

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

On March 13, 2020, Village Charter Academy closed its physical location. With little notice to staff and families, a rapid transition was made from in-person instruction to distance learning. This initially provided some challenges, especially because Village Charter Academy serves a population that is over 80% socioeconomically disadvantaged, 35% English Learners, and 20% students with disabilities. The instructional staff, including general education teachers, instructional assistants, and Resource teachers continued to provide instruction and academic and enrichment activities each week for the remainder of the 2019-2020 school year. At-home packets were distributed March 13, the Friday before the announced school closure. The students utilized them for a few weeks while VCA staff designed a longer-term distance learning plan. Teachers, in collaboration with administrators, designed a distance learning program that utilized grade appropriate materials and resources. These included paper-based packets and workbooks from school-adopted programs, and online resources such as Zoom, YouTube, Google Classroom, Superstar Online, Starfall, Spelling/Vocabulary City and Epic!. Teachers and staff surveyed families to determine technology needs and access to the Internet. Village Charter Academy’s technology program includes one device per two students, so initially, device distribution was prioritized for upper grade students who would use Google Classroom, and to other high-needs groups such as English Learners and students with disabilities in order to provide a continuity of services. Paper packets and classroom materials were distributed the week of March 30. The distance learning instruction resumed after Spring Break on April 13. The school staff was able to reach and distribute school materials to 100% of our families to begin distance learning.

Through established relationships with families, Village Charter Academy's teachers and staff were able to maintain communication with its families throughout the spring of 2020. However, the sustained school closure and COVID-19 pandemic presented challenges to some families who were working outside the home, working from home, and who had to travel some distance to find work. Some families had COVID-19 in the home, and had to distance themselves from their children in order to contain the spread. Some parents were not prepared to maintain a consistent distance learning schedule, and some families were dealing with social-emotional stresses.

Teachers maintained logs to track student engagement with online resources and completion of written work. Students who had limited access to the internet and/or devices were in phone contact with staff to check in on progress. Teachers also maintained communication logs to track parent and student contact.

Throughout the summer, school leadership closely monitored state and local indicators to develop several models of instruction depending on if and when in campus learning would be able to resume, or if distance learning would continue. Using experience from the spring semester and input from teachers, staff, and students, VCA developed a more comprehensive learning plan for the 2020-2021 school year.

Village Charter Academy opened the 2020-2021 school year in 100% distance learning - deliberate, address student needs, continue rigor, lessons from spring semester, input from stakeholders, prepared for contingencies,

Stakeholder Engagement

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

Throughout the 2019-2020 school year, Village Charter Academy solicited feedback from all stakeholders as part of the Local Control Accountability Plan process. Advisory committees that include administrators, staff, parents and committee members met monthly to monitor implementation of the LCAP, and to provide input on goals and actions.

Village Charter Academy staff and faculty have remained in contact with families since the initial school closure, and have received feedback regarding the effectiveness of the distance learning program and needs of students. Teachers communicated with families directly on a

weekly and daily basis to give information on accessing assignments and virtual instructional sessions.

Surveys were distributed in June 2020 to families to determine technology accessibility and connectivity.

Outreach efforts to provide ongoing and updated information include posting newsletters on the school website, texts to primary contacts containing the link to the school website, messages sent by teachers via Class Dojo.

Public Board Meetings were scheduled and held on the dates posted on the school website. Agendas for meetings were posted at least 72 hours prior to the meeting, with a link to join the virtual platform.

The English Language Advisory Committee met to discuss the Learning Continuity and Attendance Plan and provide feedback. A translated version of the plan was emailed to parents prior to the meeting, and was posted on the school website.

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

All public meetings are currently being held virtually using the Zoom platform. Agendas are posted on the school website at least 72 hours prior to the meeting that include a link to participate via Zoom or telephone.

All stakeholders, including staff, students and parents have access to technology including connectivity provided by the school, which allows for access to posted documents and participation in all public meetings.

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

On September 14, 2020, the school convened an ELAC meeting to review and discuss aspects of the Learning Continuity and Attendance Plan. The committee includes parents and staff members, and all meetings are open to the public. Translation was provided for non-English speaking members. During this meeting, feedback was given on the availability of technology support for students, parents, and staff. Parents also inquired about the hours the office was open for in-person assistance.

Teaching staff gave input on the development of the Learning Continuity and Attendance Plan during virtually held staff meetings. They identified necessary online resources and instructional platforms for distance learning. They also gave input on the development of the instructional day schedule, and methods of assessment.

At the end of the 2019-2020 school year, students gave feedback to teachers about their experiences in distance learning, how they managed technology and the curriculum, and their social-emotional well-being.

Parents indicated in surveys given in August 2020 their access to technology devices for their students, and connectivity in the home or places their students will be participating in distance learning.

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

As a result of the feedback given above, descriptions of technology support were added. Online applications such as Happy Numbers were purchased, as well as digital access to Social Studies Weekly. The teacher-developed schedules were incorporated into the school day, and included in the Learning Continuity and Attendance Plan.

Informal feedback and questions from parents who called to talk to administrators and office staff were addressed in the development of the plan to reopen campus for in-person instruction. The specific feedback includes PPE, sanitization, and classroom set-up for social distancing.

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.]

When local measures indicate that in-person instruction can safely resume, VCA will open campus using a hybrid approach. Students will be divided into three cohorts. Two cohorts will participate in a hybrid of in-person and distance learning. The third cohort will continue with distance learning only, according to the preference of the family. Students will be in classes in morning and afternoon cohorts five days a week to allow for consistent daily instruction, small group intervention, and social distancing. The morning and afternoon cohorts will each run for three hours of instruction, with an hour break in between sessions for disinfecting and cleaning.

The small group cohort model allows for targeted instruction along with academic and other supports for pupils not performing at grade level, Special education students, English learners, Pupils in foster care/homeless, and Pupils requiring mental health supports.

The transition to in-person learning is a continuation from distance learning. Teachers will already have identified students needing more intensive instruction and targeted intervention. The use of formal and informal assessments, including performance assessments, evaluation of student work, and schoolwide benchmark assessments will have identified students not

performing at grade level. Instructional classroom assistants will provide additional support in the classroom. Instruction includes special education and related services required per IEPs, with necessary accommodations for the distance learning portion. The instructional day includes designated and integrated English language development instruction, including assessment of English proficiency, support and access to curriculum, ability to reclassify as English-proficient, (if applicable) and language support. The Homeless Liaison, in collaboration with teachers and school staff, will ensure pupils in foster care or experiencing homelessness have equitable access to the curriculum, including school supplies, transportation, and small group support as needed. The Director of Student Services will refer services to families needing mental health support. The classroom environment will also support social emotional learning with Community Circles, journal writing, and inclusion activities. School-adopted instructional materials make up the majority of curriculum, with approved supplemental materials as needed. The use of these materials during distance learning provides continuity of rigorous standards-aligned, grade level curriculum.

The school will implement plans and protocols consistent with public health guidance to ensure the safety of students and staff. Campus access will be limited to students and staff and visitors performing essential duties. The on-campus volunteer program will be suspended until school resumes with normal operations without physical distancing.

The School Nurse will work on campus the week before school opens to work with administrators to establish Covid 19 specific procedures/routines. The nurse will act as point person with health expertise to coordinate COVID-19 information and collaborate with administrators to guide health-related decisions. Any health information about COVID-19 will be shared with staff, students and families. The nurse will arrive on campus at 7:15am to be available for temperature checks for staff.

Staff and students will have access to protective equipment. Each classroom will have gloves, paper towels, spray cleaner and clorox wipes when available. Each teacher and instructional assistant will have a clear face shield in addition to their face mask to facilitate instruction. Students and staff will wear face masks when in shared space with other staff members or students. The main office and principal's office will have plexiglass shields to enable protected conversations with families. Paper face masks will be available in the event that a student or staff member does not have one.

Classrooms will be set up with 6 feet distance between student desks and workstations. Plexiglass dividers will be used when 6 feet distance is not possible, such as when the teacher is providing 1:1 intervention. Students will use and keep all of their own materials at their desks.

If technology devices are used in the classroom, they will be sanitized before being returned to the charging cart.

After each cohort session, the classroom will be cleaned and disinfected. All surfaces, including tables, chairs, door and drawer handles will be wiped down with disinfecting spray.

When students arrive on campus, they will have their temperature taken with a touchless thermometer and will wash or sanitize their hands. Students who get a school meal will pick one up and bring it to their classrooms.

After each in-person learning session, students will be dismissed from a controlled location that will ensure social distancing.

Common area protocols will ensure social distancing with pathways marked with clearly identifiable stickers as reminders. Students will be supervised by staff members to ensure they follow guidelines

Playground areas are assigned and spaces out. Students will be provided activities that support their social emotional needs while still ensuring social distancing.

Staff members will be present to supervise and ensure student safety.

Meal service:

For In-Person Instruction: Meals will be grab and go and will be sent with the child when they leave for the day. They will receive a breakfast and a lunch to be eaten at home.

Distance Learning: Grab and go meals are provided with meals for multiple days provided at a time.

Learning Loss Intervention:

Cycle of assessment, initial screenings, formative, summative assessments

Village Charter Academy anticipates that a significant number of students will have a loss of learning as a result of the school closures. During distance learning, the teachers implemented a plan to help mitigate the loss of instruction. Once in-person instruction resumes, teachers, in collaboration with support staff and administration, will be able to continue and enhance the interventions.

The cycle of assessment will remain in place both during distance learning and once in-person instruction resumes. Schoolwide benchmark testing using STAR Reading and STAR Math are administered three times a year. The Beginning of Year assessments are given in the first month of school, Middle of Year assessments are given in late January, and End of Year Assessments are given in May. The beginning of year assessments determine baseline data and identify students at risk for performing below grade level. The middle and end of year assessments track growth and progress. These assessments are especially critical because limited data is available due to the suspension of other standardized state testing in the spring of 2020.

Teachers will identify all students needing intervention using standardized diagnostic benchmark assessments and other measures. Using data, they will develop a specific action

plan based on addressing specific skills and concepts, utilizing smaller group instruction and support from the classroom instructional assistant. After six weeks of implementation and monitoring of intervention, students will be reassessed using progress monitoring results for progress and mastery of skills. All provided intervention will be tracked and documented in the classroom Intervention Binder. Every six weeks, the Director of Student Services and Director of Instruction will meet with teachers to monitor and update on students identified as previously or currently needing intervention and to determine next steps, if any. Parents will be informed of assessment results and invited to collaborate.

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

Description	Total Funds	Contributing
Classified support- custodian and clerical for changes in food service and additional school cleaning to follow safety protocols	23,895	Y
School Nurse to provide support to special education students and Covid 19 support.	\$30,000	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.]

Village Charter Academy opened the school year in full distance learning. In order to provide continuity of learning, VCA adapted the school curriculum to provide students with access to grade-level, standards-based, school-adopted programs using a hybrid of paper based and online platforms.

Prior to the beginning of the school year, VCA families were surveyed to determine technology device and connectivity needs. Devices and hotspots were distributed, along with textbooks, workbooks, and other essential materials for students to work from home. Student emails for students using Google Classroom established prior to the start of the

school year. School-distributed laptops and tablets were pre-loaded with websites and applications such as Zoom, YouTube, Google Classroom, Superstar Online, Starfall, Spelling/Vocabulary City and Epic! These online platforms work in conjunction with VCA's school-adopted, standards-based curriculum and provide challenge and rigor. This will ensure a smooth transition from distance learning to in-person instruction, while also providing continuity from year to year.

Each grade level developed a school-day schedule that balanced synchronous and asynchronous instruction to provide the appropriate amount of face to face interaction with teachers and peers, while being cognizant of the amount of screen time students would have in a day and provide the minimum required daily instructional minutes per day. The established schedules include whole group instruction and small group breakout interventions on Zoom, and independent work submitted each day.

SAMPLE SCHEDULE

Teacher Hours 7:15am-3:30pm	Activity
7:15-8:00am	Send daily communication on ClassDojo
8:00-9:00am	Teacher Office Hours/First Grade Team Planning
9:00-9:30am	Zoom Community Circle (synchronous) Social Emotional Learning/English Language Development
9:30-10:00am	Asynchronous Skill Review/Prepare for Daily Learning
10:00-10:45am	Zoom ELA Lesson including integrated ELD, work completion & small group support (break out rooms)
10:45-11am	Break
11:00-11:45am	Zoom Math Lesson, work completion & small group support (break out rooms) including designated ELD
11:45-12:45pm	Lunch
12:45-1:45pm	Small Group/1:1 Support/asynchronous work (Social Studies, Science, art, music, PE)
1:45-3:30pm	Teacher Office Hours (Wednesday staff meetings)

Student learning and progress will be assessed using a variety of methods. Using data from these assessments, the school will follow the established intervention plan that includes initial identification through assessments, action plan development and implementation, progress monitoring and re-evaluation. The use of instructional assistants were continued this year to maintain language support and the ability to provide targeted interventions.

The use of formal and informal assessments, including performance assessments, evaluation of student work, and schoolwide benchmark assessments will identify students not performing at grade level. Instructional assistants will provide additional support via Zoom, both during whole group instruction with the teacher and in small group sessions. Instruction includes special education and related services required per IEPs, with necessary accommodations for distance learning. The instructional day includes designated and integrated English language

development instruction, including assessment of English proficiency, support and access to curriculum, ability to reclassify as English-proficient, (if applicable), and language support. The Homeless Liaison, in collaboration with teachers and school staff, will ensure pupils in foster care or experiencing homelessness have equitable access to the curriculum, including school supplies and small group support as needed. The Director of Student Services will refer services to families needing mental health support. The online classroom environment will also support social emotional learning with Community Circles, journal writing, and inclusion activities.

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.]

Prior to the beginning of the 2020-2021 school year, VCA surveyed families to determine which students would need access to a school device. Families without wifi, or whose students would be participating in school activities from a learning center or daycare without wifi, were provided hotspots. Also included in the needs assessment were instructional assistants and clerical staff. The school's teaching staff was previously assigned school laptops, printers, and document cameras that could be taken to facilitate instruction from home.

Before the beginning of the school year, two teachers were paid to come to campus and set up laptops and tablets for distribution. They were updated and loaded with websites, applications, and learning platforms that the school would be using for distance learning. Parental controls were set to ensure student safety and security.

After the distribution of devices, teachers, instructional assistants, clerical staff and administrators, including bilingual staff, worked with families one on one to provide technical support and set up accounts for learning and communication platforms. This support helped to establish lines of communication and set the foundation for distance learning with 100% access. Teachers will conduct one to one conferences virtually to ensure that parents and students are connected and can access all applications and platforms. The Director of Student Services worked with families of students with disabilities to ensure that the appropriate technology was available to provide services provided according to their IEPs.

After the initial distribution of technology with support to families, Village Charter Academy will contract with an independent contractor to assist with maintenance of devices, to keep them updated with the latest operating systems and ensure they remain in optimal working order.

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.]

Attendance is taken daily using the school's student information system, Power Schools. Attendance is based on participation in synchronous live interaction and/or submission of assignments. A student is determined "absent" if not participating in distance learning on a given day.

The daily class schedules include multiple sessions of synchronous whole group and small group instruction on Zoom, as well as asynchronous daily assignments. Teachers monitor student progress and participation using weekly engagement logs that keep track of attendance to each Zoom session, small group and intervention sessions, use of online applications, assignments submitted, assessments taken, and parent communication.

Using the CDE Combined Daily Participation and Weekly Engagement Template, teachers ensure that the minimum number of required minutes are met based on the time value given through the summary of assignments and assessments, along with live synchronous instruction. Participation by each student each day is marked with codes to indicate how and to what degree the students were engaged. Each week, this document is certified and submitted by the teacher.

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 and resources were provided during the summer and at the beginning the school year to support the staff in distance learning implementation. Teachers met virtually over the summer to share resources, best practices and experiences from the spring semester of distance learning. Weekly virtual staff meetings enable school leaders to conduct ongoing professional development needs assessments, and to provide updated information on new state compliance procedures for distance learning. Resources for teachers and instructional assistants include:

- Social Emotional and Behavioral strategies from contracted support providers
- Virtual platforms- Google Classroom, Zoom, and Class Dojo
- Charter Safe for annual mandated online trainings
- State and County-offered trainings online

Village Charter Academy has a full technology infrastructure with access to Apple devices including laptops, tablets and wireless access points. Tech Support through a mobile device management system will support distance learning to ensure devices have access to needed websites and apps.

Staff Roles and Responsibilities

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

As a result of the change from in-person to distance learning, the operation of the school and facility has changed, so the roles and responsibilities of staff have adapted to include the following new responsibilities:

Administrators are responsible for preparing the campus for up-to-date state and county health guidelines for the return to in-person learning, providing training and support to teachers in distance learning instruction, ensuring equitable access to virtual learning with devices and connectivity for all students, outreach to all stakeholders for input and feedback on distance learning, communicating new expectations and compliance requirements to all stakeholders, conducting meetings with staff, families and community members through virtual platforms.

Teachers are conducting instruction and assessments in online platforms using adapted school curriculum, communicating essential information and schedules with families using Zoom and communication applications, engaging and motivating students in a virtual environment using positive behavior and intervention supports, and determining and addressing social and emotional needs through virtual interactions.

Instructional Assistants are providing instructional support using online platforms, including small group instruction, language support, and parent communication.

Custodial Staff are distributing grab and go meals to families using established routines and procedures.

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.]

Village Charter Academy offers the following virtual supports: speech and language, occupational therapy, behavioral support and plan development, adaptive physical

education, physical therapy, deaf and hard of hearing, school based and ERICS counseling, and integrated instruction through our resource support program. Bi-lingual Special education office manager to assist parents with virtual supports and services.

Academic supports: small group and break out sessions, reduced work, visual aids, one to one zoom meetings or phone call support, pair work, note takers, modeled work, RSP folder with models-guides and samples for ELA and Math daily work, headphones and sensory tools where needed, additional online math and ela programs for additional practice.

Specialized work for those students on an Alternative Curriculum: visuals, pull and press velcro letter and number books, alternative methods for writing, drawing and speaking (AAC device), laminated stories, IPAD programs for engagement.

Exceptional Needs- IEP supports-Teachers are provided a student passport that details each students specific needs, RSP and general education teachers weekly collaborative meetings, all students receive designated supports as listed in their IEP. Collaboration with parents, parent support meetings (in person or zoom).

English Learners – co-teaching model, breakout rooms, small group support, visuals and pre-teaching, visual story time, small group with strong language peers, support for parents (resources for a home academics), acknowledge strength of stronger language in families and students, build on family cultural strengths, scaffolding of learning material where needed.

Resource- CDE Practitioner’s Guide for Educating Exceptional Learners who are EL, <https://curriculum.ededucation.org/>, Teacher professional development for ELL students (LACOE), DIBELS 8 (big ideas in early literacy), STARFALL education (spanish and english online activities).

Foster/Homeless: Child find procedures to ensure that all students not meeting targeted learning goals are identified and given academic and emotional supports as needed. San Fernando Valley Rescue Mission education programs and supports to help students in transition of Foster care or Homeless.

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

Description	Total Funds	Contributing
Ipad and Laptops were purchased to ensure student access to technology and replace needed devices.	160,000	Y

Hotspots were purchased and provided as needed to ensure student connectivity	12,000	Y
Mobile Device Management System to support devices during distance learning	5,000	Y
Materials and online resources for distance learning.	25,000	Y
Set up and maintenance of devices by school staff.	\$20,000	Y
Teacher and Admin communication and parent support for distance learning and to monitor engagement (approx 30% of salaries)	\$380,000	Y
Teacher and Admin setup for distance learning (approx 10%)	\$130,000	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.]

Pupil Learning Loss will be determined using a cycle of assessments. Schoolwide benchmarks, program-embedded assessments, and other formative assessments. STAR benchmarks are administered three times throughout the school year, and program assessments are given weekly.

Status of skills and progress in English Language Arts will be assessed through STAR Reading, and Core Knowledge Language Arts (CKLA) program assessments.

English Language Development (ELD) skills and progress will be assessed through ELPAC score reports, ELD standards matrices, and ELA assessments aligned with ELD standards. Status of skills and progress in Mathematics will be assessed through STAR Math and Math in Focus program assessments.

Using data from these assessments, the school will follow the established intervention plan that includes initial identification through assessments, action plan development and implementation, progress monitoring and re-evaluation. Instructional assistants provide language support and targeted interventions through the use of small group instruction.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The use of formal and informal assessments, including performance assessments, evaluation of student work, and schoolwide benchmark assessments will identify students not performing at grade level. Instructional assistants will provide additional support, both during whole group instruction with the teacher and in small group sessions. Instruction includes special education and related services required per IEPs, with necessary accommodations for distance and in-person learning. The instructional day includes designated and integrated English language development instruction, including assessment of English proficiency, support and access to curriculum, ability to reclassify as English-proficient, (if applicable), and language support. The Homeless Liaison, in collaboration with teachers and school staff, will ensure pupils in foster care or experiencing homelessness have equitable access to the curriculum, including school supplies and small group support as needed. The Director of Student Services will refer services to families needing mental health support. The online and in-person classroom environment will also support social emotional learning with Community Circles, journal writing, and inclusion activities.

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 effectiveness of the services or supports provided to address learning loss will be measured using the established cycle of assessments administered throughout the school year. Continuing students have a history or data that can be used to compare progress over time, and this data can be used to adjust the services and supports.

Students receiving intervention services are placed on the Intervention Watch List, and are monitored by the Director of Student Services. The Director meets with each student's teacher twice a year to review progress and determine if interventions need to be adjusted up or down in intensity.

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

Description	Total Funds	Contributing
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Teacher Assistants to provide intervention and learning support to students and families.	\$60,000	Y
Certificated staff time spent setting up, planning and administering intervention	\$193,000	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.]

Mental health supports/Social Emotional well being: Class Dojo, Daily Community Circle, Leadership, School Wide-Behavior support incentives (Penguin bucks). Letters sent out to all parents providing mental health services and supports for our local area. All documents to be provided in parent preferred language.

Care-Trauma informed teaching: Using the Three Pillars of Trauma-Informed Care; Safety, Connections, and Managing Emotions

Safety: Create a Comfortable, Consistent Virtual Environment

Community Circle- To encourage a safe place for sharing teachers can suggest sitting in a comfortable place, and having a comfort object such as a stress ball, pillow or stuffed animal.

Strategies: Keep schedules clear and consistent, visual tasks and first-then board, empathetic listening, emotions chart, acknowledge actions, reinforcers, shout outs, acknowledge preferred mode of expression

Connections: Approaches to foster positive interpersonal connections in a virtual learning environment.

Strategies: Student teacher conferences, contracts, explicit instruction, exemplar (modeled work), inquiry activities, KWL chart, think alouds, discussion protocols(analyze students not connecting)

Encourage Positive Interactions: shout outs, modeling behaviors, listening dyads(paired partnerships)

School counselor: Students with Counseling support in their IEP received weekly virtual counseling sessions. Counselor may observe virtual classroom sessions to ensure that students

are meeting classroom and IEP goals. Additional services can be provided for those students needing more support.

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.]

Teachers maintain a detailed engagement log that tracks student participation in whole group instructional sessions on Zoom, daily assignments submitted, ELD and small group intervention sessions on Zoom, and assessments given. Each week, the Director of Instruction reviews the previous week's logs to track attendance as well as level of engagement. The Director communicates with teachers to follow up on students who are at risk of poor engagement or chronic absenteeism to implement some informal strategies before developing a formal re-engagement plan.

Attendance and engagement is monitored by the Director of Instruction. The Director of Instruction will work with the classroom teacher, support staff, parents and students to develop and implement written procedures for tiered re engagement strategies. If students have been absent more than three days, and/or 60 percent of days in a given school week, strategies to implement include reaching out to parents to determine the reason for absences, verifying current or best method of communication, determining pupil needs, including health and/or social services, academic support, and family support resources.

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.]

Village Charter Academy follows the guidelines set forth by the state and federal government for its meal program. Student eligibility was determined through Direct Certification and Meal Applications. Families were notified of their status within the required time frame. Meals are nutritionally compliant with federal guidelines. Meal service during distance learning and in person learning will be "grab and go". During

distance learning meals are served during 10-11 and multiple days of meals are provided. During in person learning students will take meals when they leave school for the day that will provide the meals until the next days meals are provided. Students that remain on distance learning will have the option to come to campus and pick up their meals.

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

Section	Description	Total Funds	Contributing
n/a	na		
n/a	n/a		

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
32%	\$673,400

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.]

When addressing significant learning loss resulting from the COVID-19 pandemic, VCA has and plans to continue to utilize the following intervention process:

- Identify unfinished learning through diagnosis assessments for all students

- Allow collaboration and planning time for teachers to develop action plans to address unfinished learning for their students, with a focus on English Learners, foster youth, homeless youth, and low-income students
- Provide high quality first instruction for all students with scaffolds and small group instruction as needed
- Monitor student progress throughout seat-based and/or distance learning
- Continue to develop and adjust action plans as needed based on ongoing data collection and analysis
- Throughout this process, maintain open lines of communication between all stakeholders

While this process will be applied to all VCA students, staff recognize that those most affected will likely be our English Learners, foster youth, homeless youth, and low-income students. Village Charter serves a high proportion (around 80%) of socioeconomically disadvantaged population. Throughout the school year all teachers will receive ongoing support to address student needs as well as access to referral processes for those students in need of tier II and/or III intervention outside of the classroom teacher. The school has provided a certificated intervention teacher to support students, as well as instructional aides to provide 1:1 and small group support. In this way, the needs of our students most likely to be negatively impacted by an interrupted school year receive timely and effective intervention to address learning loss.

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

Students will have the opportunity to receive additional one-on-one or small group intervention in all academic areas from the classroom teacher and instructional aides, and/or they can attend their teachers' daily virtual office hours. Teachers and classroom aids work closely with parents and families to provide support.