, and the recent surveys and opportunities for input have driven the distance learning planning, professional development needs, and adjustments to planning and structures of support for the school. The decisions around Google Classroom, and other online instructional support systems, were driven by stakeholder input. The schedule was determined by stakeholder input. The synchronous/asynchronous areas in learning activity were developed and continues to be addressed following stakeholder input to ensure privacy policies are adhered to, and learning plans are in place and active. Weekly support and professional development for teachers is driven by teacher interest and need. The support structures and strategies provided, or to be provided, have been driven by teacher, student, administrator and student interest for additional support structures to address learning loss and lack of engagement. Student and school needs for safe implementation of distance learning have resulted in the adjustment of the roles and responsibility of all staff. Feedback indicated it is important for administration to contact students who have excessive absences especially with the implementation of distance learning.

The Pupil Learning Loss section of the plan was influenced by the recommendation to provide additional resources for students who may have experienced learning loss or other students with exceptional needs. Key teachers, administrators and some students provided input to drive the planning, strategy and response to the specific needs. Teachers indicated the importance to administer assessments in ELD and mathematics to assess student knowledge level based on the identified essential standards. Further, teaching staff suggested the process for daily, weekly, and bi-weekly reports for student absences to be finalized and managed especially in the situation where class sizes increase.

Mental Health and Social and Emotional Well-being planning was strongly influenced by staff input. Lack of student connection and mental health was a top concern among staff and administration. Further some students were actively advocating for improved efforts to address school climate and inclusion. School staff worked with many active groups of stakeholders to develop a wellness focus within the school planning, and new curriculum for all students to address these needs. A new stable cohort structure is in the process of development for weekly social emotional lessons on identity, race, inclusion and other topics discussed. The school is continuously in the process of developing new strategies to reach out to students and is continuously increasing their services the first year of school opening. Student response so far has been positive. Further, the notion of weekly cohort meetings and supportive counseling sessions would be of benefit to students once the school is fully staffed. Stakeholders indicated it would be of great benefit also for students to have a supply closet to address students' needs to ensure our school community provides supplies for students in need as one of the most basic steps the school could take to achieve that goal.

The Pupil Engagement & Outreach section of the plan was influenced by administration tracking data and patterns in students and developing efficient systems to track students and effectively reach out and reengage students as needed. Students with unique needs, such as ELD, are assessed and their curriculum is customized based on each individual's needs. Stakeholder feedback indicated the important to outreach to students without access to devices or the Internet, and to resolve their issues as soon as possible to reduce levels of frustration in the learning process.

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.]

VQACP will offer in-person instruction to the greatest extent possible [Ed. Code § 43504(b)]. When county and state orders allow, we shall have in-person instruction while implementing personal health and safety in school facilities and vehicles through teaching, practicing, and using the following practices: proper hygiene, social distancing, cohorting of student groups, protective equipment, cleaning and disinfecting, working with staff to provide necessary training and accommodations, and communicating with students, parents, employees, health officials, and the community. The goal of this plan is to provide ongoing rich and robust standards-based instruction that furthers student academic success while maintaining instructional delivery that is safe for students and staff.

VQACP will provide continuity of instruction during the school year to make sure students have access to a full curriculum of substantially similar quality regardless of the delivery method by developing recommendations, a list of resources, templates, and strategies to support distance learning options for VQACP students. The output of this process is intended to create the curriculum and instructional resources to ensure instructional continuity for VQACP’s students. The continuity of instruction plan is presented in the following table:

Plan Item	Description
Student Access Distribution Plan	Ensure distribution plans are in place for student access to resources in the event of sudden absences or school dismissal.
Contact Information Records	All contact information records for students, and all staff (e-mail addresses, physical addresses, phone numbers, including mobile, etc.) are on file in the student information system, and ensure teachers have access to that information to check in with absent students regarding academic progress.
VQACP Privacy Policies	Ensure VQACP’s policies regarding privacy and sharing of personal information are in place as well as clear to all parties.
Distance Learning Plan	Create a plan to leverage distance learning resources from other sources, including current vendors, community colleges and universities, and online sources of open content.
Course Credit Plan	Ensure policies are in place for awarding credit for courses in the event of sustained distance learning (e.g., credit without seat time, etc.)

Staffing Plans	Create a defined staffing plan for new roles and responsibilities to support distance learning in the event of small or large student or faculty absences.
Home Internet & Device Access	Identify the need for access using survey instruments to create student contingency plans for those students with no Internet and/or only mobile devices. The planning team will analyze the data and develop contingency plans for students.
Hot Spot Donation Program	For students with no Internet access at home, mobile broadband hotspots will be explored. VQACP may partner with Sprint, T-Mobile, and or non-profit(s) for cost-effective options.
Device Loaner Program	Create device loaner forms and/or hotspots, plus communication tools/templates for brochures in multiple languages.
Develop Online/Self-Directed learning Resource List	Research free curricular resources Integrate learning resources into a Learning Management System (LMS) such as Google Classroom.
Staff Development	Develop a distance learning staff development program.
Create Virtual Classroom/Online Meeting Options with Students	Tools such as Google Meet, Zoom, Webex, etc. are used to hold synchronous virtual classrooms and/or meetings to discuss content, engage in dialogue and answer questions and/or address misconceptions.
Student Support With Unique Needs	Assist students with unique needs, including English Learners, students with exceptional needs, and homeless students.
Technical Support	Offer technical support from teachers, counselors, and support staff.
Create a Student & Staff Communication Plan	Develop a communication toolkit for all key stakeholders.

Table 1: Continuity of Instruction Plan

Staff Training: Social-Emotional Well Being: Staff training will assure that a student’s social-emotional well-being is being considered, including a check-in system to assess social-emotional well-being, especially related to distance learning and absences. The school’s staff training is aligned to state standards and the work teachers do in their classrooms which include consideration of a student’s social-emotional well-being. This training is intended to engage and challenge a diverse student population in a rapidly changing and increasingly technological world especially related to distance learning and absences. The focus on social and emotional competencies assists teachers to avoid burnout and increase their well-being in order to best serve their students. These competencies are essential for teachers to enable students to connect with their own emotions and feelings, and to find ways on how to unwind and to identify the internal drivers to deploy their emotional intelligence to feel better about themselves and those individuals around them. While some of these skills often come naturally to some teachers, others may require more attention and additional development.

Research indicates that students learn best in safe, supportive environments. Staff training will include how social-emotional well-being for students is influenced by context; for example, if the student learning environment is full of complaints then students may tend to display an increase in negative behaviors. Conversely, if their learning environment is supportive, positive, and welcoming, students will be more inclined to successfully manage stress and ask for assistance when needed. Making students aware of how their learning environment affects their behavior will assist them to select different choices if necessary, as well as teachers. We know that students are joining virtual classes in all kinds of different situations; therefore, our teachers are framing assignments in student-centric rather than teacher-centric ways designed to encourage engagement and persistence in learning.

It is our goal to provide all of our students to have a sense of passion for learning and to be intrinsically motivated; that is, to be driven from within. With distance learning in an at-home environment, these student characteristics are even more imperative than ever, and the manner in which we, as teachers, frame at-home learning experiences can have a profound impact on how our students feel about them. We feel this is especially important for our students considering the many barriers and inhibitors may impact student learning at home; for example, a lack of Internet, devices, and support, competing priorities like supporting children, having essential jobs, and coping with stress and trauma. It is clear that motivation, resourcefulness, and self-regulation are critical. Additionally, we recognize that distance learning classes make some students anxious, but building relationships with our students can go a long way toward helping them feel secure. Our teachers, as instructional coaches, first and foremost strive to make all students feel safe and understood especially in this time of distance learning and encourage students to attend classes.

In order to plan for comprehensive, coherent staff training, it is essential to collect multiple sources of data to identify the school and faculty (individual) needs to assure that a student’s social-emotional well-being is being considered especially in this time of deploying distance learning technologies during COVID-19.

The school has a plan for implementing effective instructional practices to impact student achievement and a Professional Development Plan (PDP). The goals of the PDP align with the school’s goals and identify adult student needs. Individuals participate in professional development at the school level aligned with identified needs. The plan identifies goals with measurable objectives to monitor progress toward those goals. The results of the objectives will be monitored to determine what adjustments should be made to meet the goals. It is important that the knowledge and skills learned by teachers are transferred to the classrooms. Monitoring, data collection, support, and additional professional development are provided.

Quantitative and qualitative data are collected at the school, and educator levels. The school also monitors professional development activities to make certain they are aligned with the established standards for professional development. In order to ensure continuous improvement, the school encourages formative and summative evaluation, both at the school and at the individual levels. The evaluation of professional learning will include measuring changes in teaching

practices and the impact on student learning. Changes in teaching practices may be measured by student observations, rubrics, expectation checklists, etc. The impact on student learning is measured through informal and formal assessments.

Physical Safety, Hygiene Practices, Protective Equipment, Physical Distancing & Cleaning Practices: To ensure physical safety, hygiene practices, protective equipment, physical distancing, and cleaning and disinfection practices will be deployed.¹ COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as hand washing, staying home when sick) and environmental cleaning and disinfection are important principles covered in the School’s Safe School Plan in order to promote behaviors that reduce the spread of COVID-19; for example, several strategies to encourage behaviors that reduce the spread of COVID-19 and ensure physical safety will be deployed as follows:

Staying at Home When Appropriate

- Educate staff and students about when they should stay home from school.
- Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.
- Work to provide low-cost or no-cost testing options to staff and students, potentially using the Sacramento County Teacher/Staff No-Cost testing option, or other options that might be available from San Joaquin County.
- Develop policies to encourage sick staff and students to stay at home without fear of reprisal, and ensure staff and students are aware of these policies.
- Offering virtual learning and telework options in part or as partial day/week to allow smaller class sizes.
- Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
- Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health and use virtual learning options. CDC’s criteria can assist to inform when should return to work: if they have been sick with COVID-19; and/or if they have recently had close contact with a person with COVID-19.

Hygiene & Respiratory Etiquette

- Teach/reinforce hand washing with soap and water for at least twenty (20) seconds, and increase monitoring to ensure adherence.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used for staff and students.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately

Cloth Face Coverings

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students to wear in all-day settings such as school. Face coverings should be worn by staff and students as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students’ families on proper use, removal, and washing of cloth face coverings. Cloth face coverings should not be placed on anyone who has trouble breathing or is unconscious; and/or anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

Adequate Supplies

¹ Refer to the Safe School Plan 2020-2021

- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot pedal trash cans.
- Have available an adequate supply of face coverings, face shields, thermal scan thermometers as described in the Injury and Illness Prevention Plan.
- Have a safe and secure area to store cleaning supplies.

Signs and Messages

- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
- Find free CDC print and digital resources on CDC's communications resources main page.

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

Description	Total Funds	Contributing
<p>Health and Safety Measures: In order to provide increased health and safety measures, the District has purchased additional PPE (including standard and specialized face coverings and Plexiglas barriers), additional disinfecting and cleaning supplies and equipment, equipment and supplies to support good hygiene (including hand sanitizer stations), medical equipment (such as thermometers), school signage, and additional custodial training and hours.</p>	\$ 20,000	Y
<p>Supporting Most Vulnerable Students: In order to offer support to our most vulnerable students, related services as noted in IEPs and to avoid learning loss may be provided to contracted services.</p>	\$ 35,000	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.]

Full curricula, which are standards-aligned, will be implemented in both distance learning and in-person learning modes for all students. Our 2020-2021 School Reopening Guidance states that all courses will follow state curriculum frameworks, state-adopted standards and the VQACP Governing Board-approved Courses of Study. Staff will be provided with support, professional development and training to make adjustments in the instructional practices in the delivery method of the standards based curriculum. Adaptable learning platforms, will be utilized to deploy the curriculum, assist in the management of the distance learning curriculum workflow and ensure consistency amongst courses in the school. Teacher leaders will provide assistance during the development of distance learning instructional practices, curriculum development, as well as the development of benchmark assessments across the course-alike subjects.

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.]

Teacher leaders will provide assistance during the development of distance learning instructional practices, curriculum development, as well as the development of benchmark assessments across the course-alike subjects.
 In order to determine which students require devices and/or connectivity to be able to access distance learning, the VQACP asked students to identify their needs during student registration. Students who indicated they needed assistance with Internet access were individually contacted by site staff to better ascertain their needs. From these individual contacts, it was determined that the majority of students did not have high-speed Internet access at home.

In response to the data and changing needs since the start of the school year, VQACP is in the process of ordering 150 Chromebooks for students. The school purchased inventory to provide devices to students. An additional 20 hotspots will be purchased in anticipation of future needs. Students will be able to receive devices upon request, as well on an ongoing basis by contacting the school. Site administrators will utilize participation in online learning to further determine which students may need assistance accessing online instruction.

If a student's device requires technical service, or if a student's access to a device and/or connectivity changes midyear, we will offer support to the students. Students can contact the school directly via email or telephone call. Contact information can be found on the school website www.visionquestschools.org. Students are also able to go to the school site and access support from staff, in addition to receiving support virtually via Webex.

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.]

VQACP will use the following strategies to track and monitor student progress through live contacts and synchronous and asynchronous instructional minutes.

Daily attendance will be taken during synchronous lessons. Teachers will report student attendance in synchronous instruction in the school's student information system. In addition to the daily synchronous attendance, a weekly engagement log will be maintained by examining student participation in the synchronous and asynchronous instruction. VQACP staff has developed a reengagement protocol to address students who demonstrate lack of regular attendance in synchronous classes or demonstrate lack of engagement in asynchronous instruction.

All VQACP teachers will ensure that the students engage in the minimum of 240 of instructional minutes that will be met through a combination of synchronous and asynchronous instruction. The VQACP distance learning bell schedule was adjusted to ensure the required instructional minutes. The time value will be evaluated through lesson plans and student assignments and will be monitored.

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.]

To ensure a successful distance learning instructional model deployment, VQACP provided professional development and training prior to the start of the school year. VQACP-certificated staff were provided four days of training where teachers engaged in professional development solely focused on best practices and pedagogy for distance learning, as well as specific technical training related to the uses of technology necessary to implement distance learning. In addition, all staff attended professional development days at the school site, again focused on best practices and pedagogy for distance learning and technical

training. To provide teachers with additional preparation time for the development of distance learning curriculum, the first week of school was altered and staff were provided for a large part of each day of the first week of school to develop the curriculum.

Continuous professional development is offered on a weekly basis. Staff has been surveyed after the start of the school year to gain an understanding of the needs for ongoing training and professional development. Professional development sessions focused on distance learning pedagogy and technical skills are being offered weekly. Additionally, teachers are offered one-on-one support meetings for technical support with the staff.

Staff members requesting technical assistance and assistants with online platforms have access to technology support and they access it through the virtual technology help. Staff members requesting assistance with distance learning instructional practices obtain help from the Chief Academic Officer's office.

Staff Roles and Responsibilities

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

VQACP have responded to the COVID-19 pandemic with structures to support a safe environment for students and staff and have implemented distance learning systems to utilize as necessitated by public health conditions. Given the redesign of many systems and the different school and general experience for our students, many staff member roles and responsibilities have been revised to meet the needs of our school communities. All staff must adjust their routines and actions to incorporate best safety precautions around physical distancing, face coverings and other protective equipment, and hygiene and disinfecting practices.

Administrators new responsibilities include:

- Preparing school site for lower student density, physical distancing and general safety procedures;
- Facilitating staff training on physical distancing and general safety procedures;
- Monitoring personnel to ensure compliance to physical distancing and safety procedures;
- Providing staff training and support for the distance learning environment and the new technologies;
- Developing a master schedule to suit distance learning and the unique requirements of the blended low student density schedule;
- Ensuring equitable access to at-home technology;
- Daily student outreach to determine and address barriers to student engagement in the virtual classroom;
- Conducting meetings with colleagues, staff, students and community members through video conferencing platforms);
- Managing systems for safe use of video conferencing platform; and
- Implementing social-emotional curricular programming and support.

Teachers new responsibilities in the distance learning classroom environment include:

- Using online platforms and programs not previously used;
- Developing synchronous and asynchronous instructional plans appropriate for a distance learning environment;
- Communicating access procedures for instruction and resources to students;
- Engaging and motivating students in a virtual classroom environment;
- Posting all assignments and providing feedback on progress through technology;
- Conducting meetings with colleagues and students through video conferencing platforms; and
- Special education teachers will implement educational testing with new safety protocols.

Support Staff new responsibilities will adjust their roles and responsibilities in the distance learning:

- Staff will deliver many of their services through online platforms; and
- School office staff will be trained in and implement new procedures and protocols to limit student, and staff traffic and to maintain a safe environment.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English learners will continue to receive standards-based instruction and will receive designated and integrated ELD instruction with the goal of achieving English proficiency. Distance learning curriculum for English Language Development (ELD) was developed prior to the start of the school year to ensure that the curriculum is robust and customized for this instructional model. In addition to the locally developed curriculum, additional online curricula were acquired to provide English learners with a more robust curricular support during the distance learning model.

English learners were grouped in cohorts with their ELD teachers with whom they meet with each Monday so that the teacher can provide them with additional support in navigating the distance learning model. Students who are struggling are asked to attend support periods to receive targeted intervention based on the area of need. Staff provide small group support during class time to English learners who closely monitor the progress of all English learners during distance learning. To mitigate learning loss and prevent additional learning loss for Pupils with Unique Needs, the school will utilize benchmark and individual goal assessments, in addition to ongoing formative assessments to monitor student progress, including end-of-unit assessments, math benchmark assessments, and teacher-created formative assessments.

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

Description	Total Funds	Contributing
Software: Webex License/Google Enterprise License, etc	\$ 70,000	Y
Technology: Additional Chromebooks	\$ 40,000	Y
Technology Support: Devices and “hot-spot” connectivity were provided to all students with the need.	\$ 10,000	Y
Professional Development: Expanded professional development opportunities were developed and delivered to support teachers in delivery of distance learning, assessment practices, student connection, racial equity teaching, and trauma-informed instruction. PD was offered prior to the school opening on August 24, through staff development days, and staff development time embedded within the school day.	\$ 10,000	Y
Supplemental Instructional Materials Additional online instruction materials, services and resources were purchased to support teachers and students in distance learning.	\$ 10,000	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.]

VQACP teachers will administer locally developed common assessments in English language development (ELD) and Mathematics to assess student knowledge level based on the identified essential standards. Locally developed common assessments will be administered and the data will be reviewed and evaluated across the school in the course-alike teams.

Upon returning to in-person instruction, students will take two (2) CASAS assessments. For students who are in the Adult High School Program, we will administer the CASAS Reading and Mathematics assessments. For students in the Adult Elementary Program, we will administer the CASAS Reading and Listening assessments. Students of all grade levels will participate in CASAS to measure the basic skills for the school's youth and adult student body.

For English Learners, the school will implement differentiated instruction strategies including a student readiness assessment to identify their current understanding of a topic, and/or to identify their current reading, writing, and oral skill levels to gauge learning. Once it has been determined what the English Learners' needs are, and the type of differentiation to be implemented, clearly set goals will be established followed by developing learning profiles for the English Learners. At this point, the teachers will analyze the data and student readiness, and then implement the differentiation strategies as appropriate. These strategies may include grouping English Learners according to their language ability or giving small-group instruction, and/or providing English Learners with modified work.

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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide VQACP has and will continue to implement the following strategies and actions to address learning and accelerate learning progress:

Staff has been asked to identify essential standards for each course to evaluate student understanding of the essential standards.

- Intervention time is provided to the students during the school periods. Students are identified based on the assessments aligned to the essential standards.
- Students identified for additional support are provided one-on-one and small group targeted instruction by the teacher.

Additionally, VQACP strategies and actions are differentiated to support the diverse academic needs of our students:

English Learners:

- English Language Development (ELD) teachers developed ELD curriculum specific for distance learning to support English learners.
- Additional ELD online curriculum was purchased to support English learners and provide them proficiency practice

Low Income Pupils:

- Ensure access to curriculum and technology.
- Provide social emotional support.

Homeless Youth:

- Ensure access to curriculum and technology.
- Provide social emotional support.

Pupils with exceptional needs:

- Ensure access to appropriate general education classes with designated services and accommodations according to the Individualized Education Plan (IEP) and/or 504 Plan.
- Students will engage in small group instruction sessions under the supervision of a credentialed special education teacher, as specified by the IEP.
- The general education teacher and the special education teacher will work collaboratively to design instructional supports that will assist our students with exceptional needs with access to the core curriculum.
- IEP teams will review the goals for all students with a disability, and work together to ensure that our students are receiving the appropriate supports to assist them with their learning.
- Students will receive related services and accommodations as specified by the IEP and/or 504 Plan.

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 implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. (Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools).

VQACP is committed to the following protocols and processes to monitor the effectiveness of implemented pupil learning loss interventions and has created significant opportunity for teacher collaboration to provide the time for planning, common assessments, data review, and intervention design. Further, the embedded school time in the schedule will provide opportunity for students to receive targeted support during the school day. Teachers will administer baseline, diagnostic, formative, and summative assessments. Administrative staff and teachers will continually monitor assessment data in order to inform next steps of instruction and intervention to support students who may have experienced learning loss due to school closure. Department data teams will review student performance data during collaboration time within the schedule in order to determine progress towards essential standards.

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

Description	Total Funds	Contributing
<p>Professional Development: Expanded professional development opportunities were developed and delivered to support teachers in assessment practices and intervention. PD was offered through summer institute, staff development days and staff development time embedded within the school day.</p>	\$30,000	Y
<p>English Learner Support: English learner support resources including specialized instructors, teacher release period, instructional materials and professional services are designed to address learning loss within the English learner population.</p>	\$200,000	Y
<p>Distance Learning Support Training: A special distance learning school program will be developed to support student learning loss. A special in-person cohort within the program will be developed to support English Learners.</p>	\$10,000	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.]

The pandemic abruptly disrupted all aspects of our lives, leaving most of us isolated, frustrated and impatient — and some of us lonely, depressed and even unsafe. We can anticipate that some of our students will be distracted and unfocused because of the turbulent environment we are in. When students come back to school — through distance learning or in-person — we will assist them. In addition to the staff development and training related to distance learning and our new technologies, VQACP provided staff development, prior to the start of school, on trauma-informed practices and the racial equity curriculum to be implemented to all students. The staff development will continue weekly with targeted support in these areas. In addition, the school will train staff later this fall with restorative practices that will help build community and virtual spaces for students to talk about difficult issues.

Weekly, there is a cohort class with a small group of students. The time is devoted to implementing social emotional lessons on identity, race, inclusion and other topics identified in student and staff discussion groups and surveys. Wellness staff, outside providers, and community agencies are all working to help provide discussion topics and curriculum topics for students. The school is developing plans for targeted and general outreach to students to provide support for individuals and groups. They are also developing activities to increase engagement and connection with school and peers. School staff will conduct surveys and respond to student interest and needs. The wellness focus will collect informational data when students contact staff to provide appropriate support, monitor students who need intensive intervention, and inform future programming and practice.

School counselors, in addition to duties related to guidance, scheduling, college advising and participating in IEP and 504 meetings, also hold intervention meetings with students who are disconnecting from learning and need support. They will play an important role in monitoring engagement with distance learning and reaching out to students who are struggling with attendance, family stress, and social isolation. Teachers will provide Tier 1, 2 and 3 social-

emotional supports based on student needs. The school counselor and support staff will connect and provide additional support for identified students. Teachers and support staff will reach out to students when they are not attending school. Tier 1,2 and 3 support will be put in place to address attendance concerns. Administrators will follow-through with students that have been identified for Tier 2 and 3 supports.

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 is not engaging in instruction and is at risk of learning loss.]

VQACP will collaborate with stakeholders, such as County Behavioral Health, local HMO's, County Office of Education and SUSD to promote staff wellness and provide workshops and support regarding mental health, trauma responsiveness, suicide prevention and building resilience. Written resource information will be available to all staff regarding access to support services. Resources for basic needs: food banks, Medical, Covered California, energy program, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local Cal Fresh and food distribution sites information will be available on the school site to staff and students.

Procedures and assigned responsibilities for a tiered re-engagement strategies for students who are absent or not engaged in learning are as follows:

COVID 19 TIERED RE-ENGAGEMENT STRATEGIES

The school's tiered re-engagement strategies are for a student who is absent for more than three (3) school days or 60% of the instructional days is a school week. Note, an absence is for a student who has no evidence of that participation that day in synchronous or asynchronous activities - i.e., online activities, completion of regular assignments, completion of assessments, and contacts between school staff and the student.

TIER 1:

- **Tier 1 includes: Universal Support:** Priorities and practice supporting all students in the most inclusive and equitable way
- **Expected Percent of Students Served:** All
- **Project Intervention:** The School will provide communication to students regarding distance learning expectations and school provided resources.
- **Project Goal:** 90% of students will have weekly contact with their school.
- **Communication:** The schools sends out the plan to students (using multiple methods) for what distance learning will look like and ways they can engage if they have internet and if they do not.
- **Tracking of Student Engagement:** Teachers take attendance on a weekly basis to see which students have engaged in either the pick up of a packet, completion of some work, and/or visually with the student online. This attendance should be shared in some way with the school office. At the end of each week, the school identifies which students there has been no accounting for through distance learning.
- **Additional Attempts at Communication:** If no student engagement has been made that week, someone from the school will call (could be school counselors, office staff or administrator) at least twice to clarify ways for students to contact the school so their student can engage, using an emergency contact list if needed.

TIER 2:

- **Tier 2 includes: Supplemental Support:** Additional services provided for some students who require more support.
- **Expected Percent of Students Served:** Some
- **Project Intervention:** All students who have not made contact with their school for one week will be referred to the school counselor.
- **Project Goal:** 95% of students referred will make contact with their school. For a student to be referred to Tier 2 the following criteria must be met:
 - All Tier 1 interventions are complete.
 - No contact from student.
 - Contact with no follow-up the following week.
- **Tier 1 to Tier 2 Referral Tool:** The school will keep a record of students that meet the Project's Tier 1 to Tier 2 criteria. School will complete a Referral Form (Google Form) for each student. This document lists all of the information that you will need to gather to complete a referral. If the student makes contact with the school following the referral, the school must notify the School Counselor using the same Referral Form.
- **Tier 2 Supplemental Support:** The School Counselor will receive referrals from the school using the Referral Form. The form will be used to enter their information into the database. Once a referral is received the following will occur:
 - Day 1: Call, Text, Email, and Mail the student.
 - Day 2 & 3: Call, Text, and Email the student.
- The School Counselor will use an incentive as a hook in our messaging to increase student engagement. The messaging will clearly state the need to connect with the school and an offer to help link them to other community-based resources. If needed, the School Counselor will provide the program's typical case management until the case is complete.
- **Tier 2 to Tier 3 Referral Criteria:** For a student to be referred to Tier 3 the following criteria must be met:
 - The School Counselor has attempted to make contact with the student for three (3) days using mail, email, text, and/or phone call.
 - No contact from the student to the school or the School Counselor to the school by Day 4.
- **Tier 2 to Tier 3 Referral Tool:** The School Counselor will keep a record of students that meet the Project's Tier 2 to Tier 3 criteria and will share this list using a secure Google Sheet. Once the students makes contact, the school following the referral, the case will close.

TIER 3:

- **Tier 3 includes: Intensified Support:** Targeted support directed toward the few students with the greater needs.
- **Expected Percent of Families Served:** Few
- **Project Intervention:** All students who have not made contact with the school will be referred to the Project's multidisciplinary team for targeted intervention.
- **Project Goal:** 100% of students referred will make contact with their school.
- **Tier 3 Intensified Support:** An objective of the Project is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community. Our ultimate aim is safe and healthy students who are engaged in distance learning.

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.]

VQACP is an adult learner charter school and does not participate in the State Free or Reduced price meal program. The following guidelines will be followed by VQACP: 1) Have students bring their own meal as feasible, or serve individually plated meals in classrooms instead of a communal dining area while ensuring the safety of students with food allergies. 2) Use disposable food service items. If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items. 3) If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of students with food allergies. 4) Provide resources to students regarding access to food banks, emergency funds and community resources.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Counselors to help support students mental, social, and emotional well-being, along with supporting academic needs.	\$ 100,000	Y
Pupil Learning Loss	Teachers focused on helping students catch back up from where they left off in their learning previous to joining VQACP. Especially focused on improving incomes of low-income students through appropriate curricula.	\$ 250,000	Y
In-Person Instruction Offerings	Student Equipment for CTE and science	\$ 11,000	Y

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
24%	\$796,000

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.]

The following programs, structures and services are provided to all students, but have a specific intention to meet the needs of English Learners, and low-income students:

School Day Schedule:

Maintaining the targeted period within the school day has been a critical piece to support all learners, but particularly our unduplicated students. The period allows for staff to provide focused learning support to small groups or social emotional support and will provide a structure to support the social-emotional development of all students.

Professional Development

The investment in additional time and opportunity for all teachers to engage in professional learning and collaboration will be critical for all students to successfully access and engage in our distance learning program, especially our unduplicated students. Teachers have devoted significant hours (and will continue to do so weekly) to collaborate and learn successful practices for engagement and academic achievement in an online classroom. Learning the tools and online platforms (such as Webex and curricular programs) is essential for the success of all students. Utilizing best practices with pre-learning, formative and summative assessments will be critical for identifying and addressing learning loss. Professional development opportunities will continue to support teachers in these efforts through online strategies and tools, such as Illuminate. Professional development and collaboration around social-emotional learning and trauma informed practices will be critical for all teachers and staff...and for the experience of all students.

Technology Software:

The adoption of technology has been critical for the school. It has allowed teachers to manage classrooms through one platform (rather than a combination of many platforms and will enable teachers, administrators and counselors to effectively track achievement and engagement and proactively intervene and support all students in need.

Wellness Support: The wellness support at the school provides social-emotional and wellness support for all students.

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

With over 80% of students being part of the unduplicated count of English learners and low-income students, funds that support the student base broadly also mostly goes to supporting those groups. Specifically, with the pandemic the school is investing heavily in technology that students can use from home, such as Chromebooks, which generally will be used for low-income students. Further, English learners have specialized curricula that is being purchased by the additional funding.

In addition to the services provided to all students, the school also provides additional support to English learners, and low-income students, which increases the services provided to our unduplicated students. There has been an expansion of resources for English learner students including the use of a release period for English learner support, instructional materials, professional development and professional consulting services. Services will be provided to English learners as one of the first groups to be offered small cohort in-person learning. Low-income students will be provided with computing devices and connectivity (“hot-spots”) to support their learning. Homeless receive support and coordinated services through the program liaison. Foster Youth are not applicable.