

Learning Continuity and Attendance Plan (2020–21)

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General Information

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

COVID-19 has affected every member of the Woodland Star Charter School (WSCS) community and significantly impacted all aspects of the lives of our students, families, and staff. The closure of the campus impacted many students and families by straining their ability to access important learning services.

The broader economic impacts of the pandemic have increased existing challenges such as food insecurity and access to adequate technology/connectivity. Students abruptly lost the rhythm and predictability of in-person instruction and the daily live connections with teachers, staff, and peers. Some families have experienced economic hardships due to the loss of jobs and an increase in stress levels at home. Teachers have had an abrupt adjustment to their curricular systems and classroom routines. They had to quickly learn technologies and develop new curriculums to support students via a remote learning environment. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided at school during normal in-person attendance. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In developing the Learning Continuity and Attendance Plan, WSCS has acknowledged the pandemic’s disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, students of color, and LGBTQIA. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing upon our collective community. Because we recognize the evolving nature of this pandemic, all of our learning models will work to meet the needs of all students and mitigate learning loss, so that all students are given an equal opportunity. The guiding principles for WSCS to realize this vision include:

- 1. Health, Safety, and Well-being:** Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally, and physically safe and nurturing environments for our students to thrive in.
- 2. Academics and Instruction:** High-quality instruction anchored in our curriculum is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity, and by injustice.
- 3. Agility:** Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high-quality instruction continues whether we are in physical or remote learning space.

4. Needs-based and Care Given: Human and capital resource allocations will be informed by the academic, social, emotional, and physical needs of our students and employees, as well as school communities.

5. Engagement & Communication: Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications with opportunities for community engagement. This will include regular communications from teachers, from the school (Weekly and Monthly newsletters), and regular community zoom meetings.

As part of its Action Plan WSCS has outlined specific expectations that parents/guardians and students should have for distance learning:

1. The school will provide consistent, direct, live instruction for every student. All students will have access to daily direct live instruction with the option of participating in asynchronous learning at alternate times of the day.
2. Access and availability of teachers to students outside of live instruction times.
3. Faculty professional development and collaboration time will provide support for teachers on strategies to deliver high-quality instruction and improve skills on instructional platforms.
4. Appropriate supports for students with Special Education Individualized Educational Plans
5. Targeted student supports and intervention through our Road Map to Intervention protocol.

Stakeholder Engagement

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

Public town hall meetings

Meetings with Parent Association, Faculty, and Staff

Parent, Student, and Faculty/Staff Surveys

Guided class meetings between students and teachers grades 5th – 8th

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

WSCS uses Zoom video conferencing with a call-in option available to those who require it. Questions, comments, suggestions, and concerns are noted and responded to. Follow-up input was encouraged via phone or email to administration, teachers, and Charter Council Board of Directors.

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

Parents voiced concerns regarding the reopening process, proposed distance learning formats, hybrid learning formats, distance teaching preparation and training, as well as distance learning technology and equipment. Parents expressed appreciation for faculty and staff efforts to meet many needs and communicated the difficulty of supporting learning at home. Parents are concerned about the social-emotional state of their children as the new school year gets under way; 87.2% of our survey respondents felt their student(s) were doing okay or better. They expressed concerns regarding safety requirements of in-person instruction. There were concerns about learning loss; many have

wondered if there will be adequate technical support available for the needs of our stakeholders. Subsequent surveys have shown that most of the distance learning concerns have been satisfied, but additional concerns about the amount of time spent in zoom classes have been expressed.

Teachers and staff struggled with meeting new requirements of distance learning, particularly when navigating new technology and learning expectations. Teachers requested flexibility of work environment (working from home or campus), on-demand technical support, as well as training with Google Classroom and Zoom. Many reported higher levels of stress. There are concerns about catching up and showing progress with limited access to normal assessments. Some teachers would prefer more time be devoted to general education instruction time.

Parents and teachers have expressed concern for families who may be struggling economically and for English language learners whose access to instruction is compromised by lack of adequate technology and learning support. WSCS' parent survey showed that families are taking advantage of many of the programs and supports that WSCS is offering as part of this plan; 37% are using tutoring services, 29% have used technical support, 48% have borrowed a chromebook, and 28% have checked out an internet hotspot.

Students have expressed feeling the loss of social interactions that in-person instruction offers. While the initial comfort of learning from home for learning was appreciated, the novelty has largely worn off. Middle school students were surveyed and 78% of respondents felt that they are learning something new every or most days.

Board members are concerned about our budget and the implications on the educational program, as well as the safety of our students and staff members.

Comments from the outside community, locally and around the state, seem to reflect much of the feedback we have received from our stakeholders.

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

WSCS has focused our resources on obtaining adequate technology and training at the outset of the year as we made the decision to continue with a distance learning model until it is safe to reopen campus for in-person instruction. WSCS hired two technology contractors to support teaching and learning equipment and technology such as Google Suite, Zoom, and related supplementary products. WSCS has increased general education counseling services to address the social-emotional needs of all of our students. WSCS has structured a system of monitoring and responding to student attendance needs, and contacting families whose students have not been engaging in synchronous or asynchronous learning. WSCS has assigned extra hours to staff to form a daily tutoring team for students that have had or are at risk of learning losses. WSCS has also set aside daily blocks of time solely designated for ELD instruction, Intervention, and Special Education so there is less interference with core instruction time.

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.]

Our classroom-based reopening plan features a hybrid model to ensure each student has the opportunity to work on campus while maintaining social distancing standards. WSCS is focused on either a “week of instruction on/week off” or a “2-1-2” hybrid model so all students have the opportunity for direct instruction while allowing us to sanitize between cohorts. Our hybrid model will offer all of our normal core subjects as well as our usual special subject offerings.

While current health conditions do not yet allow for on-site instruction, WSCS is committed to meeting students’ needs remotely while preparing for in-person instruction to begin when it is feasible. Once physical reopening is available, our surveys have shown that a percentage of families will choose to maintain their children in a fully remote model. WSCS will resume in-person learning as soon as the Sonoma County Public Health, the Sonoma Office of Education, and our governing board are in agreement that it is safe for students and staff.

Both now and in the future, WSCS is committed to offer additional support in the following ways:

- Teacher office hours
- After school tutoring
- Increased English Language Development services
- Increased general education mental health counseling
- Increased class aid support for one-on-one and small group learning support, increased assessments

Once in-person instruction is available, our campus will be open only to students, staff, and essential maintenance support. Campus will remain closed to parents and visitors. Social distancing per county orders will be maintained at all times. Facial coverings will be required in accordance to county and state orders. Visual signs to indicate movement flow will be placed to avoid cohort mixing. A designated care area will be available for sick individuals to be isolated, assessed and wait to be taken home. Classrooms will be arranged to ensure proper social distancing of students and teachers. Hygiene practices including frequent handwashing and coughing into an elbow, will be taught, modeled and enforced. Materials and supply sharing will be limited. Common areas will have signage to limit mixing of cohorts and support physical distancing practices.

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

Description	Total Funds	Contributing
Increased instructional aid FTEs (in-person and distance learning support)	\$55,935	Y
Increased general education mental health support (in-person and distance learning)	\$11,429	Y
Increased English Language Development services (in-person and distance learning)	\$4,765	Y
Distribution of Personal Protective Equipment (masks, shields, plexiglass/room partitioners)	\$0	N
Purchase and distribution of additional sanitizing materials (hand soap, hand sanitizer, disinfecting materials)	\$5000	N
Purchase of signage, posters and other visual reminders	\$500	N
Increased site deep-cleaning and sanitation	\$12,000	N

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.]

The distance learning schedule and hybrid plans developed by WSCS include a near full-curriculum including non-core, specialty courses. WSCS has invested in the technology needed to deliver high-quality, direct instruction regardless of the student's location.

WSCS is committed to:

Provide grade-appropriate content and instruction

Prioritize content and learning

Maintain the inclusion of every learner

Identify and address learning gaps through grade-level assessments and adjusting supports based on individual needs

Provide additional support through all grade levels

WSCS' distance learning program includes both synchronous and asynchronous learning, each having their own advantages and challenges. WSCS does not envision students, teachers, and/or parents/guardians sitting in front of a screen all day. Our distance learning model is flexible and includes breaks, striking a balance between synchronous and asynchronous learning.

Synchronous learning, through Zoom, most resembles a traditional classroom environment, allowing students to ask questions and receive immediate feedback. Teachers can assess student learning in real time and make adjustments as needed. Students also benefit from the ability to collaborate with one another and interact safely. For synchronous learning to be successful, students and teachers must have access to appropriate devices and stable internet service.

Asynchronous learning expands on and supports synchronous learning. It allows students to work and absorb material at their own pace. Student questions and teacher feedback are received later, often allowing students to reflect on their work during this time. This type of learning offers complete flexibility in scheduling. WSCS is utilizing Google Classroom for most of its asynchronous curriculum delivery.

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.]

Through surveys and personal contacts, WSCS identified staff and students who required additional devices and connectivity. We have loaned all available Chromebooks to students and have ordered an additional 35 to ensure that all students have access. WSCS has also provided hotspots to families that indicated that they did not have Internet stable enough to support their distance learning needs. These hotspots are provided at no cost to students or their families.

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.]

WSCS has implemented the California Department of Education's template for weekly engagement. Teachers are using normal methods to judge the time value of work outside of direct instruction.

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.]

WSCS' largest distance learning professional development need is technology-based. We have contracted with two support specialists to not only deal with day-to-day support, but to educate our teachers and staff on how to support themselves and their students in the future. We have added a remote learning section to our website for teachers and students to easily access. We anticipate the need for additional virtual teaching tools and training to continuously meet the shifting needs of the educational environment.

Staff Roles and Responsibilities

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

Aftercare staff have been temporarily re-assigned to positions as after school tutors. WSCS' Aftercare Director is coordinating staff, scheduling students, and coordinating needs with teachers while care providers are offering one-on-one tutoring services.

ELD staff FTE has been weighted to meet the needs of EL students during distance learning.

Office staff are now managing the digital equipment needed for instruction and learning for students and teachers.

Increased hours for staff psychologist to meet general education needs.

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.]

WSCS establishes a strong home/school connection through teacher and support-staff communication with our English Learner students. Schoolwide processes have been established to ensure daily live interaction with all students. One-on-one interventions and additional learning support is offered as needed. We have increased the FTE of our English Learning Development Teacher. WSCS is offering our English Learners and emerging readers story time, in both English and Spanish, four days a week as part of our tutoring services.

Students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary. Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.

For students in foster care or experiencing homelessness, strong communication between the family (or fostering family) are to be established. Individualized plans of engagement will be developed for these students.

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

Description	Total Funds	Contributing
Purchase of technology to support distance learning (chromebooks, hotspots, laptops, HD cameras etc.)	\$27,000	Y
Providing technology support and staff development	\$10,000	Y
Purchase of computer software licensing (video conferencing, instructional support)	\$4,000	Y
Tutoring support services	\$19,098	Y

Purchase of additional classroom materials for home use	\$5,000	Y
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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.]

WSCS will monitor students’ progress with grade-level assessments and adjust supports based on student results. Families and students should expect assessments throughout the school year that evaluate how students are progressing both in the moment and over time. Students will undergo regular assessments in math, language arts and EL development. As losses are identified, they will be referred to tutoring or general education intervention for additional support. If a learning loss trend is noticed within a specific class, small-group additional instruction will be offered.

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.]

WSCS has learned that employing overlapping but well-coordinated learning support systems and services are necessary to mitigate learning loss. In some cases, English learners are being served by our general education interventionist and ELD teacher toward the same goals concomitantly with the General Education teacher. We are employing these strategies for a more successful outcome: shared materials, internet-based programs, aligned schedules, progress monitoring, team conferencing, and immediate feedback to the student. Teachers are posting brief summaries of the day’s lessons more frequently so parents at home can better support their child’s learning. The schedule has been designed so that learning support services such as intervention, SPED, ELD, and tutoring don’t interfere with access to the general education instruction as much as possible.

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 and supports provided to address learning loss will be measured by the ongoing assessments of student progress. Grade level rubrics will record performance and progress three times throughout the year. Teachers have increased the frequency of their communication with parents. This will include the interim/benchmark assessments for Math and ELA administered during benchmark periods over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Increased instructional aid FTEs (in-person and distance learning support)	\$55,935	Y
Small group instruction (expenses included in instructional aid costs and normal teacher salaries)	-	Y
Benchmark assessment testing (expenses included in instructional aid and instructional material costs)	-	Y
School sponsored tutoring one on one or small group tutoring	\$24,741	Y
Increased general education mental health support (in-person and distance learning)	\$11,429	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.]

Teachers and parents are our first line of defense for gauging the mental health and social-emotional well-being of pupils. As students who need additional support in these areas are identified, they will be referred to our school psychologist. Additional staff development may be required to aid teachers in identifying students who need further 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 engaging in instruction and is at risk of learning loss.]

WSCS engages families and students by regular written communication to parents as well as live Zoom meetings for individual classes and the entire school community. We recognize that daily contact with students is essential to the education and social well-being of each child. Teachers will maintain daily attendance and student engagement logs. When a child is not present and the teacher was not notified by a guardian, the teacher or designated translator will make initial contact to encourage attendance and participation. Initial contact made includes email, phone calls and/or a remote meeting request. After a check-in with the student and/or parent, a teacher may request a student/parent conference to make a plan of support to increase attendance and/or engagement.

We have also formed a Student Support Committee (SSC) composed of the Administrator, Intervention Teacher, ELD coordinator, and Student Services Director to track all student engagement issues on a weekly basis. General Education attendance, support services attendance, technology challenges, social-emotional challenges, and other needs are monitored by this group. Students identified as not meeting educational requirements, not engaging in instruction, or are at risk of learning loss are referred to this group.

Teachers and parents are encouraged to access our new school sponsored tutoring program to help students complete assignments.

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.]

WSCS' meal program is provided through our charter granting district, Sonoma Valley Unified. We regularly communicate the district's distribution plan and alternative food sources for families who face food insecurity.

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

Section	Description	Total Funds	Contributing
Staff Development	Mental Health and Social/Emotional Well Being	TBD	Y

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
8.5%	\$167,531

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.]

Device and connectivity access are key areas of support for all students, but are primarily intended to provide access for low-income students who may not have full access at home. The school has distributed chromebooks to any student in need and will continue to distribute devices to any students in need. Wi-Fi hotspots are being provided to families who lack stable internet connections.

Each week WSCS Administration holds individual meetings with ELD, Intervention, and Special Education staff to focus on areas of need for struggling students. These staff members plan, strategize, and collaborate on how to best address the needs of the individual students. Actions and outcomes are tracked until these students demonstrate consistent engagement and performance.

WSCS has provided robust and predictable academic support services that are intended to provide all students, particularly unduplicated students, guidance to support their success including:

1. Flexible scheduling of the Intervention teacher so those services can be offered throughout the week instead of only 3 days weekly
2. Increased classroom assistants for a minimum of 4 hours per day per classroom to offer additional small group and one-on-one instructional support
3. Reassigning staff and budgeting funds to offer school-sponsored after school tutoring for 2.5 hours Monday-Friday

4. Designed program schedule that reduces conflicts for students with learning support needs with general education lessons

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

Increase of 7% to provide technology and connectivity access
Increase of 3% for additional ELD Instruction and integrated pupil support
Increase of 5% for school provided after school tutoring services