

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

Over the summer, Kern County experienced a surge in COVID-19 cases. As of August 31, 2020, Kern County had a total of 29,230 residents test positive for the coronavirus. Out of the number of people tested, 17.4% tested positive with a death rate of 0.98%. According to the Kern County Department of Health, the vast majority of people who tested positive in Kern County on this date were in the 18-49 age group. Prior to the surge over the summer, Valley Oaks Charter School (VOCS) was preparing to have some in-person instruction on site. Although a number of plans were created, the increase in COVID-19 cases placed Kern County on California state's monitoring list and distance learning was mandated for all schools.

Valley Oaks Charter School, a non-classroom based program, serves students in grades TK through 12th grade at multiple locations throughout Kern County, California. All VOCS facilities are located within the boundaries of Kern County. In response to the mandated distance learning order, VOCS canceled all on-site enrichment classes, including high school core academic and elective classes. In early August, all sites distributed curriculum, learning materials, and beginning of the year information to all students and families. Additionally, Chromebooks and Hot Spots were distributed to students in need giving priority to pupils with unique needs. Valley Oaks staff contacted all students and families to ensure a successful beginning of the school year. Communication was delivered through Zoom meetings, Google Classroom meetings, Parent Square postings, Remind texts, emails and phone calls. This communication is extremely important and students and families were given the opportunity to express any needs, which allowed VOCS to provide resources to the students and families, including our socioeconomically disadvantaged students. Due to the nature of VOCS program, major impacts were kept to a minimum for both students and families.

# Stakeholder Engagement

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

All input from stakeholders was considered prior to finalizing the Learning Continuity and Attendance Plan. Valley Oaks Charter School collaborated with all stakeholders in the involvement process of the review and development of the Learning Continuity and Attendance Plan (Learning Continuity Plan - LCP) through the following processes:

**VOCS TK-12 Parents/Guardians:** All parents, including parents that have pupils with unique needs (English Learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness), are able to offer input in making decisions for each site by attending Zoom table meetings, Zoom scheduled appointments, and/or Zoom Town Hall meetings, receiving weekly emails and/or Parent Square/Newsflash announcements, and/or completing surveys. Due to the COVID-19 pandemic, the 2019-20 Annual Survey included questions addressing concerns and needs of our families to assist VOCS planning for the 2020-21 school year. A total of 211 TK-12 parents/guardians completed the 2019-20 Annual Survey. Additionally, two surveys were sent to parents/guardians after the school year started to check in with families and gather input for the Learning Continuity and Attendance Plan. A total of 291 TK-12 parents/guardians completed the Check-In survey and 283 TK-12 parents/guardians completed the LCP Survey.

**VOCS Administrators:** Administrators met weekly to discuss the needs and priorities of each site, which may have included requirements for the LCP. Additionally, principals held Zoom staff meetings and Zoom Town Hall meetings to gather the needs of staff, students, and families. These opportunities contributed to the development of the LCP.

**VOCS Certificated and Classified Staff:** Staff communicates with administration through weekly team meetings, individual meetings, school-wide meetings, emails, on-going professional development opportunities, and/or completing surveys. A total of 47 (62%) VOCS staff members completed the 2019-20 Annual Survey, which included questions addressing concerns and needs to assist them in the upcoming school year during the COVID-19 pandemic. Additionally, 60 (79%) staff members participated in the Technology Needs Survey, along with 52 (67%) staff members completing the Check-in Survey. Lastly, 45 (58%) staff members participated in the LCP survey.

**Community/Partner Agencies:** VOCS continued to reach out to KCSOS for EL, SELPA, and curriculum and instruction services, as needed. Additionally, partnerships with Bakersfield College and Cerro Coso College were maintained, along with Buena Vista Museum, CALM, and Kern County Museum. Finally, VOCS continued to work with a variety of businesses in Kern County to assist with our Vendor Service Program. A total of 28 vendors completed a survey concerning the 2020-21 school year.

**Bargaining Units:** VOCS met with representatives from the Kern County Education Association (KCEA) and The Superintendent of Schools Classified Association (SOSCA) on September 10, 2020 and shared the current Learning Continuity and Attendance plan to gather input and answer any questions related to the plan.

As required by law, the Learning Continuity and Attendance Plan (LCP) was presented during a public hearing at the VOCS Governing Board meeting on September 14, 2020 via Zoom. The governing board meeting was held virtually, via Zoom, and Parent Square postings for the meeting indicated how stakeholders could participate in the meeting, as well as access a draft of the Learning Continuity and Attendance

Plan in advance of the meeting. On September 21, 2020 the VOCS Governing Board approved the LCP during a meeting held virtually, via Zoom. There were no public comments at the meeting.

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

VOCS used Parent Square to advertise public meetings and public hearings, including meetings about the LCP. The LCP was presented during a public hearing at the VOCS Governing Board meeting on September 14, 2020 via Zoom. The governing board meeting was held virtually, via Zoom, and Parent Square postings for the meeting indicated how stakeholders could participate in the meeting, as well as access a draft of the Learning Continuity and Attendance Plan in advance of the meeting. On September 21, 2020 the VOCS Governing Board approved the LCP during a meeting held virtually, via Zoom. There were no written or verbal comments at the meeting.

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

According to the survey results and input provided by stakeholder groups, the following feedback was provided:

VOCS TK-12 Parents/Guardians: In response to video conferencing with VOCS Teachers for the 2020-21 school year on the Annual Survey, 72% of parents/guardians reported they would like to continue video conferencing, while 19% stated they would not like to video conference and 9% stated maybe. When asked if students would attend video conferencing enrichment classes, including high school classes, 79% stated yes their student would attend video conferencing enrichment classes, while 14% stated no and 7% stated maybe. Of the parents/guardians that participated in the Check-In survey, 98% reported that they had internet access at home and 99% reported they had access to a computer at home to complete school work. Two students reported they did not have internet access or a computer at home. 79% of parents/guardians reported that the first week of school went extremely/quite well, while 21% reported the first week of school went somewhat well. Most parents (62%) are concerned about their child's social-emotional well-being during this time and 38% are not concerned at all. Additionally, 86% reported that the VOCS distance learning model is going extremely/quite well and 13% reported it is going somewhat well. Communication between parent/guardians and VOCS has been extremely/quite well (95%) and somewhat well for some (5%) families. Lastly, 85% parents/guardians reported that they would have or possibly have their student attend in-person classes, if offered, and 12% stated they would not have their student attend in-person classes at VOCS.

VOCS Certificated and Classified Staff: According the Annual Survey, 92% of VOCS staff felt highly valued/valued and 8% felt somewhat valued. Additionally, 90% reported that they had everything they needed to work from home if distance learning would continue, while 10% reported that they did not have everything they needed. The Technology survey indicated that 80% of VOCS staff needed a headset with microphone to help with distance learning. Additionally, 81% reported that they would like training in Google Classroom/Drive and 41% reported they would like training in G-Suite Tools. Also, 45% of VOCS staff stated they would like FlipGrid training and 39% stated they would like EdPuzzle training. Lastly, 88% of VOCS staff would like/possibly like resources to help with the social-emotional well-being of our students and 71% stated yes/possibly they would be comfortable with in-person instruction at VOCS, while 16% stated they are not comfortable at this time to return to in-person instruction.

Community/Partner Agencies: Out of the 30 vendors that currently partner with VOCS, 28 participated in a survey concerning the 2020-21 school year. Results indicated that 100% of the vendors would like to work with VOCS during the 2020-21 school year and 75% of them would be able to provide a virtual vendor service.

Bargaining Units: VOCS met with representatives from the Kern County Education Association (KCEA) and The Superintendent of Schools Classified Association (SOSCA) on September 10, 2020 to gather input and answer any questions related to the plan.

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

The Learning Continuity and Attendance Plan was developed after reviewing and analyzing surveys from parents/guardians, VOCS staff members, and community partner agency members, as well as gathering verbal input from bargaining unit representatives. All input from stakeholders was considered prior to finalizing the Learning Continuity and Attendance Plan. In addition, VOCS will continue to focus on their two LCAP goals for the 2020-21 school year, including assisting VOCS students to graduate high school prepared to enter a higher education and/or pursue a career path, and creating and promoting a safe and secure school environment that is accessible and conducive to student learning, even during the COVID-19 pandemic. Based on stakeholder feedback, the LCP will focus on providing professional development opportunities, additional staff support, supplemental materials, and technology support.

## 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.]

Using the most current guidelines from the CDE, KCSOS, and the Kern County Department of Public Health, VOCS will only offer in-person instructional opportunities on site if it is deemed safe to do so. VOCS primary goal will be to make sure students and staff feel they are in a physically and healthy environment. VOCS will return to optional in-person enrichment classes, including high school classes, and will follow protocols to ensure the safety of students and staff that will include: smaller class sizes to accommodate social distancing, students and staff wearing personal protective equipment, and procedures for deep cleaning and sanitizing all VOCS sites. Additionally, VOCS will use signage in classrooms and high traffic areas to remind all stakeholders to complete a self-check for COVID-19 symptoms, wear a mask while on a VOCS campus, maintain social distancing, and practice regular hand-washing.

Once enrichment classes/in-person instructional offerings resume, individual sites will create their own schedules, procedures, and protocols to ensure VOCS is in compliance with safety regulations. During this time, VOCS staff may be providing a blended model of distance learning and in-person instructional opportunities to ensure all student's needs are being met. This method will ensure students experience minimum learning loss while at VOCS. Additionally, VOCS staff will provide guidance to all students using their individualized learning plans, and assistance will continue for all Parent Educators to ensure all students are provided appropriate instruction at home. Student's social-emotional well-being will also be addressed, as needed, in their individualized learning plans and a focus for VOCS during this time.

VOCS teachers understand the importance of assessing students to determine the academic growth of their students, and they work very closely with our Parent Educators to make sure all of our students are successful at VOCS. To ensure students receive the necessary support during this time, teachers are committed to assessing their students periodically, either through written assessments, oral assessments, or STAR Ren. (2nd-8th graders) testing. By assessing their students, VOCS teachers will be able to discuss and plan possible interventions that may be needed with the Parent Educator. Additionally, VOCS will continue using our instructional aides and tutors to assist our students, if needed. Both aides and tutors provide an additional layer of assistance to all students, especially for our unique students, that may need additional tutoring, which will be critical for students that would have possibly experienced a learning loss.

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

Description	Total Funds	Contributing
Action #1: Provide professional development opportunities to VOCS staff, parent educators, and students in the area of technology that will allow higher levels of proficiency and learning to support individual remediation and enrichment for all students.	\$10,000.00	Yes
Action #2: Giving priority to students 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, provide academic support to students with the assistance of two instructional aides.	Salaries: \$61,044.00 Benefits: \$51,397.00	Yes
Action #3: Purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	\$3000.00	Yes
Action #4: A Career Associate will identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.	Salaries: \$41,237.00 Benefits: \$28,541.00	Yes
Action #5: Giving priority to students with unique needs, provide academic planning and counseling services with the help of a part-time counselor.	\$63,000.00	Yes
Action #6: A Special Education Program Specialist will support Special Education and general education teachers through academic resources and professional development opportunities.	Salaries: \$92,849.00 Benefits: \$39,749.00	No
Action #7: Purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device/hot spot usage purchased for all students giving priority to students with unique needs.	\$130,000.00	Yes

Description	Total Funds	Contributing
Action #8: Giving priority to students 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, provide academic support to students with the use of tutors.	\$65,000	Yes
Action #9: To provide the necessary support/curriculum to pupils with unique needs, purchase TK-12 supplemental materials, and online resources based on student and subject need.	\$40,000.00	Yes
Action #10: Maintain community partnerships that will allow students access to events and experiences they would otherwise not be able to participate in (ex. Museums, PE facilities, fine arts facilities, etc.).	\$60,000.00	Yes
Action #11: Purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to pupils with unique needs.	\$25,000.00	Yes
Action #12: Support students using Edmentum, and other online supplemental resources, with the help of an Independent Study Teacher.	Salaries: \$71,085.00 Benefits: \$34,911.00	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.]

VOCS is a non-classroom based/independent study/homeschool charter school that operates in Kern County. Due to the nature of VOCS program, all students have access to curriculum and learning materials needed to complete their school work at home. Additionally, VOCS is ensuring that all students have access to electronic devices and internet connectivity, so they may complete their assignments at home. Until it is deemed safe to return to campus, VOCS will continue our model of distance learning, using Zoom and Google classroom.

Once in-person instruction is an option for VOCS, all sites will follow protocols to ensure the safety of students and staff and develop individual site plans. Additionally, under the guidance of the VOCS Teacher, TK-8 Parent Educators will continue to remain the primary instructor and provide daily, personalized instruction and work for their student(s). VOCS teachers will continue to provide instructional

guidance, resources, materials, and support to all Parent Educators. Table meetings, tutoring sessions, and enrichment activities may still be completed online via Zoom, or in-person following the proper protocols set by the individual site. Due to the nature of the TK-8 Program, instructional delivery will not change and enrichment classes will provide synchronous instruction opportunities for students.

Additionally, under the guidance of VOCS Teachers, Parent Educators in the High School program will continue to facilitate the learning at home. A blended model of in-class instruction coupled with distance learning will continue in selected content areas, using Google Classroom and Zoom. VOCS teachers will be providing synchronous instruction using 60 - 90 minutes class sessions during the instructional day, based on individual site schedules. During this synchronous instruction, direct instruction, guided practice, and formative assessments may be used. Agendas will be provided to students, so they may complete their asynchronous instruction, along with enrichment activities, tutoring sessions, and assessments, as needed. Tutoring sessions will also be offered for all students needing additional assistance.

Both programs will continue to provide high-quality instructional opportunities, so students will be able to continue to learn and thrive, while engaging in either an in-person or distance learning environment. VOCS Teachers will be reachable (remotely via phone, email, or other electronic means) at all times during their regular work hours and adhere to the instructional schedules established by their individual site. Additionally, they will provide instructional guidance, resources, materials, and support to all Parent Educators.

## **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.]

Communication is key at VOCS and it has allowed all sites to hear from families in need of a device or connectivity to support their distance learning. Whether families contact their VOCS teacher or VOCS administrator by phone, answering a survey, or during a meeting, we have been able to provide devices and connectivity to families in need, especially our socioeconomic disadvantages students once contact has been made by a family. If a student or family needs tech support, VOCS staff will assist them with their need. For the 2020-21 school year, VOCS will continue to meet the needs of all students in the area of devices and connectivity. Students who are unable to access a device and/or connectivity will coordinate with the site administrator during the school closure.

## **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.]

Using VOCS distance learning model, VOCS teachers will have scheduled synchronous meetings with students for the purposes of instruction and maintaining school connectedness. Meetings may be conducted through Zoom and/or Google Classrooms. Student participation is highly recommended and VOCS teachers are tracking attendance during these scheduled synchronous meetings. Additionally, VOCS staff will complete a monthly Attendance Work Record for each student documenting days earned and work completed. As students participate in these synchronous meetings, teachers will check for understanding by using Q&A sessions, using breakout rooms with a student recorder, and/or checking the chat box responses. If applicable, student grades will reflect time spent participating in synchronous meeting discussions, the accuracy of assignments completed, and assessments.

## 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.]

Since March, 2020, VOCS staff have participated in a variety of professional development opportunities to assist with distance learning. According to the LCP survey, 83% of VOCS staff have participated in Zoom training and 75% have participated in a Google training. Plus, 20% of staff have participated in both YouTube training and Remind training. VOCS will continue to offer professional development opportunities to assist our teachers with distance learning and technical support and use staff members to assist with the training.

## Staff Roles and Responsibilities

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

As a result of COVID-19, 68% of VOCS staff report one new role/responsibility for them has been becoming the technology trainer, troubleshooter, and/or technology support person for students, parents, and fellow staff members. Additionally, 53% reported another new role/responsibility for them is counseling for their students and families. During distance learning, administrators will meet regularly with their teams to provide guidance and determine what additional academic and social-emotional resources are needed for staff, students, and families.

## 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.]

Using VOCS consult model, VOCS teaching staff will use a variety of instructional supports and resources to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils with foster care, and pupils who are experiencing homelessness.

**English Learners:** In collaboration with the Parent Educator, VOCS will provide instructional supports and resources to our EL students during distance learning. VOCS teaching staff will assist both student and Parent Educator to develop routines and strategies that are best suited for their individual student learning. Additionally, VOCS teaching staff will continue to be provided EL resources and strategies to help with language acquisition. Also, on-line tutoring sessions will be scheduled as needed to provide further intensive instruction.

**Pupils with Exceptional Needs:** Students who receive Special Education services are assigned a VOCS credentialed teacher(s) and a Special Education teacher. Both teachers collaborate with the Parent Educator to work with individual students that have an IEP. This partnership allows all parties to monitor the progress toward the student's IEP goals. Special Education teachers are also available to consult with Parent Educators, as needed, to provide the necessary modifications and accommodations the student may need to complete their assignments at home. Furthermore, the Special Education Program Specialist provides support guidance to both teachers, along with the VOCS administration. Additional on-line tutoring sessions can also be scheduled as needed.



Pupils in Foster Care: VOCS coordinates and collaborates with Kern County Superintendent of Schools (KCSOS) to identify foster youth students in our program. Working with Foster Youth Services, VOCS staff continues to receive strategies to support foster youth, if needed.

Pupils Who Are Experiencing Homelessness: Under the McKinney-Vento Homeless Assistance Act, VOCS works with KCSOS to identify students and their families that may qualify for services. Students who qualify will be provided resources to meet their needs.

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

Description	Total Funds	Contributing
Action #1: Provide professional development opportunities to VOCS staff, parent educators, and students in the area of technology that will allow higher levels of proficiency and learning to support individual remediation and enrichment for all students.	\$10,000	Yes
Action #2: Giving priority to students 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, provide academic support to students with the use of two instructional aides.	\$61,044.00 Benefits: \$51,397.00	Yes
Action #3: Purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	\$3000.00	Yes
Action #4: A Career Associate will identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.	Salaries: \$41,237.00 Benefits: \$28,541.00	Yes
Action #5: Giving priority to students with unique needs, provide academic planning and counseling services with the help of a part-time counselor.	\$63,000.00	Yes
Action #6: A Special Education Program Specialist will support Special Education and general education teachers through academic resources and professional development opportunities	Salaries: \$92,849.00 Benefits: \$39,749.00	No
Action #7: Purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device/hot spot usage purchased for all students giving priority to students with unique needs.	\$130,000.00	Yes
Action #8: Giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care,	\$65,000	Yes

Description	Total Funds	Contributing
and pupils who are experiencing homelessness, provide academic support to students with the use of tutors.		
Action #9: To provide the necessary support/curriculum to pupils with unique needs, purchase TK-12 supplemental materials, and online resources based on student and subject need.	\$40,000.00	Yes
Action #10: Maintain community partnerships that will allow students access to events and experiences they would otherwise not be able to participate in (ex. Museums, PE facilities, fine arts facilities, etc.).	\$60,000.00	Yes
Action #11: Purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to pupils with unique needs.	\$25,000.00	Yes
Action #12: Support students using Edmentum, and other online supplemental resources, with the help of an Independent Study Teacher.	Salaries: \$71,085.00 Benefits: \$34,911.00	Yes

## 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.]

VOCS teaching staff communicates regularly with their students and Parent Educators, and this relationship allows our students to be closely monitored, especially during COVID-19. During this time, VOCS will address pupil learning loss using a variety of assessment methods to measure the learning status of their students, which may include: Administering reading and math Star Renaissance assessments at least three times a year; conducting additional assessments, including benchmark testing, early literature assessments, written assessments, impromptu Zoom assessments and informal assessments. Additionally, VOCS teachers will evaluate student work to ensure academic growth is occurring and collaborate with Parent Educators when needed. EL students use the core curriculum and Specially Designed Academic Instruction in English (SDAIE) strategies are shared with Parent Educators. On-line Zoom enrichment classes also give EL students an opportunity to listen, speak, read, and write in English using academic language. Additional supports and strategies are available to all students, along with individual tutoring sessions in the areas of English language arts and mathematics.

## 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.]

Using VOCS consult model, VOCS teaching staff will use a variety of actions and strategies to address learning loss and accelerated learning progress for pupils with unique needs, as needed, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils with foster care, and pupils who are experiencing homelessness.

VOCS teachers understand the importance of assessing students to determine the academic growth of their students, and they work very closely with our Parent Educators to make sure all of our students are successful at VOCS. To ensure students receive the necessary support during this time, teachers are committed to assessing their students periodically, either through written assessments, oral assessments, or STAR Ren. (2nd-8th graders) testing. By assessing their students, VOCS teachers will be able to discuss and plan possible interventions that may be needed with the Parent Educator. Additionally, VOCS will continue using our instructional aides and tutors to assist our students, if needed. Both aides and tutors provide an additional layer of assistance to all students, including our unique students, that may need additional tutoring, which will be critical for students that may have experienced a learning loss.

**English Learners:** VOCS instructional staff will participate in professional development dedicated to supporting English learners. This professional development will provide an opportunity for VOCS teachers to review ELD standards, understand EL proficiency levels, determine the difference between designated and integrated ELD, and review writing language objectives and academic conversations. VOCS teachers will use this information to provide additional support to their English learners and their Parent Educators.

**Socioeconomic Disadvantaged Students:** Students at VOCS who need an electronic device and/or internet connectivity are given priority to these items. By having an electronic device and/or internet connectivity, socioeconomic disadvantaged students are able to access their academic content at home during distance learning. Also, students can schedule additional individual tutoring times, if needed.

**Pupils with Exceptional Needs:** Students who receive Special Education services are assigned a VOCS credentialed teacher(s) and a Special Education teacher. Both teachers collaborate with the Parent Educator to work with individual students that have an IEP. This partnership allows all parties to monitor the progress toward the student's IEP goals. Special Education teachers are also available to consult with Parent Educators, as needed, to provide the necessary modifications and accommodations the student may need to complete their assignments at home. Furthermore, the Special Education Program Specialist provides support guidance to both teachers, along with the VOCS administration. Additional on-line tutoring sessions can also be scheduled as needed.

**Pupils in Foster Care:** VOCS coordinates and collaborates with Kern County Superintendent of Schools (KCSOS) to identify foster youth students in our program. Working with Foster Youth Services, VOCS staff continues to receive strategies to support foster youth, if needed. Students can also schedule additional individual tutoring times with a VOCS teacher.

Pupils Who Are Experiencing Homelessness: Under the McKinney-Vento Homeless Assistance Act, VOCS works with KCSOS to identify students and their families that may qualify for services. Students who qualify will be provided resources to meet their needs and can schedule additional individual tutoring times with a VOCS teacher.

## 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.]

For students to be successful at VOCS, they need instruction, guidance, and support from their Parent Educator and the VOCS teaching staff. By working together, students can excel both academically and socially-emotionally. VOCS teaching staff will have scheduled synchronous meetings with their students for the purposes of instruction and maintaining school connectedness. Meetings may be conducted through Zoom and/or Google Classrooms. Student participation will be highly recommended and VOCS teachers will track attendance during these scheduled synchronous meetings. Additionally, VOCS staff will complete a monthly Attendance Work Record for each student documenting days earned and work completed. As students participate in these synchronous meetings, teachers will check for understanding by using Q&A sessions, using breakout rooms with a student recorder, and/or checking the chat box responses. Additionally, VOCS teachers will review assessments, benchmarks, and STAR Renaissance scores to determine student academic growth and areas of need. For areas of need, appropriate supports and guidance will be provided to the Parent Educator. If applicable, student grades will reflect time spent participating in synchronous meeting discussions, the accuracy of assignments completed, and assessments. VOCS Administration will meet regularly with their teaching staff to assess the effectiveness of the services VOCS is providing to all students and provide support when needed.

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

Description	Total Funds	Contributing
Action #1: Provide professional development opportunities to VOCS staff, parent educators, and students in the area of technology that will allow higher levels of proficiency and learning to support individual remediation and enrichment for all students.	\$10,000	Yes
Action #2: Giving priority to students 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, provide academic support to students with the use of two instructional aides.	Salaries: \$61,044 Benefits: \$51,397	Yes
Action #3: Purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	\$3000.00	Yes
Action #4: A Career Associate will identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.	Salaries: \$41,237.00 Benefits: \$28,541.00	Yes

Description	Total Funds	Contributing
Action #5: Giving priority to students with unique needs, provide academic planning and counseling services with the help of a part-time counselor.	\$63,000.00	Yes
Action #6: A Special Education Program Specialist will support Special Education and general education teachers through academic resources and professional development opportunities.	Salaries: \$92,849.00 Benefits: \$39,749.00	No
Action #7: Purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device/hot spot usage purchased for all students giving priority to students with unique needs.	\$130,000.00	Yes
Action #8: Giving priority to students 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, provide academic support to students with the use of tutors.	\$65,000	Yes
Action #9: To provide the necessary support/curriculum to pupils with unique needs, purchase TK-12 supplemental materials, and online resources based on student and subject need.	\$40,000.00	Yes
Action #10: Maintain community partnerships that will allow students access to events and experiences they would otherwise not be able to participate in (ex. Museums, PE facilities, fine arts facilities, etc.).	\$60,000.00	Yes
Action #11: Purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to pupils with unique needs.	\$25,000.00	Yes
Action #12: Support students using Edmentum, and other online supplemental resources, with the help of an Independent Study Teacher.	Salaries: \$71,085.00 Benefits: \$34,911.00	Yes

# 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.]

Schools across the nation have been affected by the COVID-19 pandemic, including VOCS. Students, staff, and families have experienced high levels of stress due to the interruption of daily lives, including worrying about the physical health of family members and oneself, plus worrying about any financial losses that may have been caused by the pandemic. VOCS recognizes that for many, especially our students, living with the recent events may cause stress and trauma for some and may have negative impacts on the brain and body for others. VOCS has always believed in educating the "whole child" and this includes the mental health and social and emotional well-being of our students. Our staff is just as important, so providing resources to staff and students will be a focus during the 2020-21 school year.

Professional development will be provided to the VOCS staff to support them during this time. Using the Psychological First Aid guide, VOCS staff will learn how to assess immediate needs of students, so they can provide support if needed. Additionally, VOCS staff and students will be encouraged to establish and implement daily routines for both in-person and remote delivery of instruction. VOCS will also promote mindfulness techniques and stress management. Lastly, trauma and the impact of COVID-19 resources will be provided to staff, students, and families. Resources may include: National Suicide Prevention Lifeline (1-800-273-8255), and California Department of Education websites, including Stronger Together: Mental Health and Help for Students in Crisis.

As VOCS continues to consider returning to in-person instruction, we will not only plan for the physical health measures that need to be taken into account on the school sites, but the mental health and wellness of our students and staff as well. Additionally, VOCS will explore the availability of mental health resources before students and staff return, so resources and supports are accessible whether we return to the VOCS site, continue with distance learning or a blended model. Providing professional development and resources to staff and students offers them the supports needed to be successful during this time.

# 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.]

VOCS is a non-classroom based/independent study/homeschool charter school. Due to the nature of the program, VOCS teaching staff communicates regularly with their students and Parent Educators, so family engagement is very high. The relationship between the VOCS staff and Parent Educators allows our students to be closely monitored, especially during COVID-19. If for some reason a student does not attend an optional enrichment instructional opportunity, a VOCS staff member will call home to encourage the student to attend the class. If a student/family does not respond, administration is contacted and they will attempt to contact the family. If administration is unsuccessful, a home visit may occur. After a four week period, the student will be placed on probation and the district of residence will be contacted.

# 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.]

VOCS is a non-classroom based/independent study/homeschool charter school that operates in Kern County. Due to our setting, VOCS is only required to serve meals when students are on-site for two hours or more. Students are in a distance learning model, so they are not physically on a VOCS site. Since VOCS wants to make sure our students that are eligible for free or reduced-price meals receive adequate meals, if needed, we provide a list of locations that meals are available throughout the County to our families. Countywide lists are posted on Parent Square and sent to all families. Once in-person instruction starts, VOCS will work with KCSOS food services and serve meals to students that are on campus longer than two hours.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.2%%	\$652,524

## 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.]

All services provided at each VOCS site will provide priority to those students identified as English Learner, Socioeconomically Disadvantaged, and Foster Youth and benefit all other students as well. Based on all stakeholder feedback along with data we collected from multiple resources, we were able to identify trends to address the needs of our unuduplicated students. The LCP will focus on providing professional development opportunities, supporting the mental health and social-emotional well-being of student and families with additional staff, providing supplemental materials to address learning loss and enrichment materials, and adding technology support through access, support, hardware, and software.

Utilization of the supplemental funds to increase student achievement benefits both students with unique needs and all students at VOCS. Also, these services provide all students additional opportunities to enhance the overall academic environment and moves everyone towards the 21st century learning approach. VOCS believes focusing on the areas above are effective in meeting the goals for English Learners, Foster Youth, and Low-Income students as they provide an increase in both quantity and quality actions and services. Using engagement and local assessments as a measurement, VOCS will be able to see the progress of students by the end of the school year. After data is reviewed, VOCS will reevaluate the actions and services that support these student groups and adjust accordingly.

Lastly, VOCS staff members have been specifically assigned based on their targeted training and will allow VOCS to more closely monitor student progress in meeting the needs of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities populations. Since VOCS is designed for home-schooling families, the students live in diverse and sometimes remote areas of Kern County. Therefore, it can be very difficult to differentiate needs for individual students with unique needs. VOCS believes that the professional development opportunities offered to our certificated staff, as well as to our parent educators, will benefit all students and can target the additional needs of English Learners, Socioeconomically Disadvantaged, and Foster Youth students. Additionally, many of VOCS families do not have access to additional curricular materials and current technology, both of which will be purchased with supplemental/concentration grant funds to assist their needs. Finally, more devices and improved technological infrastructure, at all sites, will help to support these students and guarantee variety of curriculum for all students, especially during distance learning.



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

Valley Oaks Charter School will allocate 100% of our increased apportionment to implement actions to serve and support English Learners, Homeless/Foster Youth, and Low Income students by using the listed action items. Actions #2, #3, #6, #7, #8, #10, and #11 will help Parent Educators and students better access to academic materials to mitigate learning loss. Actions #1, #4, #5, and #9 will assist staff, students and families by providing additional supports.

Action #1: Provide professional development opportunities to VOCS staff, parent educators, and students in the area of technology that will allow higher levels of proficiency and learning to support individual remediation and enrichment for all students.

Action #2: Giving priority to students 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, provide academic support to students with the use of two instructional aides.

Action #3: Purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.

Action #4: A Career Associate will identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.

Action #5: Giving priority to students with unique needs, provide academic planning and counseling services with the help of a part-time counselor to provide additional support with student's social-emotional well-being.

Action #6: To increase access to instruction, purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device/hot spot usage purchased for all students giving priority to students with unique needs.

Action #7: Giving priority to students 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, provide additional academic support to students with the use of tutors.

Action #8: To increase access to instruction, provide the necessary support/curriculum to pupils with unique needs, purchase TK-12 supplemental materials, and online resources based on student and subject need.

Action #9: Maintain community partnerships that will allow students access to events and experiences they would otherwise not be able to participate in (ex. Museums, PE facilities, fine arts facilities, etc.) to support student's social-emotional well-being.

Action #10: To increase access to instruction, purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to pupils with unique needs.

Action #11: Support student's individual learning plans by using Edmentum, and other online supplemental resources, with the help of an Independent Study Teacher, giving priority to pupils with unique needs.