

# 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

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

Plumas Charter School is a personalized learning, non-classroom based school, serving students in grades TK-12. As a non-classroom based school, PCS is not obligated to offer on site instruction, but regularly does so. Our response to educational programming within the COVID-19 pandemic, continues to follow established guidelines for non-classroom based schools. As such, the distance learning requirements the state has published, do not apply to PCS.

Plumas Charter School (PCS) closed due to COVID-19 beginning on March 16. Because the leadership of the school knew this to be inevitable, distance learning plans were ready for implementation immediately. As PCS is already a non-classroom based school, the transition to complete distance learning was fairly seamless. By Friday March 20, all families had been contacted, independent study packet work handed out to all students in elementary grades, and for all students in junior high and high school, either paper based work or online work was provided. Student laptops and chromebooks were also distributed to students who needed them. During the following week, all elementary grade teachers set up their Google Classrooms as well as their Zoom accounts in order to provide consistent virtual support and instruction. Junior High and High School teachers built upon their existing Google classrooms to help facilitate the shift to complete distance learning, as well as selected a video meeting platform (mostly Zoom or Google Hangout). Some online curricula were employed as well depending on student need. During the first week of this initial closure of onsite classes, all teachers also established their regular schedule of virtual classes, virtual office hours, and virtual tutorial periods. The provision of special education services were also scheduled with families and deployed. PCS was able to provide all relevant services virtually. A needs assessment was also conducted for all families this week further identifying any additional supports that are needed, including the provision of internet service. Food service offerings started this week as well, in partnership with the local school district. An accountability system was established for all staff for working in a remote environment.

Once the school was clear that the distance learning program would be required for the duration of the school year, PCS continued to improve upon the distance learning program offered. Regular rhythms were established in all communities, and the majority of students were actively engaged in the distance learning programs. Along with providing students all core classes and appropriate support, PCS also offered

a variety of enrichment classes including music, art and garden. Counseling services were available to students, parents, and staff. Teachers and school leadership met weekly to discuss program progress and improvements. PCS established a Distance Learning Grading and Work Completion Policy that holds families accountable to their engagement during the closure. Virtual graduation ceremonies were provided. Surveys to parents were employed to continue to assess needs and program improvements. School staff worked diligently to be consistently responsive to the needs of our families.

Major impacts of the closure on families and students included challenges with the internet, the difficulty of establishing and maintaining a regular schedule for students at home, the difficulty of supporting daily student learning at home, feelings of isolation and loneliness, and loss of income. School staff continues to do their best to stay in close contact with all families and students to ensure that we are providing enough support.

Plumas County, and its associated communities, have weathered the effects of the actual virus relatively well. Since the closure of school and business in March, Plumas County has only had 43 cases of COVID-19, with 40 of those recovered and 3 active. Even with this low rate of infection, local schools and businesses have been tremendously effected in that many businesses have closed, the local school district decided to start the year with all distance learning, and while we are starting the year with limited on site programs, the health and safety protocols established to maintain a safe environment are extensive and difficult to manage. As an additional safety precaution, all staff members were required to take a COVID test prior to the start of onsite programs.

Plumas County is one of the few counties that was allowed to start on site instruction, although limited, because of the low risk rate. In anticipation of re opening, PCS developed an extensive educational plan centered on varied program offerings that are easily toggled between, as well as a COVID-19 Health and Safety Plan. Stakeholders were surveyed on a variety of items which included preferences for educational programs offered in the fall. The program plan decided upon for school start was largely influenced by the survey data, and the associated stakeholder meetings.

A working group was established that includes the Director of Plumas County Public Health, the Director of Environmental Health, the Public Health lead Physician, the Superintendent of Plumas Unified School District, as well as the Director of Plumas Charter School. This group meets weekly to assess local conditions and review school plans and protocols. This collaboration helps to ensure that all entities are on the same page.

## Stakeholder Engagement

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

Plumas Charter School identifies the following stakeholder groups: Parents, staff, students, Board of Directors, and community members. Plumas County Public Health was also added as a stakeholder group beginning in March of 2020.

Stakeholder feedback is elicited regularly and in a variety of ways. PCS relied on feedback provided through a series of surveys and meetings, in order to develop the fall program plan, the COVID-19 Health and Safety Plan, and this document.

Parents: Since the school closure and move to distance learning in March, parents have participated in three surveys, are in weekly contact with their student's teachers and site level administrators, and are able to participate in Board meetings. Surveys asked for feedback around needs for remote learning, success and challenges for remote learning, site level program offerings, and overall satisfaction with programs offered. Survey feedback also included preferences for beginning of year programs and services, as well as need for mental/emotional support for their students.

School Staff: Since the school closure and move to distance learning, staff have participated in two surveys, participate in weekly site level meetings, and participated in a whole school virtual meeting to begin the 2020-2021 school year. Surveys asked for successes and challenges around providing remote learning, resources and professional development needed to enhance success with same, and comfort level and program preferences with returning to school in the fall.

School Leadership: During the initial school closure, the Leadership Team met weekly for collaboration and planning. This team regularly meets monthly at minimum.

Student feedback was solicited through individual meetings, both virtual and in person, with teachers and school administration. Students will also be surveyed as the fall semester progresses.

Board of Directors: The PCS Board meets monthly regularly, and since March has held several special meetings in response to COVID-19 school planning. These meetings are open to the public, and one seat is held by a community member. The dates of the meetings specific to COVID responsiveness and planning were: 2/24/2020, 3/16/2020, 3/19/2020, 3/30/2020, 4/20/2020, 5/18/2020, 6/22/2020, 7/27/2020, 8/12/2020, 9/14/2020, and 9/28/2020.

The Director of PCS began meeting weekly with representatives of Plumas County Public Health in March, and continues to do so. Public Health provides feedback on all health and safety protocol, as well as on program plans.

With every request made for input and feedback, it was made clear that all input received would be used in the planning for the fall semester and beyond.

Specific to this Learning Continuity and Attendance Plan, the public hearing was held on 9/14/2020, the Parent Advisory Meeting on 9/16/2020, and the plan was adopted on 9/28 during a regularly scheduled public meeting of the Board of Directors.

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

Beginning in March 2020, all board meetings and public hearings have been conducted on a virtual teleconference platform (Zoom). Individuals in attendance have the ability to ask questions and make public comments for items both on and not on the meeting agenda. Information and announcements for these meetings are placed prominently on the school's website and public notice for these meetings is provided 72 hours in advance along with the agenda.

Staff who are knowledgeable about the virtual teleconference platform are present for the duration of the meeting to support staff and attendees should there be any access issues or technical difficulties that need to be resolved.

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

Positive stakeholder feedback included appreciation of the responsiveness and care of the PCS team. There was very little time lost when the distance learning program was launched. The challenges families face in providing distance learning include lack of consistent technology, lack of patience, and the need for more training in using the school supported tools. When surveyed for program preferences for the fall, the majority of families responded that they wanted their students to be on school campuses in some capacity.

Staff response included feelings of being supported by the PCS team. Staff also expressed worry for not only student's learning, but of their emotional well being. Some staff expressed reservations about offering any kind of on site activities, while the majority expressed the desire to offer programs on site to stay better connected to students.

The Board of Directors was actively engaged with school leadership in reviewing stakeholder feedback and in program planning.

Public Health provided specific feedback around new health and safety protocols.

The family survey implemented in July of 2020 around school reopening, yielded the following feedback (220 responses were received):

- \*41% of families indicated that they wanted a mix of in person and distance learning
- \*39% indicated they wanted all in person learning (up to the four days a week PCS regularly offers)
- \*20% indicated they wanted all distance learning

This survey also included the opportunity for families to comment on their level of comfort with the safety measures the school will implement, as well as health concerns they have for their child or other family member, as well as space to indicate the kind of supports needed for future distance learning. The survey also includes questions around student's emotional health, and whether or not other supports are needed.

The family survey implemented in August of 2020 around return to school preferences, yielded the following feedback (182 responses were received):

- \*28% of families indicated they wanted all distance learning
- \*62% indicated they wanted the onsite model with 50% of students attending

\*10% indicated they wanted the onsite model with 25% of students attending

The staff survey implemented in July of 2020 around school reopening, yielded the following feedback (29 responses were received):

\*Over 90% of staff indicated they are comfortable with returning to school

\*50 of staff indicated the preference for some in person learning, while 50% indicated the preference for distance learning

This survey also included many questions around specific health concerns, professional needs for returning to campus, and well as feedback on how the distance learning went in the Spring of last year

The staff survey implemented in August of 2020 around return to school preferences, yielded the following feedback (38 responses were received):

\*50% of staff indicated they wanted the onsite model with 50% of students attending

\*24% indicated they wanted the onsite model with 25% of students attending

\*26% indicated they wanted all distance learning

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

It was through the stakeholder feedback process that the school leadership solidified the fall plan, which included a modified offering of onsite classes, coupled with distance learning and independent study. Offering this range of programs mandated an extensive new health and safety plan, an increased need of student devices, provision of internet service to students and staff in need; as well as additional curriculum items to support remote learning, and the addition of space at one of our centers to better accommodate students. The fall plan also involves more intentional parent support through weekly meetings, prerecorded tutorials, podcasts, and designated one on one regular contact with teachers.

## 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.]

As a county that is permitted to re-open for in-person learning, and at the request of families and staff, considerable time and effort have been dedicated to designing and offering as much classroom activity as is practical.

Instructional Program Offerings for the 2020-2021 School Year:

Four scenarios for in person instruction were outlined during summer planning and refined with stakeholder input-they included the regularly offered onsite program, an onsite program at 50% capacity, an onsite program at 25% capacity and a completely distance program. These programs were designed to toggle easily between in response to local conditions. School Leadership decided to begin the year with the 50% capacity program, which does have differences in its deployment at each site. The in-person offerings are available to all students. Students who need additional support, who have experienced significant learning loss, or who are a greater risk of such loss, will be further accommodated as is feasible.

Plumas Charter School has sites in four communities: Quincy, Taylorsville, Greenville and Chester. Each site will begin the year with an onsite program offering that is in line with social distancing and other safety related requirements, as detailed in the State level guidance documents. This entails having 50% of students who would otherwise attend together on campuses at a time. Families will also have the regular options of hybrid and independent study programs.

### Description of In-Person Instructional Offerings

#### Quincy TK-6

The onsite program offered is two days a week (T/Th for group A, and W/F for group B). On the days students are not on campus, students will be participating in both virtual/distance learning activities and independent study activities. To every extent possible, families will be given the opportunity to elect which group they would like to be in.

#### Quincy 7-12: Located at 80 Main Street

- Grade 7-8: Onsite classes on Tuesdays and Thursdays from 8:30-3:20, virtual classes on Wednesdays and Fridays, with Monday as an Independent Study day.
- Grade 9-10: Onsite classes on Wednesdays and Fridays from 8:30-3:20, virtual classes on Tuesdays and Thursdays with Monday as an Independent Study day or CTE Pathway Classes.
- Grades 11-12: Onsite classes on Mondays from 8:30-11:10, virtual classes on Wednesdays and Fridays, with Tuesdays and Thursdays as independent study days.

#### Indian Valley Academy 7-12

- Grades 7-8: Onsite classes on Mondays, Tuesdays, Thursdays and Fridays from 8:30-3:45, with Wednesdays as an Independent Study Day.
- Grades 9/11: Onsite classes on Mondays and Thursdays from 8:30-3:45, virtual classes on Tuesdays and Fridays, with Wednesdays as an Independent Study day.
- Grades 10/12: Onsite classes on Tuesdays and Fridays from 8:30-3:45, virtual classes on Mondays and Thursdays, with Wednesdays as an Independent Study day.

#### Greenville Learning Center

- Grades TK-K: Onsite classes on Mondays and Wednesdays from 9-1, with virtual class and independent study activities on Tuesdays and Thursdays, and Fridays as an Independent Study day.
- Grades 1-2: Onsite classes on Wednesdays and Thursdays from 9-3, with virtual class and independent study activities on Mondays and Tuesdays, with Fridays as an Independent Study day.
- Grades 3-4: Onsite classes on Mondays and Tuesdays from 9-3, with virtual class and independent study activities on Wednesdays and Thursdays, with Fridays as an Independent Study day.
- Grade 5: Onsite classes on Mondays and Wednesdays from 9-3, with virtual class and independent study activities on Tuesdays and Thursdays, with Fridays as an Independent Study day.
- Grade 6: Onsite classes on Tuesdays and Thursdays from 9-3, with virtual class and independent study activities on Mondays and Wednesdays, with Fridays as an Independent Study day.

#### Chester Learning Center

- Grades TK-8: Onsite classes on Tuesdays, Wednesdays and Thursdays from 9-12, with Mondays and Fridays as Independent Study days.
- Grades 9-12: Onsite classes on Tuesdays, Wednesdays and Thursdays from 9-12:30, with Mondays and Fridays as Independent Study days.

A comprehensive COVID-19 Health and Safety Plan was developed in collaboration with Plumas County Public Health. This effort was led by the PCS School Nurse, and adopted by the PCS Board of Directors. This plan clearly delineates how the sites will be managed, the expectations of staff and students, as well as how all sickness related situations will be handled. Staff and students/families alike were required to attend training on this plan and to sign off that they understood the new set of expectations. The safety plan includes the requirements of daily health screens for students and staff, for staff and students in grades 3-12 to wear masks at all times while in school buildings, for staff and students to adequately social distance and for extensive sanitation protocols to be followed. The onsite educational program includes specific student cohort designations to minimize the number of students on campus, and the number/groups of students that mix with each other.

All teachers and para-educators have infused the use of Google classroom and Zoom videoconferencing to assure seamless transitions between in-person and distance learning days.

The school recognizes the effects of the pandemic on its students and staff. The school offers counseling for students and offers training in social-emotional topics for staff and families. These are described in more detail in the Mental Health and Social and Emotional Well-Being section of this report.

The school routinely begins the year by assessing all students to determine their initial level of mastery of standards and regularly monitors each student's progress. During the first 4 weeks of school, students in grades 1-6 participate in i-Ready assessments and students in grade 7-12 participate in NWEA MAPS assessments. i-Ready assessments include an initial screening, monthly progress checks as needed, and daily practice opportunities focused on below grade level skills in mathematics and reading. MAPs provides an initial screening, mid-year progress and end of year mastery assessments. Further details strategies for students that demonstrate a loss of academic content will be address in the pupil learning loss section of this document.

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

Description	Total Funds	Contributing
Classroom desks and additional seating	\$9,600.00	No
Additional School Nurse time for staff, student training and establishing of new protocols	\$5,000.00	Yes
Additional cleaning and sanitation supplies and personal protective equipment for staff	\$12,000.00	No
Additional janitorial time	\$30,000.00	No
Signage for all sites	\$634.00	No
Additional devices for student use-these are used for both in-person and distance learning	\$47,000.00	No
Additional time of support staff to ready sites	\$5,000.00	Yes
Teacher Salaries	\$1,072,569.00	Yes



# 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.]

Plumas Charter School is a non classroom based school, and as such has always provided a variety of program options for students that all allow for continuity of instruction and content. As the charter petition outlines, the programs regularly offered are:

### Option 1: Learning Center

As evident through the evolution of our programs, which was driven by responsiveness to our families, the vast majority of the students we serve are in need of more formal instruction and a greater degree of organizational support. Because of this, we have established our default program to be one including a variety of offerings at the resource centers, where students choose to come regularly to their center to participate in core and enrichment classes. Under this model, students are encouraged to come to their center two to four days a week to participate in core and elective classes, enrichment activities, and supervised tutorials. Students who are working below grade level or who are credit deficient are required under this model to attend additional supervised study sections, where they can receive academic tutoring and help with organization and assignment completion.

### Option 2: Hybrid

Students who need flexibility in their schedules for work, community college classes, or family, have the option of a hybrid program where they participate in some resource center classes, and some traditional independent study classes. A hybrid program can take on many forms, and will look different depending on the student's needs. Hybrid programs are designed individually for students during meetings with students, parents/guardians and PCS staff. When designing hybrid programs, many student specific needs are taken into account including current academic levels, support needed, college class schedules, and work schedules. At the high school level, a high percentage of our students are under this model.

### Option 3: Homeschool/Traditional Independent Study Plan

Families who are experienced in overseeing successful homeschool/independent study for their children, and students who have been successful with minimal guidance from their ES, will have the option of applying for traditional Independent Study (IS). An IS option will also be made available to students with extenuating circumstances such as pregnancy or emotional needs, but admission as such will be at a Director's discretion. If adequate attendance is not maintained within this option, the student's program may be changed to include the resource center classes. The application to IS consists of an essay detailing the reasons for applying for IS and a description of the organizational plan. Students must be working at or above grade level to apply for IS (or have a viable extenuating circumstance).

With COVID-19, additional instructional models were added to the offerings to account for physical distancing, clear and consistent student cohorts, and appropriate safety protocols when students select a program with onsite classes.

The additional programs are:

Limited Social Distancing-Reduce number of students on site at any given time by half which creates a two day a week program for students. This is the program that school leadership elected to start the school with offering.

Extensive Social Distancing-Reduce number of students on site at any given time by 75%, creating smaller groups coming one or two days a week. If local COVID-19 conditions change, programs offered may move to this.

Distance-this program was added as it offers virtual support for students who would otherwise attend onsite classes. With the current model, distance learning is offered two days a week, while on site instruction is also offered two days a week.

All programs offered are comprehensive, easy to toggle between, and offer consistent and continuous instruction and content. Regardless of the program selected, school's adopted curriculum is used to the greatest extent possible.

All teachers use Google Classroom as the virtual learning and management hub. Zoom, Google Meet and LifeSize are the platforms used for virtual classes and support.

Plumas Charter School had a comprehensive set of school adopted curriculum that aligns with state standards in all models of learning. Each publisher offers online components which are now being utilized both during in-person and distance learning. Online components especially in mathematics and English Language Arts are seamlessly embedded in Google Classroom, which is the primary learning management system. This allows for a relatively seamless transition between onsite and distance programs.

Within the schools new COVID schedule, teachers also have regular virtual office hours where they are available to support students or parents. SPED services are also offered in ways that support both the onsite and distance learning.

## **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.]

In preparation for offering comprehensive distance learning and virtual supports; anticipating that more students would elect to participate in online courses, and the increased use of Google Classroom, the school purchased an additional 140 Chromebooks and several staff computers. All students at PCS have access to a device while on site, and were given the option to check out a device for use at home if they needed one.

Families were interviewed when we transitioned to all distance learning in the Spring, and upon enrollment this fall to assess device and connectivity needs. Devices are checked out as needed, and if a family does not have internet connectivity at home, we work with the family to identify possible options based on their home location including low-cost or free internet.

## 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.]

Students at Plumas Charter School engage in a non classroom based model for instruction and attendance accounting. Since the school's inception in 1998, PCS has adhered to the state directives on accounting for non classroom based instruction. This remains true. Senate Bill 98 provides rules for classroom-based learners who receive distance learning, but does not affect they way in which we document programs and student participation.

Student's progress and engagement is quantified through the amount of work completed as well as the quality of the work. Students are also formally assessed regularly throughout the school year to measure individual student growth, grade level growth, and ultimately whole school growth.

## 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.]

Teachers and staff are provided professional development and on-going support on distance learning tools including the school's virtual learning platform (Google Classroom), video conferencing platforms (Zoom/Google Meets, LifeSize), and collaboration tools (Google Apps for Education). All instructional staff also received training on the school's assessment programs (iReady and NWEA) including using these tools in a virtual learning environment. New curriculum was adopted for the 2020-2021 school year, and extensive training was provided on use of the materials both in class and in virtually.

Beginning of year training included:

- ~Google Classroom
- ~Zoom
- ~Google Meet
- ~Ready Math
- ~iReady
- ~CPM Math
- ~NWEA
- ~Social Emotional support of students

Time is also set aside each week for site level staff to meet, collaborate and address any concerns. The instructional staff at PCS is well versed in providing a range of program options to students.

## Staff Roles and Responsibilities

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

With the move in the Spring to all distance learning, many instructional staff were new to both Google classroom and Zoom/Google Meet, and had to learn quickly to set these functions up in support of their students. Holistically staff embraced these tools, with the training and support provided by site level leadership, and they are being used more effectively in starting the 2020-2021 school year. All instructional staff are now required to use these tools consistently and purposefully in support of the larger program. Training and ongoing support was/is provided for all of these tools.

All staff were trained in the COVID-19 Health and Safety Plan, and is expected to uphold its practice. Several staff members have been designated to complete the daily health screens for both students and staff. New documentation requirements arose with this plan as well.

The PCS counselor had to both expand her support and change the platform of the support to virtual.

PCS leadership had to develop and monitor systems for remote work accountability and equity.

## 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.]

Plumas Charter School is a personalized learning school that seeks to provide individualized programs and supports to all students. The school has been and continues to be committed to creatively supporting pupils with unique needs. Through our existing multi-tiered systems of support, staff members have been providing individualized and differentiated support for all students struggling with distance learning since the campus closures, and will continue to do so throughout the 2020-2021 school year. These supports include access to direct instruction, tutoring support, counseling support and assisting with access to community services resources.

Depending on each student's individual needs, staff members will meet with students and families via video conference or telephone and/or provide in-person support when allowed by the current public health conditions.

Plumas Charter School is committed to ensuring equal access to educational opportunities for all students, including the provision of Free and Appropriate Public Education (FAPE) for students with disabilities. Each instructional model (independent study, hybrid, distance learning, and in-person instruction) is designed to support students and families as partners during this unique school year.

Special Education case managers and related service providers will continue to partner with families by discussing supports and services for students in all learning models, including virtual services and assessments. As the public health guidelines allow, Plumas Charter School will prioritize in-person supports and services while also making use of virtual services as appropriate. This coming school year will be a team effort and case managers will emphasize the needs of families in these conversations to best support students. During the first month of the

school year, case managers will connect with each family and student to establish a services plan, outlining how services will be provided both onsite and in a distance learning environment.

The Special Education Coordinator will continue to track all initial and triennial assessments remaining from the 2019-20 school year where formal assessments still need to be conducted to complete this assessment process. The School Psychologist or Speech and Language Therapist (SLP) will contact all parents of these students at the beginning of the school year to discuss next steps for each student's individualized assessment.

Students who are in foster care or who are homeless, will have access to the full range of programs offered through Plumas Charter School. They will have access to devices that can be checked out for off campus use, and school staff will ensure that they are properly connected to community level support.

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

Description	Total Funds	Contributing
Additional student devices-used for in person learning as well	\$47,000.00	No
Teacher salaries-to support in person and distance learning	\$1,072,569.00	Yes
Site leadership salaries-distance planning and on site safety planning	\$17,500.00	Yes
Educational software-assessments	\$16,500.00	No
Educational software-curriculum	\$15,000	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.]

Plumas Charter School recognizes that the COVID-19 related campus closures have impacted student learning and identifying specific skills gaps is key to supporting students this school year. As part of our return to school planning, all students will participate in assessments which help to identify learning gaps. All students in grades TK-2 will complete multiple measures assessments, which include fluency, phonics and number sense. All students in grades 3-6, will complete the iReady diagnostic assessment from Curriculum Associates in both reading and mathematics. All junior high and high school students will be assessed using the NWEA program.

The results of these beginning of year assessment will help instructional staff in identifying skill and content gaps in order to design an appropriate educational program. Students who assess significantly below grade, will also be placed on Student Action Plans, which provide for an additional layer of support and assessment.

Students will also be assessed mid year, using the SBAC Interim Assessments, and again at the end of the year using those described above, as well as the SBAC. The mid and end of year assessments help to determine program effectiveness and also help to drive changes to the instructional program as the year progresses.

PCS continues to use a Multi Tiered System of Support, where students receive different levels of support based on their identified need, and individual circumstance.

## **Pupil Learning Loss Strategies**

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

Teachers have developed intentional and consistent instructional schedules that work with distance, hybrid, and in-person learning formats to maintain consistency for students. Teachers also use consistent school adopted curriculum from year to year. Teachers also use beginning of year assessment results to drive individual student programs including appropriate remediation or acceleration.

School work can be provided in an interactive virtual environment, or using paper based packets if requested. These options can increase accessibility.

PCS uses iReady, which includes a responsive instructional component that students can engage in regularly and is based off of their assessment data.

PCS uses NewsELA, which is an authentic and engaging standards aligned resource that assesses student's reading levels, and adjusts content accordingly.

The school provides access to i-Ready's Teacher Toolbox; this is a collection of K-8 standards-based lessons that include scripted lessons, practice, and an assessment. This tool allows a teacher to identify a learning gap and immediately access a lesson to provide targeted instruction. The teacher can send this lesson to the parent if they are interested in receiving academic support materials.

To support low income, foster youth, and homeless students, Plumas Charter School will continue to provide wrap around services through our MTSS process including social-emotional support from our school counselor. Plumas Charter School is providing technology and curriculum support so that all students will have access to technology regardless of household income.

### 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.]

Plumas Charter School will use the interim assessments and monthly progress monitoring to measure the effectiveness of its strategies and supports. Structured site level collaborations allows teachers and para-educators to review progress and shift strategies as needed.

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

Description	Total Funds	Contributing
iReady Diagnostic and Instruction for grades 2-6	\$10,000.00	No
NWEA MAPS for grades 7-12 (includes staff training)	\$6,500.00	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.]

Plumas Charter School recognizes that stress has a major impact on the developing brain and learning. Considering this effect of stress, several activities and strategies are planned to address the mental health and social and emotional well-being of students as well as staff and are listed below.

Plumas Charter School's support of student's and staff mental health and social emotional well being includes three primary components. The first is the provision of a school counselor to any student or staff member that requests this level of support. The school's counselor regularly connects with all staff and students through her weekly messaging and check in. Students and staff can reach out to the counselor independently. The counselor can provide short or long term support depending on the needs of the individual. The counselor can also refer an individual to Plumas County Behavioral Health if the need is outside of their scope of services.

The second component is the provision of social emotional learning instruction and activities. All grade levels are provided with this through the Second Step curriculum, as well as NewsELA.

The third is the basic nature of our program, which is the cultivation of a strong relationship between students/their families and not only their teachers, but their site administrators and other support staff. This relationship can allow for easier communication and check ins with families. If a staff member suspects a student needs more support or that something is amiss, they can also refer the family to counseling.

Staff has also been trained on Trauma Informed Instruction techniques, and received training from the school counselor at the beginning of this year on how to be sensitive and flexible with students this year, and what to look for that may indicate a student needs counseling or other support.

Staff also receives annual training in suicide prevention.

## **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.]

Outreach by the school to families, happens in a variety of ways. Whole school messaging initiated by the school's Director, happens several times a month in order to keep families informed and share important information and services. Public service announcements are also shared in this way. Site Directors and Coordinators also communicate regularly with their families through the School Messenger system.

Teachers and instructional support staff are in daily or weekly contact with parents and students. Because of the existing nature of PCS programs, parents and students are already familiar with expectations around non classroom based attendance accounting and work completion requirements. During the Spring all distance learning, almost 90% of families had full or partial engagement with programs. For the 10% school staff could not get connected, staff visited homes, had sheriff's deputies do home welfare checks, and had the school counselor check in if deemed appropriate.

During the course of regular business, PCS implements an academic dismissal policy, where any student who does not properly engage with their program and the agreements made on the Master Agreement for Independent Study, triggers a tiered process of additional supports and communications. If these additional supports and communications are do not yield adequate engagement, a student may be dismissed from the school. The additional supports include the intervention of the Truancy Prevention Team, who works with the county District Attorney's office to help support student engagement and attendance. During the current set of conditions, the school will continue to operate in this manner. As a non-classroom based school, we are in the unique circumstance of not being able to require physical attendance as a condition of enrollment. This limits what the school can hold students accountable to. As an independent study program not subject to Senate Bill 98, state law requires the school to have a policy that defines minimum requirements for attendance and academic progress. Students that do not meet those requirements are considered non-compliant and a series of actions are initiated which can lead to disenrollment from the school's program and the return of the student to their school of residence. Staff work closely with students and their families to prevent such occurrence.

The tiered engagement or reengagement of students includes the following:

- 1) Teacher communication and support-dependending on the individual circumstance this may include additional virtual on on site support (as allowed)
- 2) Site lead communication and support, with the potential addition of counseling support, the potential of a welfare check by school staff or sheriff department staff, the potential of increased check ins, increased provision of school supplies or devices
- 3) Truancy Prevention team communication and support

# 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.]

Plumas Charter School partners with Plumas Unified School District's Food Service program for the provision of meals for students. All of the school's student's have access to daily free meals due to Plumas County's current designation with the USDA. On the days that students are on site, the school provides the meals on site. When the student's are off site, they have the option of going to a central location for a "grab and go" meal.

# 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
13.9%	371,544

## 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.]

Plumas Charter School historically has 50% or higher students who qualify as unduplicated. Because of this, most actions associated with student supports, programs and services, are implemented at a whole school level. The school acknowledges that students in this category may have greater needs than those who aren't, but the services offered to all of our students are equitable.

In the normal course of programming, increased services for unduplicated pupils takes the form of the provision of instructional aide staff to keep student to staff ratios low enough to intentionally attend to each student's needs. Also included is the provision of enrichment activities for students, such as specialized interest based courses, field trips and assemblies.

In this new landscape of pandemics, social distancing, and intensive health and safety protocols, the actions go beyond and replace some of the more standard actions. Reduced cohort sizes and additional staffing are the primary actions implemented to improve student learning

through more individualized and differentiated methods. Also the implementation of new health and safety protocol in order to offer in-person learning, has taken significant staff time and energy to both plan and uphold. The school has also prioritized the purchase of devices and Internet connectivity services to help equitable access for all students.

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

Plumas Charter School will offer a variety of programs and services for our unduplicated students including school wide implementation of Student Action Plans for struggling students, the Nurtured Heart Approach for improvement of school climate and student behavior, school wide support of Instructional Aides to work individually with struggling students; expanded student activities, events and field trips. While all of these services are available to all students, they have the potential to have a greater effect on our unduplicated students.

- ~Instructional Aide Salaries: \$208,595
- ~Enrichment Instructors Salaries: \$105,618
- ~Student Computers and Technology: \$40,000
- ~Field Trips/Enrichment/Student Activities: \$25,000
- ~Educational Software: \$25,500
- ~Counseling Services: \$28,050

The reduced student cohort size, added staff, and purchases of technology exceeds the cost of providing basic educational services.