

Santa Ynez Valley Charter School

Learning Continuity and Attendance Plan (2020–21)

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General Information

Santa Ynez Valley Charter School (SYVCS) was founded in 2000 as an independent school of choice serving families in the Santa Ynez Valley and surrounding regions. The school mission is to provide a nurturing, supportive and collaborative educational environment, challenging curriculum, character development and a solid preparation for High School.

The school provides a comprehensive curriculum and support services for all its students and also participates in athletics and community service activities. The school prides itself on a collaborative ethos, progressive educational outlook and high levels of parent participation. SYVCS is a 501(c)(3) corporation governed by a Board of Directors. Enrollment is 150 students.

Stakeholder Engagement

SYVCS has made efforts to solicit stakeholder feedback in the creation of the Learning Continuity Plan. These include a survey sent to families on Remote Learning which received 50 responses (approximately half of our families). The draft plan was also shared with our teachers prior to being published for the Public Hearing on August 25, 2020. The Director, under the guidance of the Board, has initiated a robust stakeholder process and the engagement of the school community was considered before finalizing the Plan. A public hearing on the plan was held August 25, 2020. The Board of Directors approved the plan September 22, 2020.

A summary of the feedback provided by specific stakeholder groups.

Parents: The parent survey results indicated that our initial response to Remote Learning had been adequate. The areas that were highlighted for improvement were: a) general communication from the school admin and/or teachers, b) the amount of screen time was slightly too much, c) the amount of assignments were slightly too many.

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

The aspects of the Plan that were influenced by input from stakeholders are: a) general level of organization, b) clearer communication goals, c) published schedules, d) less screen time.

A description of the options provided for remote participation in public hearings.

The public hearing was conducted using zoom, with the notice and link to the meeting published on the home page of the school website. The public and school community were notified of the means to submit public comment by email.

Continuity of Learning

In-Person Instructional Offerings

SYVCS has created a Covid-19 Protection Plan in the event that classroom-based instruction will be allowed at some stage during the 20-21 school year. Consistent with our Remote Learning Plan, there will be an emphasis on students who have experienced significant learning loss due to school closures or who are at a greater risk of experiencing learning loss due to future school closures.

Distance Learning Program

Continuity of Instruction

SYVCS 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. SYVCS has created a Remote Learning Plan in consultation with the teaching staff to provide a clear roadmap for students and families in planning and delivering instructional activities. All students have their own email on the syvcs domain so that they can communicate with teachers and access Google Suite, and are registered on Canvas, the school's Learning Management System. The school website has implemented a Remote Learning page with links to curricular resources.

Access to Devices and Connectivity

SYVCS will ensure access to devices and connectivity for all pupils to support distance learning. The school will target resources to enable all students to have the option of checking out a chromebook. The school will also provide wifi devices to families who are unable to obtain connectivity.

Pupil Participation and Progress

SYVCS will assess pupil progress through synchronous instructional minutes and live contacts. Our primary delivery/communication tools are:

- ParentSquare for general school information and classroom information
- Zoom for classroom teleconferencing; staff meetings and individual collaboration
- Flipgrid for student interaction with teachers and their class
- Google Suite/Drive
- Canvas Learning Management System

SYVCS will measure participation and time value of pupil work. Daily attendance is taken by teachers. Students must engage in the learning process each day to be counted as present. The teacher, administrator or office personnel will follow up with the parents of students who are not involved in synchronous learning activities on any given school day.

The time value of instruction and assignments is as follows:

- 180 instructional minutes in TK/kindergarten
- 230 instructional minutes in grades 1 to 3
- 240 instructional minutes in grades 4 to 8

Teachers will maintain a log indicating the time value of daily instruction. Instructional time for remote learning is calculated based on the time value of synchronous and/or asynchronous instruction and assignments made by and certified by a certificated employee.

Distance Learning Professional Development

Professional development and resources will be provided to staff to support the remote learning program, including technological support. The teaching staff will meet weekly in their Professional Learning Communities (K - 4 and 5 - 8), supported by the administration. Online resources for Professional Development are made available (for example, Bureau of Education and Research, SBCEO training resources, etc).

Staff Roles and Responsibilities

As a result of school closure during Covid-19, staff may work remotely and meetings are held online. The school has completed an attestation for the safe opening of office and classroom spaces (for teachers only). Staff have increased responsibility for self-screening and enhanced hygiene practices, and for ensuring visitors follow protocol. Generally all teaching roles remain the same, with training provided on the provisions of SB 98 as regards instructional time and attendance reporting. The school has appointed a Remote Learning Specialist Teacher to support pupils with needs.

I. Supports for Pupils with Unique Needs

SYVCS will provide additional support 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.

The school continues to contract with the SYV Consortium for Special Education services. Students with unique needs within the General Education program will be served by the Remote Learning Specialist Teacher, a new position within the school.

Actions related to the Distance Learning Program

Description	Total Funds
Create Remote Learning Specialist position	\$63,300
Provide/update Chromebooks	\$22,300
Provide/update i-pads	\$16,400
Provide connectivity	\$7,200
Online curriculum, subscriptions, etc	\$16,000
Technology Support	\$5,400
Professional Development	\$2,500

Pupil Learning Loss

SYVCS must address pupil learning loss resulting from school closure during the 2019–20 and 2020–21 school years. Teachers will assess pupils at the beginning of the 2020-21 school year to obtain baseline academic performance data, particularly in the areas of English language arts, English language development, and mathematics. Programs such as Lexia Core 5, Reading Plus and Zearn Math will enable teachers to measure longitudinal learning progress. Our standards-based curricula in grades 5 - 8 will allow teachers to monitor achievement of standards through online assessment.

Summary:

Initial Screening/Diagnostic Assessments

Purpose: Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning .

Formative Assessments/Progress Monitoring

Purpose: Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals .

Pupil Learning Loss Strategies

SYVCS will address learning loss and accelerated learning progress for pupils, as needed, through targeted intervention strategies. Teachers will identify students with specific needs and reach out to them one-on-one or provide small group instruction, working in tandem with the Remote Learning Specialist Teacher.

Interventions may include a regularly scheduled 30-minute session through video conference, scaffolding for specific task assignments (e.g. an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda. Students in upper grade levels may be offered guidance for monitoring their own progress and implementing interventions independently, if appropriate. For example, students can implement supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.

English learners

SYVCS will continue to ensure the goal of English learners acquiring fluent English proficiency is attained. Our English learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community. The school will monitor English learners and evaluate whether students need additional services to recover any academic losses incurred during school closures. Engaging the parents of English learners remains important during distance learning and we will ensure meaningful engagement with parents of English learners in a language they can understand, using translation when necessary.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the services or supports provided to address learning loss will be measured through the monitoring of academic progress by teachers at three key stages in the school year. Weekly meetings of teacher teams will focus on collecting and disaggregating data, identifying students in need, and referring students for support and intervention. The Remote Learning Specialist will maintain a record of contacts and interventions. The school Director and teachers will provide regular reports to the Board of Directors regarding student progress toward achieving standards.

Actions to Address Pupil Learning Loss

Description	Total Funds
Create Remote Learning Specialist position	\$63,300
Initial Screening of students	n/a
Formative and Summative Assessment	n/a
Progress reporting	n/a
Develop intervention strategies	n/a
Outreach to students and families; communication log	n/a

II. Mental Health and Social and Emotional Well-Being

SYVCS will monitor and support mental health and social and emotional well-being of pupils and staff during the school year. This will include continued professional development and resources for staff, students and families to address the impacts of Covid-19 on the school community.

Charter School teachers are attuned to student and parent needs during this time and will engage in social and emotional learning (SEL). SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, and make responsible decisions.

Examples of how we will serve students and families emotionally and academically:

- Include time for personal expression and discussion during live interaction sessions
- Model positive coping skills to help reduce stress
- Allow students to move forward at their own pace
- Provide resources through our school Remote Learning web page
- Be attentive to student and parent needs and respond in a timely manner

Pupil Engagement and Outreach

SYVCS has appointed a full-time Remote Learning Specialist Teacher to lead the process of pupil engagement and outreach. A system is in place for teachers to make a referral in cases where pupils are absent from distance learning. Contact will be made with families as part of the third tier of re engagement strategies, when pupils are not meeting compulsory education requirements or if the school determines the pupil is not is not engaging in instruction and is at risk of learning loss. The school will provide outreach to pupils in languages other than English

where required.

Teachers have a direct interaction daily with students and families. When a student is absent, the teacher will call or email the parent to determine if they are having connectivity or other issues and check that they are engaged asynchronously. If the parent can't be contacted the school office will follow up. 100% of attendance will be verified daily and a 'weekly engagement record' is filed for each student.

School Nutrition

SYVCS will provide meals for pupils who are eligible for free or reduced-price meals during remote learning as well as in the event of in-person learning. The school has contracted with Solvang School to provide meals to eligible students daily.

Additional Actions to Implement the Learning Continuity Plan

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
4.6%	\$63,300

Required Descriptions

Purpose

EC Section 43509 maintains the requirement for LEAs to describe how they are increasing or improving services for unduplicated pupils pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496. In developing the Learning Continuity Plan, LEAs are to consider the unique needs of foster youth, English learners, and low-income students.

The following actions are principally directed toward English learners, students from low-income households and foster youth:

Expenditures targeted for devices and connectivity are principally directed towards English learners, students from low-income households and foster youth given that these students have higher needs in this area.

Expenditures directed at online curriculum enhancement, professional development and tech support are principally directed towards English learners, students from low-income households and foster youth given that these students have higher needs in this area.

Changes to staff roles, in particular the designation of a Remote Learning Specialist Teacher are principally directed towards English learners, students from low-income households and foster youth in that increased 1-1 attention for these students is effective in serving these learners and advancing them academically and in the area of social and emotional development.

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

Services directed towards English learners, students from low-income households and foster youth are being increased or improved to the following extent.

36% of students have received a chromebook device from the school to enable an enhanced learning environment during remote learning. 7% of students benefit from a remote hotspot provided by the school for internet connectivity.

The addition of a Remote Learning Specialist has increased targeted intervention for low-income students and English learners. A referral system is in place to ensure timely response to lack of engagement or learning loss.