



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

When the county's schools decided to close in March of 2020, AGCS began the process to convert all necessary on-campus activities to virtual platforms. Most of our homeschool and pure independent study students continued without significant change. The Special Education department immediately contacted families to schedule comparable services for students with IEPs, and regular specialized academic services continued. For campus classes, including core subjects, electives, CTE and dual enrollment, teachers worked to create Google Hangout, Classroom, or Zoom meetings, keeping the original class schedule when possible. Weekly independent study meetings were also held on a virtual platform. Our Title 1 labs and tutoring services (reading, writing, math) were also converted to digital platforms. For struggling students, virtual extra support meetings were conducted as necessary. Teachers worked with parents to provide Chromebooks when needed, AGCS also provided teachers with laptops if updated technology was necessary, and a monthly tech stipend to cover internet and cell phone usage remotely. The office was closed to the public, with minimal staff in rotating shifts to accomplish daily operations.

Teachers could come to campus and submit paperwork, pick up materials for students and other necessary instructional items on a schedule that limited visitors in the building. Masks, sanitizing/hand washing, and social distancing were practiced inside the building.

Stakeholder Engagement

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

A rough draft of the Learning Continuity and Attendance Plan will be submitted for feedback to the Leadership Team which consists of parents, teachers, and admin. The plan will also be sent to teachers, families, and high school students for feedback from a wide range of stakeholder subgroups.

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

The public hearing meeting will be conducted on Zoom with at least 24 hours notice. The Governance Council meeting, with final plan approval, will follow Brown Act rules for remote participation and posting times.

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

The Leadership Team, made up of teachers, parents, and administration reviewed the document and made changes as suggested. Parents, students, and teachers were surveyed regarding re-opening plans and current needs, and those suggestions were included (including technology equipment and support). Parents and staff were sent a rough draft with opportunities for comments and suggestions, and 100% of respondents were satisfied with the report.

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

More technology and technology supports were added to the plan because of feedback from stakeholders.

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.]

As a personalized learning public charter school utilizing a non-classroom based independent study educational model per our school's charter, classroom-based instruction is not an essential delivery method. That being said, AGCS will continue to administer schoolwide assessments and address academic concerns with a robust academic support program. AGCS academic support includes online skill-based practice programs, tutoring, and writing/math labs for additional instruction. AGCS will also continue to monitor local and state guidelines related to offering in-person hybrid classes.

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

Description	Total Funds	Contributing
Students from 2nd to 11th grade will be assessed with NWEA MAP. If a student scores 1.5 grade levels or more below grade level, the school will provide mandatory academic support through skills-based practice programs, tutoring, and academic labs. Both assessments and academic support programs will be offered both online and in-person (observing all CDC and CDPH safety measures).	20,645	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.]

Alder Grove Charter School is a personalized learning program that provides mostly nonclassroom home-based curriculum and instruction. The school will continue to offer this program. All optional hybrid core academic high school and middle school classes, as well as electives and elementary enrichment classes, will continue online until attending on campus is deemed safe. Once safe, online classes will be

transitioned to on-campus and/or hybrid, or back to distance as the safety changes. Beyond the remote platform of instructional delivery, the academic classes will remain two days a week, with most of the work completed independently.

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 of the school's Chromebooks will be issued to students who need them for distance online classes and special education services. As ordered Chromebooks arrive, they will also be issued to students in need. The school is in communication with state-level contacts about procuring wireless hot spots for students without internet or cell service.

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.]

The school will continue to provide education following independent study law and as outlined in the charter.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Distance classroom teachers have been offered professional development opportunities online through various organizations, including the CCEE, the CDE, and HCOE. The Tech Coordinator has held weekly online labs for teachers to receive instruction in online programs, practice using this technology, and ask questions. He is available for questions and troubleshooting as needed.

Staff Roles and Responsibilities

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

Aides who would have worked in the classroom have been giving jobs organizing online classes, cleaning, ordering and coordinating PPE and materials necessary for safety, assisting teachers with the procurement of materials for students, and creating clear signage and processes for safe use of the building.

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.]

As a nonclassroom based school, AGCS will continue to provide personalized support, curriculum, technology, and instruction to pupils with unique needs as required by each situation. All pupils with unique needs, including English Learners, pupils in foster care, and those experiencing homelessness, will continue to be offered the full continuum of supports. Students may be offered academic supports, specialized interventions, tutoring, social support, or mental health support according to their individual needs. Support services are being offered virtually or in-person, while following all Safety Plan protocols. Special education staff will continue to assess evaluate students for

special education using remote and/or in-person tools. Remote/virtual assessment tools are being utilized to the highest extent possible. All Safety Plan protocols are being followed for assessment.

Families with special education students will be contacted by education resource specialists and/or speech pathologists to create a plan for students with Individual Education Plans (IEPs) to receive services either online or in-person with PPE and safety protocols. Special education staff are working to offer students their Free and Appropriate Public Education (FAPE) as outlined in the current IEPs, while offering families/students options for service delivery. Options during COVID19, precautions given to families with IEP students receiving services are as follows: The special education team has considered safety, convenience, legal/ethical mandates, and the well being of our students to come up with some options for ensuring students receive their FAPE (Free and Appropriate Public Education). Unless guidelines from Public Health, the Governor, or the CDE change, you families may choose to receive services online, in-person, or a combination of both. In-person services will be individual or in a small group of no more than three students, and all social distancing and health guidelines will be followed. All Safety Plan protocols will be followed. IEP meetings may be held in-person or virtually according to family preference. Families are encouraged to meet virtually for ease of social distancing practices. Again, all social distancing and health guidelines will be followed to ensure safety.

Special education rooms, as well as all small rooms and offices on campus, have been equipped with high-quality HEPA-filters and are being cleaned throughout the day. Teachers will wipe down supplies and surfaces in-between students. All students and adults are required to wear masks in the school building, with the exception of persons with CDC exemptions for wearing a mask. Students are receiving reasonable accommodations as outlined in their IEPs. Additional health plans are being created as necessary for those individuals who require additional safety precautions or health considerations.

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

Description	Total Funds	Contributing
Chromebooks for students to attend online or distance classes, receive special education services, or as otherwise needed.	16,189	Yes
NWEA MAP assessments to determine student academic need or learning loss.	10,000	Yes
Academic Support Programs (Edgenuity) to address student learning loss or academic gaps.	10,645	Yes
Tutoring to address student learning loss or academic gaps.	36,000	Yes

Description	Total Funds	Contributing
Math Lab, Writing Lab, Reading Support to address student learning loss or academic gaps.	67,238	Yes
Online curriculum for students who utilize electronic delivery of instruction or to address student learning loss or academic gaps.	20,617	Yes
Additional support technology for teachers and special education staff for remote instruction and meetings.	5,000	

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.]

Students from 2nd to 11th grade will be assessed with NWEA MAP for ELA and Mathematics, and a standardized, rubric-driven assessment for writing. If a student scores 1.5 grade levels or more below grade level, the school will provide mandatory academic support through skills-based practice programs, tutoring, intervention classes, and academic labs. In addition, CAASPP and ELPAC scores will inform schoolwide and individualized academic interventions in ELA, EL development, and Mathematics.

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.]

AGCS will continue to administer schoolwide assessments and address academic concerns with a robust academic support program. AGCS academic support includes online skill-based practice programs, tutoring, intervention classes, and writing/math labs for additional instruction for all students in need, including EL, low income, foster youth, students with exceptional needs, and homeless students.

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.]

A year-end schoolwide assessment (NWEA MAP) will be administered to track student growth and continued academic need in ELA and mathematics.

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

Description	Total Funds	Contributing
A year-end schoolwide assessment (NWEA MAP) will be administered to track student growth and continued academic need in ELA and Mathematics.	10,000	Yes
Edgenuity programs (MyPath, PathBlazer) for skills-based academic practice and instruction.	9,270	Yes
Tutoring for one-on-one addressing of student academic needs.	36,000	Yes
Assessment Coordinator to oversee Academic Support program	45,238	
Curriculum designed to address student specific academic needs.	27,871	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

AGCS will support mental health and social and emotional well-being of pupils by providing the following resources as needed:
 +Support from our special education team for any student who requires plans and intervention strategies related to academic or social participation as outlined in an IEP to support independence and engagement with distance learning while at home.

- +Behavioral interventions/ plans to address behaviors that arise from COVID19 restrictions/requirements, and compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.)
- +Groups run by qualified personnel focusing on anxiety or other mental health issues related to school attendance/engagement & social opportunities/skills
- +Support from special education staff in navigating agencies and community services (DHHS, Bridges, Regional Center, etc.). Referrals to community agencies will be made as necessary to address trauma and other impacts of COVID19 on our students.
- +Special education and other qualified staff members will provide professional development for staff around mindfulness, trauma informed care, compassion fatigue, work/life balance, self care, etc.
- +Parent training on warning signs of mental health symptoms or lack of engagement in their students, as well as supporting families in identifying and accessing community resources.
- +Special education staff and other qualified personnel will use PBIS and other survey data to monitor student and staff mental health wellness

Pupil and Family Engagement and Outreach

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

AGCS has a board approved independent study policy that includes procedures for students who are not meeting compulsory education requirements. A pupil may miss two independent study assignments during any period of twenty school days before an intervention is conducted by the Director or designee, a parent or guardian, and the student to determine whether it is in the best interests of the pupil to remain in independent study. In addition, if a student signed up for hybrid distance classes is not completing work or attending classes, the class teacher will inform the credentialed teacher (CT), and the CT will initiate an academic intervention with the Director or designee. A translator will be provided as needed. This intervention process will occur online until it is safe to resume in person.

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.]

AGCS will provide nutritionally adequate breakfast 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. Applications will be mailed to all students with a return envelope. Breakfast will be provided as pre-packaged to pick up in the school lobby twice weekly as scheduled by student's family or teacher and recorded by student name on a tally sheet by front office staff. Each meal will follow meal pattern requirements for K-12, and will be transported from vendor, prepared, and served using established social distancing and sanitation protocols. These include use of transparent barriers, directional/social distancing signs, gloves, masks, handwashing/sanitizing stations and sanitation of surfaces.

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

Section	Description	Total Funds	Contributing
N/A	Facility costs: PPE/Additional cleaning/Air purifiers/Hazard pay	35,169	
Distance Learning Program (Continuity of Instruction)	Tech stipends for teachers (connectivity, tech reimbursement stipends)	8,250	
Mental Health and Social and Emotional Well-Being	School psychologist's salary (.6 of FTE)	39,817	

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
20.21%	777,888

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.]

Services for high needs students include test preparation, increased tutoring, additional technology for online access, providing quality Common Core curriculum, and requiring effective academic support for low performing students. Mental health supports will also be provided as appropriate. Actions will be continually reviewed through schoolwide assessments, student need, teacher observation, and student/parent survey, and actions will be modified as needed to meet student needs. AGCS will refer high school McKinney-Vento students to career exploration and training programs through programs with the DOR like Step Up and WIOA. AGCS will continue to assist these students with scheduling, paperwork, and organization as needed. McKinney-Vento students interested in college will be assisted in contacting and working with the community college or organizations like TRIO for the transition to college.

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

Services for high needs students will continue to be increased through added test preparation, increased tutoring, additional technology for online access, providing quality Common Core curriculum, and requiring effective academic support for low performing students and those who have experienced learning loss due to the pandemic.