

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.]

Stanislaus Alternative Charter School is a charter school for adults living in Stanislaus County who wish to earn their high school diploma. The school is an Independent Study program for adults aged 18 and older. The school is best known as Come Back Kids or CBK. CBK has locations throughout the county- in Modesto, Ceres, Turlock, Patterson, Oakdale and Empire. The curriculum used is Florida Virtual and is online. The students work independently at their own pace. Students who need to borrow an electronic device are able to check a chrome book out from the school. Students meet with their teacher once a week. During the COVID health crisis, these meetings once a week are via technology such as Google Meet or Zoom. The students enrolled in CBK are a variety of ages 18 and above. The largest age group is that of the 20-29 year olds. Demographically, CBK reflects the demographics of Stanislaus County and there are a higher percentage of females versus males enrolled. In addition to being able to earn a high school diploma, students enrolled in CBK are also eligible for additional supports such as access to an on staff Mental Health Clinician.

Stakeholder Engagement

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

This charter school/LEA is an Independent Study school for adults age 18 and older. The curriculum is online through Florida Virtual Schools (FLVS) and the students work at their own pace. The students are assigned a teacher and the student and teacher meet in person or in person via technology a minimum of one time per week. The LEA solicited stakeholder feedback from all stakeholders via the School Site Council, The ELAC, staff surveys and student feedback surveys. Those who do not have internet are able to give input by speaking on the phone or in person or written formats. The School Site Council consists of representatives from the student, teacher, support staff and

community stakeholder groups. The ELAC consists of students and their teachers. Robo calls were used to ask students to check their school email for said surveys and teachers were given their surveys via a link in an email..

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

Remote participation was made possible through the use of Zoom meetings and Google forms for surveys. Zoom meetings are held for both the SSC meetings for the school as well as for the COE. The Google surveys were sent to all students and staff on multiple occasions. The students and staff also received multiple phone calls and text messages asking them to participate.

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

Feedback received from all stakeholder groups included; the need for exploration of additional online resources to support online student learning, continued professional development for teachers to strengthen their skills as teachers for students learning with online curriculum, the need to check in on the mental health status of students more frequently and have resources to give them should they need mental health assistance, and tech options needed to replace the face to face weekly appointments between student and teacher that are not possible due to the COVID-19 health crisis.

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

Because of the input from all stakeholder groups, the goals of the Stanislaus Alternative Charter School were able to be adequately reviewed and addressed. All stakeholder groups agreed that the goals of the school are being addressed. These same stakeholder groups gave new ideas for addressing the schools goals moving forward. Implemented during the COVID19 health crisis, as a result of stakeholder input, is the availability of different tech platforms for teachers and students to use to connect on a weekly basis.

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.]

Stanislaus Alternative Charter School is an Independent Study school for adults aged 18 and older. As such, there is not a need or set up for classroom instruction. Each student is assigned a teacher and meets on a weekly basis with that teacher to get help, instruction, guidance, etc... Students work at their own pace and are able to review or relearn as much as is needed. There is not a requirement for how quickly they must progress through the curriculum. In the absence of being able to physically meet face to face, students and teachers utilize a multitude of technological platforms such as Zoom and Google Meet.

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

Description	Total Funds	Contributing
"In person instruction" for CBK would be when the student meets with their teacher once a week. Pre COVID-19, this meeting took place in person. Now this meeting will take place through the use of technology such as Google Meet or Zoom.	0	No
All teachers will continue to participate in and complete ongoing training on the CCSS. Subject areas offered which meet SCOE graduation requirements.	95,000	No
Teachers with special populations of students will receive ongoing extra training in the areas of differentiated instruction, English Language Development, and research based strategies.	10,000	Yes
Greater monitoring of consistent course content completion and assessment data by teachers, counselors and support staff.	0	No
Staff and faculty will receive additional training on how to track and analyze data for the special populations of students.	0	Yes
The Read 180 Intensive Reading Intervention program is available for English Learners.	0	Yes
Chrome books for student use	194,000	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.]

This LEA is an Independent Study school for adults aged 18 and older. The curriculum used is Florida Virtual Schools (FLVS) online curriculum and students work through it at their own pace. There is not a need to transition to Distance Learning because the school is not classroom based has already been utilizing the independent study/online curriculum model for over five (5) years.

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.]

Students who need a device are able to check a chrome book out from the school and use it until they graduate or drop from the school. Students are given support as to how to access low cost wifi and free wifi. Students are asked upon registration if they need to borrow a chrome book. If they need to borrow a chrome book, they are checked out a chrome book. Throughout their time with CBK, if they have tech issues or problems with their borrowed device, there are personnel available to help them.

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.]

Stanislaus Alternative Charter School is a charter school. The students progress at their own pace. The individual teachers evaluate the time value of pupil work. Teachers are able to monitor student progress through the online curriculum SIS used. Teachers can view assignments completed, not completed, time spent on assignments etc...

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.]

The staff of the LEA is provided professional development twice a month throughout the school year. During the professional development, teachers are taught skills that they can use to support their independent students as they work through the online curriculum. Tools such as the Google Suites for Educators are used on a regular basis. The professional development received by the staff is designed to assure that all students have the same access to the curriculum and resources.

Staff Roles and Responsibilities

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

The staff of this school/LEA continue to monitor the progress of students as students progress at their own pace through the curriculum towards graduation. In addition to the individual teacher assigned to each student, students are monitored by the academic counselor and

have access to a mental health clinician and career navigators. If students do not reach out to the academic counselors or career navigators on their own, they are encouraged to do so by their teacher and through numerous flyers, emails and robo calls.

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.]

Additional supports for students with unique needs will be provided by their teacher and support staff. There are academic counselors and a mental health clinician on staff to provide services to students. English Learner students are still able to work on their curriculum and with their teachers as they did prior to the COVID-19 health crisis. English Learner students have all been assigned the same academic counselor and foster youth are followed by one specific counselor too. There are Student Support Advocates available through the COE for students with unique needs such as foster youth and homelessness. If pupils with unique needs are in need of additional supports, the individual teacher, academic counselor, career navigators, and student support advocates are there to address the need.

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

Description	Total Funds	Contributing
The program will continue implementation of an online curriculum that is CCSS aligned.	63,000.00	No
All teachers will continue to participate in and complete ongoing training on the CCSS and the FLVS curriculum. (Funding accounted for in previous actions.)	0	No
All students, including ED, EL, FY and SWD are able to continue to access the online curriculum with a full range of courses.	0	No
Teachers with special populations of students will receive ongoing extra training in the areas of differentiated instruction, English Language Development, and research based strategies. (Funding accounted for in previous actions)	0	Yes
Students needing tech support can obtain support through their teacher and supports within the COE.	0	No
The Read 180 Intensive Reading Intervention program is available for English Learners.	0	Yes

Description	Total Funds	Contributing
Chrome books for student use (Funding accounted for in previous actions)	0	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.]

This charter school/LEA is an Independent Study school for adults age 18 and older. Students work from home and progress through the curriculum at their own pace. The student and teacher meet at least once a week and the teacher is able to teach, reteach, access learning, answer questions, etc... Learning loss associated with COVID19 will be addressed by the adult student and teacher collaboratively together during their weekly meetings. Students needing additional support are able to receive such support from their teacher in a 1 on 1 manner in person or with the use of technology and virtual meetings.

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 nature of this LEA is that students are working at their own pace and in an independent study fashion. Students are able to move as slowly or as quickly as needed per their individual situation. Students have access to their instructor in person or through the use of technology. During the COVID-19 crisis, most of the contact access has been limited to through the use of technology. The instructor is able to provide instruction, support, guidance etc... on a regular basis and specifically during their weekly appointment with each student. The English learners, homeless, and foster youth have access to their teachers as well as support staff for any additional needs they may have.

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 services and supports provided will be measured through the annual graduation data as well as through student survey feedback.

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

Description	Total Funds	Contributing
1:1 online student/teacher time	0	No
Students work at their own individual pace	0	No
The program will continue implementation of an online curriculum that is CCSS aligned. (Funding accounted for in previous actions)	0	No
All teachers will continue to participate in and complete ongoing training on the CCSS. (Funding accounted for in previous actions)	0	No
All students, including ED, EL, FY, or homeless will continue to have access to the full range of courses.	0	No
Teachers with special populations of students will receive ongoing extra training in the areas of differentiated instruction, English Language Development, and research based strategies. (Funding accounted for in previous actions)	0	Yes
Staff and faculty will receive additional training on how to track and analyze data for the special populations of students	0	Yes
The Read 180 Intensive Reading Intervention program is available for English Learners.	0	Yes
Chrome books for student use. (Funding accounted for in previous actions)	0	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.]

The LEA recognizes that the mental and social and emotional well being of both students and staff will likely need additional support during the COVID-19 health crisis. Staff will be provided additional mental health and social and emotional well being supports through presentations and in-services offered during and in addition to the twice monthly professional development meetings. Staff will also be reminded and directed to the EAP program offered to all Stanislaus County Office of Education employees if needed. Students will receive additional support through the availability of the on staff Mental Health Clinician as well as through referrals to community agencies. The Child Family Services of the Stanislaus County Office of Education has many resources that students and staff of the LEA can utilize as well.

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 LEA will continue to provide layers of assistance to students who need additional support in the area of engagement. The students at Stanislaus Alternative Charter School are all adults who are 18 years and older and are working an independent study program. The teachers connect with each student at least once a week and often more. During the COVID crisis, when students and teachers are not able to physically see each other each week, teachers will meet with their students using technology and platforms such as Google Meet or Zoom. Students in subgroups such as EL, homeless, foster youth and special education receive additional supports from additional staff, such as Academic Counselors, Mental Health Clinician, Career Navigators and Student Support Advocates who have been assigned to monitor and assist them specifically. Students who become disengaged will be noted and reached out to in a timely manner to assess the situation and see what supports the LEA can provide that student.

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.]

Stanislaus Alternative Charter School is an Independent Study school for adults age 18 and older. The school does give its adult aged students the COE information about meals for students 18 and younger in case the adult students have children who could benefit.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Purchase of Personal Protective Equipment (PPE) for use by staff and students when in person meeting is permitted.	10,500	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
20.89%	1,492,491.00

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.]

Use of the Read 180 Intensive Reading Intervention program to address their reading comprehension and writing skills. This program is highly effective with helping students make gains in their reading, writing and comprehension skills.

Training for teachers to address needs of Foster Youth, English Learners, and Low-Income students thru different online and tech methods. Utilizing multiple different methods will help to ensure that students have access to their teacher a multitude of ways.

Training for staff on analyzing and tracking data in order to keep on top of the progress of said students.

Translation of documents into Spanish as needed to assist said students with understanding information as it is given out.

Use of COE support staff to specifically help uncomplicated students and their needs. Examples include Student Support Advocates and a staff Mental Health Clinician. These staff members are specially trained and know resources for these students should they need them.

Awareness of community based support programs for food, housing and transportation being made available to students who may not know about them. This information is helpful so that the adult students have access to food, shelter and transportation so that they can continue with their education and not be derailed during this difficult COVID time.

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

Services for Foster Youth, English Learners, and Low-Income students will be addressed with:

- *The use of the Read 180 Intensive Reading Intervention program, special training for teachers in the areas of differentiated instruction

- *English Language Development, research based instructional strategies

- *Staff training on how to track and analyze data for special populations of students

- *Written and verbal communication to the students will be translated as appropriate

- *Utilization of support staff from the COE to assist in additional communication with Foster Youth/English Learners/Low-Income students

- *Information about community services such as food, housing and transportation will be pushed out to the Foster Youth, English Learners and Low-Income student populations