

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
Schaefer Charter School	Kathy Harris Principal	kharris@pousd.org 707-522-3015

General Information

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

This plan was created to document the efforts of the Schaefer Charter School to serve its students' educational needs in a COVID-19 context. Schaefer Charter School is part of the Piner-Olivet Union School District (POUSD).

The COVID-19 pandemic has had far-reaching consequences beyond the spread of the disease itself and efforts to quarantine it. Previous to experiencing the negative impact brought on by the pandemic, the Piner-Olivet Union School District (POUSD) was devastated by the Sonoma County wildfires and firestorms of 2017, with a significant number of POUSD students, families, and staff tragically losing their homes and personal possessions. The emotional toll of that experience coupled with the experience brought on by the current pandemic has been a significant challenge for the community.

The pandemic has affected educational systems State-wide, leading to the widespread closures of schools and colleges. In the fall of 2020, Sonoma County found itself on the Governor's watch list, due to the number of COVID cases here. In turn, schools across the County, including Schaefer Charter School, launched the school year with a 100% virtual learning program.

Stakeholder Engagement

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

The efforts made to solicit stakeholder feedback for each group were:

Families

- Surveys
- Phone Calls
- Town Hall Virtual Meetings
- Emails

Educators (teachers, principals, administrators, other school personnel

- Bargaining Unit Member Meetings
- MOU
- Reopening Committee

Other stakeholders (who do not have internet or speak languages other than English)

- Phone interviews

Overview of the stakeholder engagement process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).
- We presented the learning continuity and attendance plan to the parent advisory committee and the English learner parent advisory committee separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection.
- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing

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

- Open session board meetings were held via Zoom. Remote participation was made available via Zoom and included public comment and input.

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

Families

- Families need students in school in order to work
- Families are uneasy about students returning to school when COVID19 cases are growing.
- Major concerns for parents were: socialization, mask wearing vs non-mask wearing, quality virtual learning, child getting behind, schooling for younger grade levels, belonging and part of a community, in schooling important for students, hard on working families doing distance learning, scheduling the same for families, extra support for struggling students, socially distancing, special education services.
- Students miss their friends and school
- Students are fearful of getting sick or giving it to someone at home.

Educators (teachers, principals, administrators, other school personnel

- Educators miss their students
- Educators are uneasy about returning to school when COVID-19 cases are growing

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The POUUSD Governing Board was one of the first school boards in Sonoma County to commit to a 100% virtual learning program to start the school year off, Fall 2020. This decision was made carefully, and informed by stakeholder input.

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.]

At the time this report was written (early fall 2020), Schaefer Charter School was not able to determine when a transition to a hybrid instruction approach or in-person learning would occur. This is due to a variety of factors outside the district's control. When a transition to hybrid learning is possible, we anticipate the following:

- The adopted model for classroom based instruction is the Hybrid model where students attend in person instruction for 2 days a week and attend distance learning 3 days a week.
- Students who have experienced significant learning loss or are at a greater risks of experiencing learning loss due to future closure will have priority for the ability to come to campus 5 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

As reported, a move to in-person instruction is not possible at this time. However, Schaefer Charter School has designed a virtual learning program meant to increase and improve services to students and their families, relative to our virtual learning program initiated in Spring 2020. Our planning for a move to hybrid learning has been informed by surveys sent out to staff and families in June 2020. Additionally, some expenditures have been made in preparation for the eventual transition to hybrid and/or in-person instruction such as: face coverings, gloves, face shields, hand sanitizer, temperature taking technology, MERV13 Filtration, Sterilization Machines, COVID-related signage, etc.

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

Description	Total Funds	Contributing
MERV-13 filtration	10,400	No
Personal Protective Equipment for staff and students	20,500	No
Plexiglass dividers	650	No
Cleaning and Sanitization Equipment and Supplies	15,000	No

Description	Total Funds	Contributing
Portable hand washing stations	900	No
Temperature reading equipment	5,000	No
Safety signage	1,000	No

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.]

Distance Learning Model

We will provide a distance learning program to students with the following components:

- Content aligned to essential grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery by:

- Allocating Schaefer Charter School learning resources to students to facilitate virtual learning (technology devices, software programs, curriculum, etc.)

- Small groups and 1:1 support (Zoom breakout sessions during virtual learning)

The resources used to support this will be:

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

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.]

- Connected devices will be provided to students
- For students who lack internet access at home, the District will provide either individual internet Hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments.
- Hardware: TK-K-1: iPads-one to one; 2-6: Chromebooks-one to one

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.]

Assess Progress

- Fountas and Pinnell assessments, Running Records, Star Math, Star Reading

Measuring Participation

- Teachers and school staff will keep track of student/family participation and attendance on a daily basis via AERIES.

Students will fill out a daily learning log via a google form. Students will submit items daily in google classroom. Teachers or staff members may also submit this google form on the students behalf to document what the student completed for the day.

Evidence of participation includes:

- Online activities,
- Completion of regular assignments,
- Completion of assessments,
- Contacts between employees of the local educational agency and pupils or parents or guardians.

All students at all grade levels will be required to log into Google Classroom or otherwise confirm active learning.

Each teacher will determine the time value of assignments. Teachers will provide at least 240 instructional minutes that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

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.]

Professional Development has been/and is being provided to support teachers so that they can manage a virtual learning program for students.

- PD informed by the work of the PD Committee
- Developed on shortened Wednesdays
- Added weekly to Seesaw or Google classroom (accessible to all who work with your students)
- Collaboration between district grade level teachers
- Ex: Working together to produce videos/Creating lesson plans to use in class and online
- Professional Development: See PD Plan and Shortened Wednesday
- Accountability, flexibility, personalized professional learning plan, etc.
- Using curriculum digitally
- Use Fountas & Pinnell intervention program- trained on it and look at it for each cohort day

Resources

- Google Classroom, SeeSaw, Lexia, Renaissance (Myon, Freckle, etc.), Khan Academy, Zoom, Clever, etc.

Staff Roles and Responsibilities

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

The roles and responsibilities of certificated staff have not significantly changed, with the exception of where and when their responsibilities are being carried out. When hybrid instruction begins, teachers and students may assist with sanitizing classroom between cohorts each day. The most affected staff in terms of sanitizing facilities are the classified ranks. The MOU the district has with the Classified Bargaining Unit provides a degree of flexibility to many classified job descriptions so that they may assist with current new learning models.

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

- Synchronous Designated ELD
- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- Asynchronous Designated ELD
- Previously-recorded lesson and videos
- Phone and text messages
- ELD assignments/projects using approved
- ELD curriculum
- Paper and pencil activities
- Reading logs and journals
- Goal setting and reflection

Exceptional needs

- The Social/Emotional wellbeing of exceptional needs is supported by the implementation of Mindfulness practices and by the support of counseling.

- Student's with IEPs: Students with IEP's will receive all services virtually during the period of virtual learning. Such services may

include occupational therapy, adaptive physical education, physical therapy, speech, and specialized academic instruction. In accordance with SB 98 and California Ed Code, a Distance Learning Plan (DLP) that outlines how services will be delivered, will be developed in collaboration with the parent of each student with an IEP.

- Foster Care: POUSD students in Foster Care will be afforded their Foster Care Educational Rights as outlined in EdCode and by the CA Department of Education. Foster Care students have access to resources that will allow them to connect to virtual learning resources (iPads, Chromebooks, Hotspots, etc.). POUSD staff do reach out to Foster families to encourage attendance and engagement.

- Students Experiencing Homelessness: POUSD will make every effort to ensure continuity of service so that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.

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

Description	Total Funds	Contributing
Educational software and equipment to support Virtual Learning	16,300	No
Technology Devices - Chromebooks, Chromebook covers, and I-Pads for students	97,355	No
Hot Spots for students	4,000	No
Zoom to allow for synchronous teaching and learning	3,000	No
Website development to serve as primary source of information, foster contentedness, and provide tools for staff, parents, and students	1,575	No
Aeries Software Suite, Aeries Professional Development, Aeries Enrollment	5,900	No
Professional development	4,200	No

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.]

Schaefer Charter School will utilize a well articulated Assessment Calendar in conjunction with a number of diagnostic and formative assessment tools to measure learning loss of students during the pandemic. In turn, what is learned by analyzing diagnostic and formative assessments will inform classroom instruction and differentiation utilized strategies to augment student learning. The primary focus areas of POUSD diagnostic and formative assessment tools are English Language Arts, Mathematics and English Language Development.

Please see the assessment calendar below for additional information.

POUSD Assessment Calendar

Content Area	Assessment	Assessment Window
Math Star Math: (2 weeks before report cards- 3rd-6th)	Bridges/Carnegie Baseline Assessment/ Personal Interviews	August
	Bridges/Carnegie Post Test Unit 2	October
	Bridges/Carnegie Post Test Unit 4	January
	Bridges/Carnegie Post Test Unit 6	March
Writing	Narrative	August-Sept.
	Informational	Jan-Feb
	Argumentative/ Opinion	March-April
Reading	Guided Reading F & P STAR Reading (3-6th)	Aug. 15-Oct. 15 (GR-not for K)
	Guided Reading F & P STAR Reading (3-6th)	Jan. 7-Feb. 14th (K included)
Interim Assessments	Math Common Assessment from grade level (K-2)	Dec. 2-Dec. 10th
	Math (3-6th)	
	ELA Common Assessment from grade level (K-2) ELA (3-6th)	Feb. 10th-Feb. 18th

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.]

Analyzing student data resulting from the diagnostic and formative assessments outlined above may lead to one or more of the following actions/interventions:

Small group instruction

- 1:1 tutoring
- Authentic Learning Materials to use at school and home
- Daily and Weekly Check-Ins
- Multi-Tiered System of Supports (MTSS)
- Learning Team

English Learners

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins
- Integrated and Designated ELD
- Balance technology and real materials

Exceptional needs

Foster Care/ Students Experiencing Homelessness

- Small group instruction
- 1:1 meetings
- CB for Virtual Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials
- Weekly Check-ins

Other

- Small group instruction
- 1:1 meetings
- Authentic Learning Materials at school/home
- Weekly Check-ins
- Balance technology and real materials

Young Learners

- TK, K and/or 1: ½ day learning schedule
- Small group instruction
- 1:1 meetings and check-ins
- iPads for Digital Learning
- Authentic Learning Materials at school/home
- Balance technology and real materials

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 CAASPP (3-12) will serve as a Summative Assessment utilized by POUSD to gauge the effectiveness of POUSD's program to mitigate learning loss over time. STAR (Renaissance) will be utilized as an assessment for students K-2.

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

Description	Total Funds	Contributing
1:1 tutoring	13,400	No
Student math kits for Virtual Learning	7,540	No
Communication devices for staff to connect to families and students	460	No

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.]

- Monitor and Support
- Counseling services provided by district staff
 - Partnership with other organizations for additional counseling services
 - Student groups: Friendship, grief, loss, anxiety, and etc.
 - 1:1 counseling for students that have been identified that have emotional needs
 - Proactive Lessons for classes
 - Family Support
 - SEL Curriculum: PBIS/ToolBox /Restorative Practices/PBIS
 - Toolbox: Continue and increase our use of it
 - PBIS- looks different at different (physical) campuses

- Restorative Practices: Daily Community Circles, SEL- lessons, Mindfulness Practices
- Focus on SEL during both models: Virtual Academy, Hybrid Model
- Weekly Check-ins and support from teachers, Program Assistants and Principal (if needed)
- Build partnerships with SEL organization
- Each school chooses an organization to develop a full partnership.
- Opportunities for adults to cultivate their own SEL competencies
- Professional Development
- Staff Community Circles and Colleague supports and support group
- Making staff aware of the district resource that are available for our staff (i.e. insurance, RESIG, CTA, and CSEA)
- Classes/course that are available

Professional Development and Resources to address Trauma and other Impacts

- West County Health Center
- SCOE

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.]

If a student is absent from distance learning for more than three schools days or 60% of the instructional days in the school week, the following process will be followed:

- Verify current contact information for each student enrolled
- Daily notification to parents or guardians of absences
- A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
- When feasible, transitioning the pupil to full-time in-person instruction

Outreach

Teachers will regularly communicate with parents and guardians regarding a pupil's academic progress. AERIES "ParentSquare" was acquired by POUSD specifically to improve our ability to communicate/engage students and their families.

We will regularly discuss as a staff effective ways to motivate students and families.

Students who are not engaged in instruction and are at risk of learning loss will be referred to school site administration who will coordinate the following:

- Determine the best person to contact the student/family (principal, teacher, counselor, Instructional assistant) in order to make the best impact
- Determine pupil needs including connection with health and social services
- Encourage teachers to consistently contact students and families
- Focus the site on: Building trust and relationships so our community feeling safe and sharing their families needs
- Keeping track of student/family communication on a weekly basis (ex. Parentsquare)

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.]

In Person

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in in-person instruction by..

- “Grab and Go” meals will be delivered to classrooms, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed).
- Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.
- Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff and teachers will assist with the monitoring of various eating locations.
- Additional trash/composting containers will be used to accommodate the various eating areas.

Distance Learning (Hybrid/100% Virtual)

We will provide meals for all pupils, including those who are eligible for free or reduced-price meals for pupils participating in distance learning by..

Hybrid

- Group A (Grades PK-12 attending classes on-site Mondays and Tuesdays)
- At the end of the instructional day on Tuesdays, Group A students will be offered three breakfasts, three lunches, and six milks to take home
- On Wednesdays, students who participate in full-time distance learning will be offered five breakfasts, five lunches, and 10 milks on a grab-and-go basis. Meals for all students will be distributed to parents between the hours of 11:30 a.m. and 12:30 p.m. Parents will be required to remain in their vehicles when picking up meals.
- Group B (Grades PK-12 attending classes on-site Thursdays and Fridays)
- At the end of the instructional day on Fridays, Group B students will be offered three breakfasts, three lunches, and six milks to take home.

100% Virtual Learning

- 5 days of breakfast and lunch will be provided on Monday's at Schaefer, Jack London, and Olivet from 10am to 1pm.

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	Additional Counseling Services to Promote Mental Health and Social/Emotional Wellbeing of Students: COUNSELOR	35,000	No
Pupil Engagement and Outreach	Improved Communication with EL Students/Families Schaefer Charter School acquired "ParentSquare" (an AERIES product) which translates all outgoing and incoming messages to facilitate effective communication during virtual	1,600	No

Section	Description	Total Funds	Contributing
	learning efforts. This has allowed us to provide significantly improved support for our Spanish speaking families. The program was on-boarded in fall 2020, specifically to augment the Virtual Learning experience of English Learners and to better support their families.		
Distance Learning Program (Supports for Pupils with Unique Needs)	"Comfort Bags" for Homeless, Foster, Low Income Students 40 duffel bags were made available for homeless, foster, low income and struggling students. Distributed the first week of September 2020 out of Schaefer Elementary, these bags contained toiletries (shampoo, soap, toothbrush and toothpaste), a blanket, books, games/puzzles, coloring books and stuffed animals/toys.	500	No
Distance Learning Program	Materials and equipment for teachers to work effectively in Virtual Learning	20,000	No

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
10.58%	283,577

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.]

Chromebooks, iPads, Hotspots (as needed) have been provided to unduplicated students and foster youth for use at home during virtual learning in a COVID context. In order to communicate more effectively with our Spanish speaking students and families, Parentsquare was acquired. Fountas & Pinnell intervention program was purchased to help us bridge the learning loss that is likely happening because of the impact of the pandemic on student learning.

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

Outreach Worker (Bilingual Spanish), AERIES "ParentSquare", Use of Program Assistance for outreach, Hotspots, free Wifi resources, Fountas & Pinnell intervention program