

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.]

Grass Valley Charter School (GVCS) is a public charter school incorporated in 1993. We are the 22nd charter school in the state of California and are formally affiliated with the nationally recognized EL Education Organization which formerly was a chartered entity of Outward Bound. Extensive information about both these organizations can be found at www.eleducation.org and www.outwardbound.org.

Utilizing this unique educational model, the school now earns among the top academic scores in the state of California. Grass Valley Charter School became an EL Education Mentor school in 2015, Credentialed school in 2016 and is considered a model school in the EL Education school network. In 2016 GVCS was awarded the Gold Ribbon by the State of California and at that time was the only school in Nevada County that was so recognized. Grass Valley Charter School is unique in its effort to get students outside, adventuring and on fieldwork, as much as possible. Students learn through doing. They actively engage in their learning and do so with adventure and character at the heart. Students at GVCS practice academic rigor, certainly, embodied within a warm, safe, supportive community. Students at GVCS are comfortable taking risks, making mistakes, and getting dirty, all in the pursuit of knowledge. At the heart of our school, students, preschool through eighth grade, create high-quality work in the service of others.

At GVCS academic standards are brought to life through real world application and students are empowered with the knowledge and skills to make our world a better place for all.

Since we opened our doors in 1993 our enrollment has steadily increased to 440 in our Core Program, 28 students in our Pre-School program, and 88 students in our Discovery Studies program (home school). This is true even though many other schools have seen student population declines. We attribute this to our exceptional staff, committed parents and the educational philosophy behind EL Education.

The impact has been significant to Grass Valley Charter School. All students kindergarten through eighth grade are beginning the year utilizing a distance learning (or learning at home) model. After six weeks the district will re-evaluate the current conditions in Nevada County to determine if a hybrid model is a safe and feasible option. The community was surveyed based on wifi accessibility, supervision of children, and comfort with sending children to school during the COVID-19 pandemic. Grass Valley Charter school in partnership with the Grass Valley School District has investigated the purchase and use of wifi hotspots for families struggling to meet the accessibility demand of learning at home. In addition, some of the GVCS programs have taken a hit. The before and after care program has not been able to

function and the Pre K program has greatly reduced their numbers. Teachers have gone to great lengths to provide engaging curriculum via Google classroom but that has not been met without obstacles along the way. Special education students are receiving support from the GVCS learning center but is not an equal trade for face to face interaction. Students are taking a hit to their social/emotional growth as child to child interaction is limited to online platforms.

Moving forward, the main impacts GVCS faces are identifying the best way to assess students accurately, assessing the loss of learning from last academic year while continuing to measure the loss of learning that occurs in the current model, moving forward with academic progress in a model new to students, families, and teachers, and the loss of community building as it is a big piece of the overall school culture. GVCS teachers are striving to not get bogged down with the technology and instead putting thought into pedagogy and engagement. The question is not, "Do you have a computer," rather it is, "How is that computer used?" The impacts of COVID-19 are seemingly insurmountable; the goal for Grass Valley Charter School is forward progress.

Stakeholder Engagement

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

Stakeholder feedback has been garnered electronically for the most part. The school community has been surveyed on many aspects of school. Surveys have inquired about supervision, health risk, comfort in attending school, assessment of technology needs, and wifi accessibility. The district superintendent held a "town hall" style meeting on Zoom addressing the upcoming school year, addressed anticipated needs, and hosted a question and answer forum. The principal of Grass Valley Charter has emailed parents frequently inviting them to contact the school office with any questions, concerns, or needs. After the end of the 2019/2020 academic year the Grass Valley Charter Staff held professional development for three days in order to plan for the 2020/2021 academic year. During this planning session stakeholders outlined concerns regarding loss of learning, technology needs, student engagement, and safety for students and staff.

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

All public meetings and public hearings have been held via an online platform with most of them utilizing Zoom.

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

GVSD Parent/Community Forum - Feedback provided on July 29th, 2020 and GVSD Parent/Community Forum (Spanish) -

Parents support our school district with opening in-person instruction as soon as it is safe. Much of this forum was spent reviewing the state and public health guidelines as well as the background on our district's decision to create a 3-Phase approach to teaching and learning for

the 2020-2021 school year. From parents at this forum, we learned that they are eager to send their students to school for in-person or hybrid format instruction. Over 60% of respondents reporting this instructional format. They also showed understanding regarding the numerous safety protocols and logistics that our district needs to take care of before we can transition to this format. They have appreciated the district communication of multiple instructional formats this school year and they want to ensure their children are receiving high quality instructional support. They were not pleased with the crisis instruction received at the end of the 2019-2020 school year and they want better engagement and outreach this time.

A survey to gather formal input for our LCP was sent out on Thursday, August 27th and it closed on Thursday, September 3rd. Below is a summary of the feedback for all respondents.

- I feel there is adequate communication from my student's school. (183 responses)
 - Strongly Agree 41%
 - Agree 41%
 - Neutral 13%
 - Disagree 4%
 - Strongly Disagree 1%
- My student's school engages & motivates my student. (182 Responses)
 - Strongly Agree 29%
 - Agree 43%
 - Neutral 24%
 - Disagree 4%
 - Strongly Disagree 0%
- Do you have reliable internet connectivity? (183 Responses)
 - Yes. 83%
 - No, No, I need some help obtaining resources for internet access. (17%)
- Are you/your child in need of any mental health support? (182 Responses)
 - Yes. 13%
 - No. 87%

LCP Survey - Community Feedback

With just 1 community member reporting feedback, the input from our community did not provide any profound trends. The feedback we did

receive reiterated how hard our staff are working and that continued engagement and outreach to our students is critical.

Our survey also allowed us to disaggregate responses from families of English Learners, Foster Youth, and Homeless and it allowed us to capture specific email information so we could outreach to families who reported that they needed more mental health, counseling or technology services. We will be using this format to continue to structure our engagement and outreach efforts.

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

All classes utilizing Google Classroom as a "gateway" to the class satisfied the request for similar platforms to streamline learning processes. We have also linked all teacher Google classrooms to our webpage for ease of use. The governing board deciding that Grass Valley School District would start the academic school year via learning at home satisfied the stakeholders not feeling comfortable with kids returning to school as normal. The creation of a hybrid model to follow the at home learning model satisfied the request of those that were eager to get kids back in school.

Stakeholder input showed us a direct need for the following supports and services;

- Clear systems of intervention and outreach. (We are developing dedicated intervention times in our site master schedules)
- Clear systems to measure and support student engagement. (We have developed and are implementing district and school site

support and monitoring structures to support our students and families)

- Clear cleaning systems, trainings and necessary supplies of PPE for students and staff.
- Better wifi and internet access. (We have purchased and deployed over 150 wifi hotspots and will continue to offer these for families

in need)

- Professional development and training. (GVCS is working closely with the EL Education network. We will have 4 additional training days carried over from last year's contact)

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.]

The GVCS teaching staff and leadership team spent four days working together to design two different models of school. Efforts were concentrated on a hybrid model that would bring cohorts of students on campus for in person instruction and a distance learning model where synchronous and asynchronous learning would happen utilizing an online platform. In the distance learning classes are accessed via Google classroom while synchronous education happens via Zoom and/or Google Meets.

- Crew meetings are held daily giving students an opportunity to connect with one another and connect with their teacher. A crew meeting goes over learning targets that map out that day's (and often week's) instruction. Learning targets identify content standards with "I can" statements that focus students on exactly what they will be learning. Additionally crew meetings have creative greetings and initiatives for students to do together. Crew meetings cultivate positive culture within a class as well as providing an instructional map for the week.
- New curriculum is taught daily. Students are taught new curriculum daily in our distance learning format. Teachers either record lessons or teach live on Zoom while students actively participate. Grade level teacher teams often collaborate to reduce the heavy load of recording lessons ahead of time. The live interaction and pre recorded lessons combined with the school work are equivalent to the mandatory 240 minutes daily.
- Support is offered through our learning center and school counselor. The learning center, comprised of two full time special education teachers and a full time aid, work closely with teachers to ensure intervention strategies and practices stay intact during the distance learning platform. The learning center reaches out providing small group and one on one interactions with students to provide necessary instructional minutes as well as to support learning loss that due to school closure. The school counselor connects with students having a tough time transitioning to a virtual platform and connects with families to support social/emotional needs.
- Several new resources have been acquired to support a distance learning and hybrid model. GVCS has purchased additional chromebooks for student use, hotspots for families that do not have wifi connectivity, laptops for teachers, document cameras, headphones with mics, and several new instructional software resources.
- In person small group intervention is being worked on. Teachers are arranging to meet in small groups with students with acute needs to help limit the loss of learning during this time. Initially this has been done 1:1 by teachers. Gradually, with safety measures in place, teachers will meet with small groups of these students to provide intervention support.

When students are able to come back on a campus in a hybrid format, GVCS will utilize a three cohort method. Cohort A will attend school on Mondays and Tuesdays. Cohort B will attend school on Thursdays and Fridays. Cohort C will be comprised of students whose families wish to remain within a distance learning platform. Though students will not be on campus for the entire 240 minutes daily, their live instruction combined with asynchronous learning and school work will be equivalent to the mandatory 240 daily minutes. After students have left the school site, teachers will continue their day with students learning from home and open office hours.

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

Description	Total Funds	Contributing
School supplies for student use for Distance Learning and Hybrid	10,000	Yes
Chromebooks for students	40,000	Yes
Laptops for teachers	10,000	Yes
Additional technology for teacher use	3,000	Yes
Instructional software for distance learning and hybrid	5,000	

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.]

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- Crew meetings are held daily giving students an opportunity to connect with one another and connect with their teacher. A crew meeting goes over learning targets that map out that day's (and often week's) instruction. Learning targets identify content standards with "I can" statements that focus students on exactly what they will be learning. Additionally crew meetings have creative greetings and initiatives for students to do together. Crew meetings cultivate positive culture within a class as well as providing an instructional map for the week.
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load of recording lessons ahead of time. The live interaction and pre recorded lessons combined with the school work are equivalent to the mandatory 240 minutes daily.

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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.]

GVCS has calendared several distribution days for school materials. The weeks before school started were focused on assessing technology needs of families and addressing those needs. All students were offered chromebooks and were given tech support for the utilization of those chromebooks from front office personnel. Survey results were gathered and phone calls were made to determine the need for wifi hotspots. Hotspots were distributed within the first two weeks of school. Teachers issue weekly schedules for live interaction as well as video lessons for synchronous and asynchronous learning. All google classrooms are linked on the Grass Valley Charter website for parents to easily access.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers track attendance and engagement on the Grass Valley School District approved attendance and engagement form. Teachers track student attendance in live interactions. Teachers track student effort and engagement through participation in live discussions, classroom protocols, and work completion. Teachers determine credit for attendance based on whether the combination of attendance in live interactions, classroom protocols, live discussions, and work completed is equivalent to the mandatory 240 daily minutes. If a student is marked absent for three school days or for 60 percent of the instructional days in a school week the Grass Valley School District Student Re-Engagement Plan is implemented.

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 is mapped out in the beginning of each school year. The principal, assistant principal, and instructional guide work closely to provide critical and meaningful professional development. The instructional guide meets with all new teachers several times a year to support and sustain beginning teachers at GVCS. Additionally the instructional guide does coaching cycles in small groups with all teachers throughout the school year. Approximately two Fridays a month are set aside for the entire teaching staff to engage in targeted

professional development. The dates for the 20/21 academic year are: 8/10, 8/11, 8/28, 9/11, 9/25, 10/9, 11/6, 11/20, 12/11, 2/19, 3/5, 3/19, 4/9, 4/23, 5/7, 5/21, 6/15, 6/16.

Staff Roles and Responsibilities

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

The principal, assistant principal, and instructional guide will meet weekly with teacher teams to discuss instructional needs, instructional obstacles, student engagement, and students in need of the Student Re-Engagement Plan. The principal will meet weekly with the 1st grade team, 8th grade team, school counselor, learning center, and middle school math team. The assistant principal will meet weekly with the kindergarten team, 3rd grade team, 5th grade team, and 7th grade team. The instructional guide will meet weekly with the preK team, 2nd grade team, 4th grade team, and 6th grade team.

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.]

Teachers, aides, the learning center, and school counselor are all working closely with students with acute needs. Breakout rooms during zooms provide additional support for students in need of intervention services. Teachers meet 1:1 a few times a day to support some students in order to prevent further loss of learning. Teachers and aides have regularly scheduled phone calls checking in with students and offering support. Our school counselor has regular conversations with families supporting them with creating schedules and spaces that will help facilitate learning.

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

Description	Total Funds	Contributing
Hotspots for wifi connectivity	8,000	Yes
the purchase of chromebooks for students (see prior action)		
the purchase of headphones with mics for student participation in live interaction	3,500	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Formative and summative assessments are being conducted by teachers to assess learning loss and measure learning status. Additional learning software (IXL, Renaissance learning, Newsela, Lexia) has been purchased to assess students and make strategic steps towards growth. Through daily live interactions, teachers assess students and ask students to reflect on their own learning. GVCS teachers loop with their classes for two consecutive years in grades K-5. This two year loop contributes to quick and accurate assessment and allows teachers to provide responsive interventions as needed. Students take weekly assessments and are given immediate feedback on learning. Content standards are measured by tracking progress on learning targets each week. The learning center works closely with classroom teachers to provide support and direct intervention for identified students. Portfolios are kept for all students showing growth over time. Midyear students will present evidence of their learning to their guardian in a student-led conference.

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.]

Teachers create 1:1 opportunities for students with acute needs. The school counselor works with families to provide resources as well as guidance. Aides work with groups of students with acute needs in breakout rooms during whole class zoom lessons.

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.]

Content based exit tickets will measure student learning on a daily basis. Reflecting on learning targets allows students to measure their own success in acquiring grade level content putting them in the driver seat of their progress. Weekly assessments performed by classroom teachers will reflect how supports provided are contributing to learning status.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Mental Health and Social and Emotional Well-Being

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

All teachers are trained to identify signs of trauma presented in students. Crew meetings and live interaction provide a snapshot to teachers of social and emotional well-being. Our school counselor is attending class zooms to observe and support students. The school counselor, additionally, is scheduling small groups of students to work on well-being, social skills, and coping mechanisms for students. Parenting classes will also be offered in the future.

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.]

The student re-engagement plan is a three tiered approach to re-engaging students who have missed more than three school days or 60 percent of the instructional days in a school week.

- Tier 1

Prior to the school year, the principal will communicate attendance procedures to families. Teachers will reach out to their families regarding clear expectations around schedules and attendance as well as communication protocols. First occurrence of student missing 3 days or 60 percent of instructional days will include: teacher contacting families and reviewing protocols, expectations, and communication. Teacher will document the attendance infractions and communications made. The front office will reach out to the family to see if the school can assist in solving any obstacles preventing the student from fully participating in school. The second occurrence the teacher and school counselor will contact the family. The teacher and counselor will document attendance infraction and communications made. The front office will alert administration to the second occurrence.

- Tier 2

The third occurrence of a student missing more than 3 days or 60 percent of the instructional days the teacher will make attempts to provide small group or 1:1 instruction to students for missed lessons. The counselor will set up a weekly check in with the student and/or family.

School administration will contact the family. An SST team will be assembled to determine student needs and implement a plan. All plans, communications, and absences will be documented.

- Tier 3

The fourth occurrence of a student missing more than 3 days or 60 percent of the instructional days the teacher will plan to do small group or 1:1 instruction to make up for missed lessons, the counselor will check in daily with the student, the SST team will review the plan and implementation and look to revise, and administration will conduct a home visit, discuss supports, and discuss possible consequences with the family.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Grass Valley School District offers a weekly morning time slot (7:30-8:30am) and an afternoon time slot (4:00-5:00pm) for families every Monday. Families will be asked to pick up meals for a full week during these new Monday time slots. This adjustment is highly supported by respondents to the GVSD survey and it will allow the school to better serve and support the community.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.71%	232,861

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.]

GVCS utilized our student information system along with our learning center and school counselor to outreach and target support for unduplicated students. Unduplicated students are considered first before services are provided to those outside this group. We know that using data enhances our targeted efforts and we know that our unduplicated students often need additional resources and support. Our students often come to us with past trauma, behavioral concerns and are may be behind academically. Many foster youth and low-income students experience an array of challenges and are at a higher risk for dropping out of school, lack of stability and significant mental health issues. These student groups' needs were considered first because we found they had been adversely affected by the school closure in the spring of 2019-2020. Even with supports in place, staff saw an overall lack of performance across all grades in this already vulnerable and educationally disadvantaged population. Although all students will have access to the services, funds will be principally directed toward and most effective in meeting the needs of our low-income and foster youth students. For our low-income families, GVCS has strong relationships with county office and community partners that support our low-income families and students. We work collaboratively with Behavioral Health on a variety of initiatives that support the mental health of this population. The county Family Resource Centers, site referrals to the Behavioral Health SMART meetings where multi-agencies meet and develop plans to support families, and other family resource agencies are an integral partner with us. Our team will remain vigilant in encouraging referrals of students and families who may be in need of support especially during these COVID-19 times. For our foster youth students, we work closely with the county Foster Youth Services Planning Team, comprised of school districts, foster youth, child welfare services, county probation, courts and other community based organizations meet bi-monthly to address the needs of foster youth. The team has in depth experience and knowledge of our foster youth student population with additional training to be offered to our education liaison to provide grief counseling for substance abuse prevention. The county foster youth program Director provides the educational coordination to all foster youth across Nevada County. She connects with our school counselor to ensure the McKinney Vento program is supporting our homeless students are receiving the essential

services through 2020-21, providing training and resources to relevant links for information, reaching out to provide support to families and authorizing residency forms and funding requests.

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

Services will primarily include; remediation with tutoring sessions, grade level intervention and academic support in the classroom, onsite curriculum and technology to provide for universal access to curriculum, along with an enhanced individualized learning experience. Additionally, professional development and instructional coaching will be provided for staff to support the use of strategies needed to support students with acute needs, foster youth, homeless youth and students who are victims of trauma, and trauma informed care. Social and emotional needs to be provided for this population include, but are not limited to, ensuring that food delivery occurs and it is nutritionally balanced and satisfying to students and providing access to counseling services. We value the working relationship and support we receive through coordination with the county Student Support Services Coordinator. She provides all coordination of services for homeless students and ensures the McKinney Vento program is supporting our homeless students are receiving the essential services through regular contact with site liaisons, providing training and resources to relevant links for information, reaching out to provide support to families and authorizing residency form and funding requests. Additional technology, including but not limited to devices and hot spots are provided. Staff will provide additional learning support on a scheduled basis. Our staff work to provide a tiered model of support to improve academic, behavioral and social emotional outcomes for students. Targeted assistance promotes increased levels of student achievement and support the emotional well being of our students.