California Department of Education, July 2020

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
Vista Real Charter High School	Corrine Manley, Area Superintendent	cmanley@vrchs.org, (805) 276-2689

General Information

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

The mission of Vista Real Charter High School (VRCHS) is to engage students who are no longer a part of the instructional program offered by the traditional high school: those who have stopped attending their comprehensive high schools, have been adjudicated, have not graduated, have been expelled, have adult responsibilities, are credit deficient, have full-time or part-time work schedules, or simply work more effectively in a Personalized Learning environment. VRCHS has Dashboard Alternative School Status (DASS) with the California Department of Education and develops individualized learning plans that enable students to move toward high school graduation while developing postsecondary goals. We pride ourselves on collaborating with various community agencies to provide a "wraparound service model" for our students. VRCHS works alongside our community partners to educate, empower, and instill hope in students while providing them with opportunities to "change their own stories."

VRCHS serves a high-risk population and has a high mobility rate. Many of the students have an extensive history of dropping in and out of high school prior to enrolling. Many of VRCHS students are either wards of the court, pregnant, parenting, recovered dropouts, habitually truant, expelled, suspended more than 10 days in a school year, or retained more than once in grades K–12.

The primary mindset of VRCHS staff is to build strong working relationships with students. Staff communicate directly with students and so we are acutely aware of the trauma our students and families are experiencing as a result of the COVID-19 pandemic. We acknowledge that the pandemic has significantly impacted our relationships, and most learning has slowed due to students not engaging in-person with educators and peers. A student cannot learn if their primary needs are not being met, therefore our top priority was to see to the mental and physical well-being of our students to ensure that their basic necessities were met.

Many of the parents of our students have become unemployed, and the grave uncertainty has negatively impacted the family dynamic. This impacts our students' capacity to concentrate on school. Additionally, our students who are parents themselves have struggled to make school a priority, because of the economic impact on their families.

We recognize that our school can be a primary source of hope for the community in that we provide students and families positive steps and support to move through the crisis together. Our staff, teachers, tutors and counselors engage in ongoing outreach to involve students and families in activities (albeit remotely) that are meaningful and elicit a sense of connectedness to each other that is essential for everyone.

Stakeholder Engagement

Throughout distance learning, stakeholders have been asked for feedback in a variety of ways. The Learning Continuity Plan survey was sent out in August to all stakeholders. All stakeholders had two weeks to provide their feedback to the school. They could provide input through outreach phone calls, they could view a hard copy of the draft LCP at the school resource centers, and the LCP was also posted on Vista Real's website for anyone to respond via email to the Principals.

Additionally, outreach has included virtual parent meetings, L4L Connect posts (an educational app through Parent Square), emails, and phone calls, all which have included Spanish translation as needed. Parents/guardians have been asked for feedback during PAC/ELAC meetings in the Spring as well as in August and with distance learning surveys throughout. Students have also been asked for feedback on the LCP through individual meetings with their teachers as well as distance learning surveys in the Spring and August. Staff while remotely working have attended multiple virtual meetings each week. Those meetings consist of staff meetings, professional development opportunities, department meetings, and one-on-one leadership calls. Staff have been asked for LCP feedback via meetings with administrators as well as distance learning surveys in the Spring and August.

VRCHS community partners have hosted virtual meetings with our Community Liaison to gain further understanding of the needs of the students who attend our school. The community partners have maintained their MOU requirements by moving to a virtual platform.

Throughout distance learning, stakeholder input and participation has been and will continue to be conducted through virtual parent meetings, video communication platforms, conference calls, L4L Connect, emails, automated one-calls, individual phone calls, and remote board meetings. We have also sought public input through our website and surveys, providing stakeholders the opportunity to give input in writing. The public hearing for our LCP was held during our board meeting on August 26, 2020. Notification of the meeting was posted 72 hours in advance. The LCP was posted on the website for public review and the public had the opportunity to provide input via written documentation by emailing the Principals or by reviewing the hard copy on site at the resource centers. We anticipate that the board will approve the Learning Continuity Plan on September 16, 2020.

Feedback from our stakeholders was very valuable and helped to drive the actions described in our Learning Continuity Plan.

The parent survey results showed that there are 7% of parents who need more support with food. 85% of the parents stated that during distance learning it is easy to get a hold of their child's teacher. 66% of the parents feel that additional virtual tutoring would be helpful for their students. 93% of parents stated that the one-on-one instruction from their child's teacher is helpful. 79% of the parents stated their child would benefit from additional academic support, and 61% of the parents feel concerned for their child's social-emotional wellbeing. Overall

parent/guardian input received via meetings, calls and surveys reflect that parents strongly desire for schooling to return to in-person and feel as though their children need additional human interaction, tech support, and accountability with completion of their academic coursework.

The student survey results revealed that only half of our students feel as though they can be successful right now. 81% say it is easy to connect to the internet and 61% feel it is easy to utilize distance learning technology. 64% say it is difficult to focus on schoolwork right now and 52% are concerned for their social-emotional wellbeing. 81% of our students feel as though there are adults at school they are able to go to for help. Overall student input received during meetings, calls and surveys reflect that students are struggling with being able to focus on school while at home. They would like to return to the sites and have the option of completing work on paper rather than remotely. Some also feel isolated and discouraged, while others would like to actually stay remote long-term.

The staff survey results showed that 92% are concerned that students are not making sufficient academic progress during remote learning and 76% are concerned for their students' social-emotional wellbeing. 71% of our staff are concerned that they have their own family they're supporting at home right now and 48% felt concerned for their own social-emotional wellbeing. 80% feel like they have a colleague they can count on for support and 70% feel as though the professional development that has been offered to them has been valuable to them and has helped them succeed in a remote format. Overall staff feedback received during meetings, calls and surveys, show that our staff is feeling overwhelmed. They would like to see processes streamlined, additional social-emotional support and feel as though one of the most difficult parts of their jobs right now is making consistent contact with some of their students.

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

One of the main points we gathered from stakeholder input was that we need to increase the amount of staff contact with students – whether it is from a tutor, counselor, social worker, or teacher, students are longing for connectedness.

Input from the meetings and surveys showed that students, staff, and parents all feel that additional tutoring and academic support was important. They all said additional one-on-one support from the teachers could be beneficial. This is a major part of our actions in the Learning Loss Strategies section of the LCP. The LCP also takes into consideration the feedback from students, staff and parents, to increase in social-emotional support. We will increase professional development in regards to trauma informed practices to help improve self-care, mindfulness, equity, and inclusion – not just for students, but for staff as well.

During the PAC/ELAC meetings, parents stated there was a need for additional technology support. This is a priority as described in the Access to Devices and Connectivity section of the LCP. We recently received additional hotspots and laptops that are available for students. The increase in digital connectivity will continue to be implemented and monitored constantly during distance learning.

Listening to staff needs, streamlining the procedures for processing student work, inputting grades, and ensuring student engagement is a priority. In order for staff to increase time spent with students, processes and procedures need to be simplified so they are less time consuming. This would allow for more time spent on instruction.

Continuity of Learning

In-Person Instructional Offerings

Throughout remote working and learning, VRCHS administrators have closely monitored state and county directives and collaborated with the Ventura County Office of Education (VCOE) for advancements and regressions in order to best protect staff and students. Predictions have been made as to when sites may close or open. Staff and students have been made aware of any changes to the operations of the sites through their weekly meetings, appointments, L4L Connect, school-home communication, and weekly staff meetings. When staff return, all sites will follow social distancing requirements and other safety guidelines as provided by local and state authorities, Occupational Safety and Health Administration (OSHA), California Department of Public Health (CDPH) and Ventura County Public Health (VCPH).

The VRCHS academic program is accustomed to working with students who have already experienced learning loss prior to school closures in March. Many of the students enroll in our program credit deficient and academically below grade level thus requiring personalized academic plans based on their unique needs. Student academic needs are assessed using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading and mathematics. NWEA assessments provide teachers with critical information on student instructional readiness in regard to their reading comprehension and math skills. Vista Real utilizes these scores for academic planning and appropriate placement in courses, interventions and other curricular options. Additionally, NWEA is used at selected intervals throughout a student's enrollment to assess and reassess academic growth.

Upon on-site reopening, there will be modified schedules, with the emphasis on serving those students with the greatest need and those with the greatest learning loss. The modified schedule will consist of staff working on-site for a scheduled limited time and then working remotely during the remainder of the work week. Limited one-on-one appointments will be scheduled to ensure social distancing rules are followed, but students will still be provided brief instruction. For those students who need greater than the allotted time, accommodations will be made to best support the student in their learning.

During the time when the school site has not been open for in-person instruction, security guards and various support staff have been onsite daily. The security guards help maintain the safety of the sites, answer informational questions for those families that do come to the site, pass out laptops and credit packets, and continue to gather information for site leadership. A few staff members have continued to work onsite as needed for essential business.

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

Description	Total Funds	Contributing
VRCHS has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, protection materials (including plexiglass barriers, and PPE), and deep cleaning services. Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	$112,000	N
School Supplies and Materials to support student coursework.	$60,000	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The independent study learning model used by VRCHS lends itself well to a distance learning environment. Our students are accustomed to completing course assignments independently with scheduled interaction from teachers during the week. Therefore, the transition to a distance learning model required only minor modifications to the existing student-teacher relationship. Student coursework incorporates detailed instruction that allows students to work independently with minimal instruction needed from teachers. Many students have been provided laptops, internet access via hotspots, and/or hardcopies of coursework as needed to ensure ongoing access to the curriculum and minimize any interruptions to their current course of study. Teachers, tutors, counselors and other support staff have been able to mimic the onsite personalized learning independent study model of instruction and services as much as possible utilizing Google Classroom, Google Meet, phone conversations, online whiteboards, Kami, and any other means necessary to ensure students receive ongoing support to include academic, social and emotional support. This innovative approach to the independent study model is supported by administrators, teachers and staff communicating with one another through email, Google Hangout, Google Meet, Zoom, texts, and phone calls.

In addition, VRCHS has developed COVID-19 specific elective courses to provide students choice and voice during this time of distance learning to help them express their journey. These elective credits range from social emotional curriculum to supplemental material that aligns with the core curriculum. Additionally, to further support students struggling with literacy, VRCHS has expanded its subscription to the electronic book service, Learning Ally, to allow all students access to audio books if needed.

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.]

VRCHS has been working since the beginning of the pandemic to secure access to devices and connectivity for all students. Working with its partner, Lifelong Learning Administration Corporation (LLAC), a process for expediently securing technology, distributing it out to students and tracking it was developed with the goal of ensuring all students received a laptop and internet access if needed.

Providing students with access to technology has been a top priority for VRCHS. VRCHS has Dashboard Alternative School Status (DASS) with the CDE, therefore VRCHS serves many students and families that are designated as economically disadvantaged and transient. California's COVID-19 closure has compounded the lives of many of our students who are now dealing with situations of job loss and homelessness. As a result, many students no longer have access to technology and/or cannot afford internet service. And while many internet service providers offer free internet access to students as a result of the pandemic, many students and families have been unable to take advantage of it due to local internet service provider businesses being closed during the pandemic and/or students and families not having proof of residency needed to secure the free services.

The distribution of devices and connectivity to students has been done in collaboration with administrators, teachers, and support staff. The process begins with teachers conducting a technology needs assessment with students and requesting needed devices and/or connectivity access. Once requested devices are secured, arrangements are made with students and families for pick-up via a drive-through checkout system at a local site, shipments of devices via mail, or devices are hand delivered to students' homes if necessary.

In addition to providing students with devices, VRCHS provides ongoing support to students and families in how to utilize the technology in communicating with teachers and accessing curriculum and instruction. Upon receiving devices and hotspots, students are shown how to logon to their VRCHS Google accounts and how to access Google Classroom. Additionally, students have access to a "helpdesk" that provides continued support with technology issues that may arise

For our students with special needs, a technology needs assessment in addition to a review of students' Individualized Educational Plans (IEPs) are conducted by the special education staff in order to evaluate student technology needs and/or software a student may need to meet his/her academic needs. Once appropriate technology and/or assistive devices are secured, they are delivered to students. Students and families are than provided with training on how to access technology and any specific virtually related services needed. Virtually related services include speech and occupational therapy being conducted in a distance learning environment, and equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments.

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.]

VRCHS has Dashboard Alternative School Status (DASS) providing an independent study program in accordance with Education Code provisions for a non-classroom based independent study program's time value of student work products. As an independent study program, we measure participation and time value of pupil work through proficiency attained and skills learned per the standards aligned to their coursework. Such proficiency and skills are developed through curriculum and instruction packaged in five Learning Events Packets per semester of coursework. The learning and completion of these five Learning Events Packets and their aligned assessments signifies a student has made the appropriate progress in a course. As student learning transitioned in mid-March from a site based independent study

model to a distance learning model, VRCHS was able to transition the same method for measuring participation and time value of pupil work.

The transition has included moving much of the paper-based curriculum to online platforms compatible to the same formatting of the original Learning Events Packets, which now allows students to complete assignments and take assessments in a virtual setting. In addition to completing assigned Learning Event Packets, teachers, tutors, and other support staff also reach out to students at least one time per week via various platforms including Google Meet, Google Voice, phone calls, emails, and L4L Connect to ensure that students are moving at an appropriate pace through their assigned course work and to provide supplemental support as needed. Teacher monitoring of student progress has not differentiated too much between the site based program and distance learning program other than how student work is evaluated; in the site based program, teachers evaluate student hardcopies of coursework and assessments while in the distance learning program, teachers evaluate pupil work via virtual platforms such as Google Classroom and curriculum software such as Apex and Edmentum.

For our students with special needs, VRCHS special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals.

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.]

To best support students and staff in the distance learning environment, VRCHS has invested time and energy in providing teachers, administrators and other student support staff with professional development opportunities, resources and trainings needed to successfully transition from a site based, face-to-face model to a virtual model. Recognizing that the teachers, much like the students, would need support in transitioning into a virtual working environment from home, VRCHS has provided and continues to provide teachers and staff with self-enrolled, self-paced, facilitator-led, synchronous and asynchronous, pre-recorded professional development opportunities. These multiple modes of delivery are intentional in order to meet the needs of all staff and provide a wide array of flexible options and autonomous professional learning opportunities during the school day.

In collaboration with Lifelong Learning Administration Corporation's (LLAC) Learning & Development Team, VRCHS has access to Brightspace, a learning management system (LMS) that houses all professional development and training offerings. Additionally, through Articulate 360 training, the team can design LMS based professional development courses. Currently, the Learning & Development Team is actively creating a broad virtual professional development library in Brightspace by converting existing face-to-face trainings and professionally designing and editing them for virtual delivery and virtual interactions. VRCHS and LLAC also continue to collaborate on staff safety trainings in preparation for site reopening and ongoing local safety compliance requirements as required by local and state authorities, Occupational Safety and Health Administration (OSHA), California Department of Public Health (CDPH), and Ventura County Public Health (VCPH). Staff has also been provided with COVID-19 training and awareness via Target Solutions, PayCom and on its staff information site, MYLO.

In addition, the Learning & Development Team has developed a comprehensive distance learning series of trainings to equip teachers and staff to support students remotely via G-Suite and Google Classroom. Professional development and trainings have focused on building distance learning skills and technology-literacy among all staff and, more importantly, building virtual relationships between staff and students to meet both student social-emotional and academic needs. The distance learning courses include, in part: Building Virtual Relationships, Remote Use of the Student Information System, Virtual SGI Classroom Management, Virtual Differentiated Instruction, Kami Training for Beginners, Virtual Best Practices, and Online Curriculum for Beginners.

At this time, an accountability system is currently being developed in which to track teacher completion of remote learning trainings with embedded quizzes and checks for understanding. In addition, teachers will earn Google badges for course completion, and be provided with continued training support.

In order to continue to meet federal and state special education timelines and mandates, special education teachers are trained in the use of DocuSign and other means of e-signatures, which permits the collection of required signatures and consent for services electronically. Special education teachers are provided with guidelines on best practices for conducting Individualized Education Program (IEP) meetings using teleconference methods. Service providers receive training on practices and approaches for virtual service delivery and assessment. A series of checklists are currently being developed to allow case managers to conveniently track and gauge the delivery of services and the progress of students.

For the English Learner (EL) program, VRCHS, in collaboration with LLAC's EL Services Department created support materials and distance learning professional development with its ELD Digital Learning Handbook, resource list of ELD online learning tools, and EL Program Placement and Individual English Learner Development Program training. LLAC will also provide distance learning professional development opportunities to VRCHS with designated and integrated ELD learning strategies, EL compliance & accountably remote work process and ELAC training material. The department will use a learning management system as well as Microsoft office Teams to facilitate training.

Staff Roles and Responsibilities

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

The roles and responsibilities of VRCHS staff have not significantly changed in scope, but rather in focus to ensure that the learning environment remains safe and positive for all stakeholders during these times of COVID-19. All VRCHS staff is committed to student and staff safety, academic accessibility for all students, and in meeting the social-emotional needs of students and families. VRCHS leaders and administrators have prioritized virtual planning to support students' transition to online learning as well as a system of effective communication for students, families and staff. Training and implementation has included a massive shift from paper-based, face-to-face instruction to the synchronous and asynchronous use of the Google Classroom and communication through email, phone and the L4L Connect app. School leaders and administrators have also shifted energy and manpower into accessing resources in the community for our families to include technology accessibility and food insecurity. With the transition, leadership has created accountability frameworks and supported staff with new systems and protocols for supporting students.

Due to the abrupt transition to distance learning following the school shutdowns in March, VRCHS teachers and instructional staff have been the most impacted employees as a result of COVID-19. Since then, teachers have been, and continue to be trained in using virtual platforms and tools including Google Classroom, Kami, SIS, Edmentum and Apex to successfully support students remotely. They work daily to track

down and support those students most affected by COVID-19, as some have disengaged completely from their education and dropped communication with their teachers. Teachers have also been charged with finding creative ways to develop and implement academic protocols and new systems for operating Small Group Instruction (SGI) classes and independent study with students. Teachers have been tasked with developing both synchronous and asynchronous instruction. It is important to note that teachers have had to continue supporting their student caseloads/rosters while balancing their own family needs and challenges, including homeschooling their own children, dealing with sick or lost loved ones, and facing uncertain economic challenges. Of most importance, VRCHS teachers continue to identify varying wrap-around services to support the "whole" student; teachers were trained on becoming trauma informed due to the social and emotional learning needs of many of their students during these challenging times. Wrap-around services include providing students and families with food and/or baby supplies, such as diapers and formula, for our parenting students. In addition, our counselors provide students and families with community resources available to them for temporary housing, shelters, and health care support.

For VRCHS special education teachers and service providers, additional responsibilities include electronically documenting student contact and the delivery of specialized academic instruction and related services to ensure FAPE. Paraprofessionals also electronically document contact with students. The collaboration between special education teachers and paraprofessionals is conducted virtually using synchronous and asynchronous approaches. Service providers such as speech and language therapists, school psychologists, and the adapted physical education teacher deliver services virtually and conduct assessments, where appropriate, virtually, as well. Special education Case Managers conduct IEPs using virtual platforms such as teleconference or videoconference, and collect appropriate signatures using DocuSign, an electronic signature tool.

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.]

At VRCHS, instruction is always differentiated or personalized according to each student's needs. Teachers and support staff recognize that students learn in various ways and try to incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, teachers work to adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Teachers personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the teacher may allow a slower credit completion rate, provide extra instruction, assign tutoring, provide supplemental material, provide study guides, or administer tests in sections.

English Learners (ELs) continue to receive academic support from their EL & content teachers through online virtual meeting platform or phone. This support is individualized to meet the needs of the student and based upon English Language Proficiency Assessments for California (ELPAC) data, academic assessment data, and teacher input. Teachers provide support with the student's English proficiency levels in the areas of reading, writing, listening, and speaking by providing suggested learning activities for EL students according to appropriate proficiency bands. Content teachers continue to provide academic support to students in each core subject area with a focus on academic vocabulary and content specific language development. EL teachers plan and work with the content teachers so that online lessons and paper learning activities are designed for student accessibility and success. EL and content teachers are available to support students and families each day, when school is in session, during the student's assigned weekly appointment and by phone or email.

In addition to measures already stated, VRCHS has made paper packets available as needed for English Learners, as well as fillable PDF versions to be uploaded onto Google classrooms. Teachers have bilingual support staff to aid in communication with parents. Communications regarding school as well as other resources to aid families during these trying times are translated into the family's primary language as well.

For Special Education students the additional supports, approaches, and activities are organized into three categories – communication/contact, delivery of instruction and student supports, and technology.

1. Communication and contact with students and their families allows us to determine when additional supports are working or whether different approaches should be considered. All communication and contact is tracked and monitored.

- Special Education instructional staff collaborate with general education teachers in content areas to ensure accommodations are being provided.
- One of the primary tasks of the Special Education instructional staff is to maintain constant contact with Students with Disabilities. This task is assisted by other site staff especially when a student has been non-responsive.
- Multiple methods may be employed to establish and maintain contact. These include asynchronous forms, such as email and synchronous forms of communication such as video conferencing, phone calls, text, and the school app.
- Parents have access to Google Classroom, an instructional platform, so they can see student progress and check on due dates.
- Teachers and paraprofessionals set up assigned days and times to help students/families learn the new technology components and systems.
- Teachers and paraprofessionals conduct daily check-ins to make sure students know that they are there and available if they need to connect.
- Students with Disabilities are notified of appointment times by general education teachers so they can access supports and additional help.
- Virtual calendars with appointments scheduled are shared with students and parents.

2. Providing instruction and ensuring learning are the fundamental elements in supporting Students with Disabilities. Special Education teachers and paraprofessionals provide dedicated one-on-one personalized instruction and small group opportunities and are supported in this endeavor by general education content teachers and tutors. Opportunities exist for multiple sessions per week with teachers and instructional staff to specifically ensure the delivery of Specialized Academic Instruction.

- Special Education instructional staff continue to use a variety of virtual platforms to educate Students with Disabilities. Teachers informally evaluate each student's response to a particular platform to determine which one best supports the student. Certain platforms allow the teacher to provide immediate feedback. This includes the use of a Whiteboard option with real time editing. Kami, an instructional editing tool, allows the teacher and student to work together on the credit assignment due to the editable PDF feature. Kami also provides speech-to-text options for students. The virtual platforms will allow group instruction which provides a social/emotional benefit for Students with Disabilities.

- Ongoing collaboration with general education teachers allows for strategizing regarding student needs by ensuring accommodations are appropriately implemented and Students with Disabilities have access to the general education curriculum.
- Instructional staff use the built-in checkpoints in instructional units and assignments to check for understanding and determine whether to reteach or move forward.
- Mastery-based instructional credit packets employ references to videos and apps for additional assistance where appropriate.
- Instructional staff employ strategies to ensure efficient and effective instructional delivery modes to Students with Disabilities in ways that work best for each student. These include but are not limited to in-person mastery-based instructional packet pick-up or drop-off, use of online curriculum, or a combination of the two in addition to staff dropping off or mailing instructional materials to students. Encouraging the use of electronic mastery-based instructional packets, where appropriate, assists with reducing the occurrences of students losing their packets. Students have flexible options in determining when it works best for them to submit school work and which method for submission is best.
- Students with Disabilities are able to access language-based supports in Spanish, etc., as needed.
- Instructional staff offer real time instruction which can be coupled with pre-recorded lessons. This allows for pre-teach, reteach, scaffolding, differentiated instruction, and multiple review opportunities for students.
- Support and assistance in mastery-based instructional learning will be structured with supports like study guides, videos, personalized instruction.

3. Program Specialists train and retrain teachers on re-conceptualizing what constitutes Specialized Academic Instruction so that opportunities are maximized.

4. All related services are able to be provided virtually so that Students with Disabilities are not in danger of experiencing a regression in skills. Students with Disabilities are notified of appointments and office hours conducted by general education teachers so they can access additional help.

5. In the distance learning model, technology is the essential component to ensure Students with Disabilities can access their instructional program, receive FAPE, and demonstrate educational benefit. VRCHS will continue to equip and provide Students with Disabilities with the technology needed to be successful. Furthermore, the instructional staff will continue to identify and use worthwhile platforms and resources.

Students who are in foster care are kept connected to our school though multiple methods aimed at establishing and sustaining contact. These include asynchronous communications such as email and synchronous such as video conferencing, Google Classroom, phone, chat or text. We also have modified office hours to meet student when they are available, because many of them work or have other adult responsibilities.

Pupils experiencing homelessness are provided access to food, hygiene kits, shelter, and guidance and support from our Homeless Liaison and counselors who can connect them with additional community resources. There is collaboration with general education teachers to ensure accommodations are being provided and that students are making progress.

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

Description	Total Funds	Contributing
To ensure that our students have equal access we purchased laptops and hotspots, and will continue to purchase as needed in order to ensure our students are able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This has increased the capacity for students to access the curriculum online. We are purchasing 1,100 hot spots for students.	$200,244	Y
Students needed additional academic support so the tutoring program will be increased and improved through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	$2,000	Y
Student outreach will be improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	$2,000	Y
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	$50,000	Y
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	$16,000	Y

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.]

Many students arrive at VRCHS with deficiencies in their education history resulting in students testing below grade level in several academic areas. Upon enrollment, students take NWEA assessments in reading and math. Students retake the NWEA during the school year. These evaluations allow education staff to evaluate the results and to place students in the appropriate coursework and provide necessary interventions based on the levels demonstrated. The personalized learning approach allows students to receive individual attention and helps ensure students are completing their required courses. During one-on-one instruction time, teachers front load, review, and assign activities to facilitate student comprehension and application of the material.

Learning status is measured by 4 key indicators: course completion (for ELA, ELD and mathematics), credit completion, attendance, and grades. We monitor student progress using a team approach. Teachers, counselors, student retention support staff, and tutors share information about the student that results in a comprehensive support system for the student.

In terms of learning loss, we recognize that every student under quarantine has potentially suffered months of learning loss. However, as a personalized learning independent study model, VRCHS has already been preparing our students for independent learning. Though students have suffered from not being physically in school, our students were already practicing the concept of self-reliance and independence. Our teachers, tutors, and all staff continue to support students in an online remote capacity, and we are carefully following all guidelines to ensure that students and their health remain a priority.

A one-on-one teacher who acts much like a coach/mentor establishes a relationship with each student. This format allows at least one teacher to develop a complex picture of each student's strengths and areas of need that guide all teachers in developing a highly personalized learning plan. Although COVID-19 has caused a delay in academic progress for some students, as a result of our individualized academic planning and access to virtual based content, our students have been able to pick up exactly where they left off. Should additional remediation be necessary, students have access to math and ELA intervention courses as well as on demand virtual tutors to support them in bridging learning gaps that may have occurred during the pandemic.

One of the first steps was to launch our content into Google classroom; this was a challenge to our educators, who rose to the task to assist students in this unprecedented time. As teachers engaged with students online, we also reached out to students in need of basic learning tools, such as internet and laptops, to ensure they were able to access our content.

The English language arts and math curriculum and instruction teams developed both student and teacher instructional videos to support distance learning resources and tools. Learning Ally, Kami, Whiteboard, TurnItIn, Illuminate and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos are embedded within the curriculum so students are exposed to a multitude of avenues targeted to support skills and standards based around essential questions. Additionally, the Mathematics team ensured that flipped videos were created for highly used courses such as Algebra I, Geometry and Algebra 2 to deliver instruction to all students.

Realizing that students were at a physical, mental, and social disadvantage during this crisis, teachers adapted with our English language arts and math curriculum to focus on essential standards, student growth and completion/understanding of content through homework checkpoints and performance tasks which reflected the content they had been studying in the unit. A significant change in our pedagogy was to waive multiple choice and/or online testing in favor of direct engagement and HQT teacher-based assessment.

English learners with ELPAC scores of intermediate or below are referred directly to the Literacy/EL teacher who works one-on-one with each student to improve his/her English acquisition. Several staff members are fluent in languages other than English. The translation functions available in Apex Learning courses, in addition to online translation services, allow teachers to further clarify and/or supplement instruction in a student's native language, when needed. Instructors differentiate instruction specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking that the text (when possible), and providing visuals to supplement text.

Similarly, all instruction for students with an IEP or 504 Plan is differentiated depending on the student's specific learning needs. Teachers go the extra mile to aid student success in their course work. Some strategies used to help students with an IEP include providing the necessary

modification and accommodations such as guided instruction, reading aloud, having the test read allowed to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs.

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.]

VRCHS recognizes that many of our students have dropped behind in completing coursework in English Language Arts, English Language Development and mathematics, and as a result may be impacted by learning loss. To combat the negative outcomes that COVD-19 has caused, we are employing the following strategies:

- Individualized Learning Plans based on each student's needs, with student-specific goals
- One-on-one instruction from a highly qualified teacher assigned to each student
- Virtual tutors, trained in outreach and trauma informed practices, assigned to coach and monitor the progress of students
- System-wide social-emotional support with our Trauma-Resilient Educational Communities (TREC) platform
- Data utilization to inform appropriate course placement and monitor progress
- Intervention courses virtually accessible (including Read 180, Math 180, Literacy and ThinkCERCA)
- Student Study Teams with the Student Retention Support staff, teachers, tutors and counselors to discuss each student and employ response to intervention for engagement and credit competition.

For our low-income students, instruction is differentiated or personalized according to student needs. Education staff recognize that students learn in various ways and incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, teachers adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student.

For English Learners, there has been a special focus on tech literacy and getting students connected to online platforms. Technology allows EL students to access English support classes via Google Classroom, live class feeds, and collaborative discussions via Google Meet to support both tech and academic instruction. The latter of which provides the opportunity to build skills in the areas of both speaking and listening. Other technology supports include Kami – text to speech, tech literacy videos in English and Spanish, graphic organizers, sentence starters, audio books, and online textbooks. Personalized ELD tutoring sessions. These curriculum options are available to address learning loss: System 44, Math180, and Read 180. Effectiveness of the services and supports provided to address learning loss of English Learners are measured through student academic and achievement data. This data includes increased credit completion, increased math and reading RIT scores from NWEA, LEP assessment data, and increased attendance.

For our foster youth and homeless students, we recognize that many have dropped in their performance in completing coursework for English language arts and mathematics and we plan to address this by determining whether learning loss has occurred, and if so, the

amount of learning loss experienced and the cause of the loss. We will first examine the student's social emotional challenges and our counselors, social workers, and other support staff will manage specific students and place them into one of two categories. One category will be those students who have continued to participate and receive instruction during distance learning. We will examine the productivity of these students to determine whether a loss has occurred. The other category will be students who have not participated in distance learning. We will investigate the possible reasons students have not participated. Determining which category the students fall will dictate the approaches we use.

For our special education student, the number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents of students with special needs and adult students with special needs receive regular progress reports on the progress made toward IEP goals. The assessment tool, NWEA, is used when new students with IEPs enroll in our centers. The results generated by NWEA allow our special education teachers to collect data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the switch to distance learning, NWEA was made accessible by students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of students with special needs and align instruction and supports to address academic deficits. We will continue to administer this assessment to assist us in monitoring growth.

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.]

Throughout the school year, the school administration and leaders will monitor the effectiveness of the planned services and supports. Learning status will be measured by 4 key indicators: course completion (for ELA, ELD and mathematics), credit completion, attendance and grades. We monitor student progress using a team approach and the teachers, counselors, student retention support staff, and tutors share information about the student that results in a comprehensive support system for the student. Additionally, students will take the NWEA assessment in the spring, if it is feasible. Regularly implementing an effective response to student progress will help ensure any learning losses are addressed and the student is making progress towards graduation.

Other on-going measures for monitoring student progress are done to assess the effectiveness of the distance learning program using digital resources. Students are assessed regularly through their respective course. These assessments include: end of credit assessments, performance tasks, reading inventory, math inventory or CERCA writing assessments. Students may also be evaluated on course progress though Illuminate course and benchmark assessments. Google Classroom data is collected and monitored, ensuring students are engaging and making adequate progress on their assigned courses. Our tutors track tutorial sessions with each student and monitor impact on increasing students' overall academic progress, especially in ELA, ELD and mathematics courses.

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

Description	Total Funds	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	$184,000	Y
Diagnostic Testing for students through NWEA	$20,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

VRCHS's Trauma-Resilient Educational Communities (TREC) school development model advances individual and organizational health through trauma-informed education by developing an understanding of trauma, building positive supportive relationships between and among staff and students, cultivating mindfulness and compassion, and embracing diversity and inclusion. All of our staff has been trained in trauma informed practices and the TREC model ensures that all of our school's programs, systems, and offerings are infused with evidence-based educational and professional practices, especially guided by Adverse Childhood Experiences (ACEs) science, Heart Math, and our foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets.

Our primary systems for monitoring and supporting mental health and social and emotional well-being of our pupils (and staff) is facilitated by our school leaders and our full-time counseling staff (and social workers) to provide targeted social-emotional support for students and staff. Our school also has Workforce Investment Opportunity Act (WIOA) funded partners who provide universal services, case management, and targeted wrap-around services to our student population.

A key component of our TREC model is the infusion of social-emotional resiliency learning and best practices into elements of our core curriculum and student offerings to promote resiliency and overall wellness among our student population. Our resiliency programs include offerings in HOPE (Helping Our Parenting students Excel), meditation, SOURCE (Students of Unity, Respect, Consciousness, & Energy), Girls Empowerment and yoga. Our resiliency programs have focused on checking in with students and providing virtual spaces for them to express themselves and their current needs in regard to COVID-19 and the quarantine, and then putting structures in place to address the needs of our students. For example, our Helping Our Parenting students Excel (HOPE) team has been regularly delivering much needed baby and food supplies to our pregnant and parenting students. Our resiliency programs also employ pre- and post- surveys to assess our students' social-emotional skills so that we can more effectively address student needs in this area.

In response to COVID-19, and the civil unrest that our country is currently experiencing, we have developed various programs and offerings for both students and staff. The Grief Response Intervention Team (GRIT), facilitated through our network, has led live webinars for our staff and is available to conduct more offerings in response to our team's needs. The GRIT webinars focused on identifying and managing grief, coupled with discussions of the stages of grief, identifying what to do/say, breaking bad habits, and recognizing the importance of self-care. We also have available 20 mindfulness video offerings produced by the Wellness Initiative Network, as part of our system of schools. Our school has also developed a healing-centered community talking circle to provide space for students to express themselves and to organize their response to the racial injustice which is currently at the center of our country's attention. These healing centered spaces are being facilitated to address our students' social-emotional needs and provide a space for constructive student expression.

For VRCHS students who currently receive mental health services designated in their IEP, the school psychologists continue to provide all services virtually. They monitor student progress and well-being and take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis. School psychologists have a weekly check-in with the Psychological Services Coordinator to discuss progress and give the opportunity to troubleshoot any challenges in order to receive suggestions for addressing

situations and student needs. Furthermore, school psychologists are on call for emergency and unexpected situations. School psychologists and school counselors have increased their collaboration so there is overlap of services and supports available for students and staff.

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 is not engaging in instruction and is at risk of learning loss.]

We recognize that our students have become more disengaged from school as a result of on-site closures caused by COVID-19. In an attempt to re-engage students, VRCHS has made additional efforts to reach out and keep students connected and support them in continuous academic progress. One of our re-engagement/educational accessibility strategies is to ensure students and parents/guardians have access to online curriculum and instructional support through Google Classroom. All courses have been transitioned from a paper based independent study format and digitized into a Google Classroom shell course. In addition, we recognize that students may not have the necessary training or intuitive skills to seamlessly transition to a virtual model. As a result, we have rolled out an elective course that improves computer literacy and competency with digital tools they will be using during distance learning. Lastly, our school has expanded our outreach team to include other support staff in our efforts to re-engage students. Our staff has focused on contacting disengaged students with the aim of helping them complete a credit with each contact, then scaffold that support with a gradual release towards confident virtual independent learning. We monitor student progress using a team approach and the teachers, counselors, student retention support staff, and tutors share information about the student that results in a comprehensive support system for the student.

When our instructional staff have determined that a student with disabilities is not connecting with our distance learning approach, the staff identify potential causes for lack of participation or engagement. These causes could be difficulties suffered in their home lives such as disruptions in their living or housing arrangements or parental or employment status. Students could be experiencing personal social/emotional distress making it difficult for them to respond to attempts to engage them in their education. Students could have made early attempts to participate in the distance learning model but experienced challenges and became disheartened. And finally, the lack of participation could be associated to a very practical reason such as lack of technology or technology support. To assist with determining the cause, special education teachers convene the team to hold a special IEP for students who are not engaging in the current distance learning program to discuss additional supports that may be necessary for the student and to problem solve obstacles hindering learning and engagement.

For our English Learners, communication with parents in their primary language is essential. The school provides parents written communication, in their primary language, when fifteen percent or more of students speak a language other than English as indicated on their annual language census. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, report cards, and other parent notifications. Additionally, ELAC meetings are regularly held where parents of English Learners may provide input and hear about school programming and events. In cases where families are not literate in their native language, oral communication will be provided. Each year during individual parent-teacher conferences, parents of ELs are informed of their student's progress towards ELD re-designation.

School Nutrition

During remote learning, students have been provided locations throughout Ventura County where they can drive by to pick up food. In addition, a student resource page was developed to house all of the locations throughout the community where free meal pickups were available.

VRCHS believes well-nourished students promote a positive learning environment. We believe hungry students will not be in the optimal state of mind to learn if they are lacking a basic need of food. Therefore, upon return to on-site instruction, VRCHS will have nutritional food and drinks readily available and free of charge to all students during school hours.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement	Student Retention Support personnel to help with reengagement	$36,000	Y
Social and Emotional Well-being	Additional Professional Development such as Mental Health First Aid and Trauma Informed Practices in a COVID setting.	$5,000	Y
School Nutrition	Nutrition when school reopens or as needed.	$289,744	Y
Social and Emotional Well-being	HOPE Program and supplies for students who are parenting.	$40,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.18%	$6,588,621

Required Descriptions

We carefully evaluated the needs of our students when the pandemic closed our centers. We serve a highly mobile and credit deficient population that were especially impacted because they could not engage with their teacher face to face. Ensuring that there was continuity in learning for all of our students, and especially our English Learners, foster youth, low income and homeless students, was a priority. Our independent learning model was able to be adapted for distance learning. Monitoring and supporting students closely helped us to quickly adapt and adjust as necessary to the unique needs of our students for connectivity, specialized curriculum, social-emotional supports such as counseling, academic supports like virtual tutoring, and effective outreach supported by student retention services.

To better serve our at-risk and highly mobile population, the Learning Continuity and Attendance Plan includes the following possible additional actions and services such as, but not limited to:

- Implement a multi-tiered Response to Intervention for Reengagement
- Implement a Credit Completion RTI in a distance learning setting
- Virtual Tutoring Program is available to every student, even off hours
- Online Curriculum through Google Classroom and Illuminate
- Small Group virtual instruction program with Read 180
- Small group virtual instruction program with Math 180
- Trauma informed practices, training and implementation
- Additional staff and/or services for social-emotional support
- Student Retention and Support services were employed
- Nutritional services for students as needed
- Early monitoring and interventions for potential graduates
- Incentive and recognition program for completing school work and earning credits

VRCHS implements a personalized learning program for English Learners, low income, foster youth, and special education students that is strategically integrated with their unique academic and social-emotional needs.

The school implements a personalized learning experience for English learners, low income, foster youth, and special education students that is strategically integrated with their unique academic and socio-emotional needs. Student have an individualized learning plan and their learning gaps are identified and addressed throughout the implementation of their learning plan. We have been successful in graduating students who were behind in their academics.

English Language learners, foster youth, homeless and low income students will receive additional tutoring through a robust Virtual Tutoring program. They will also have increased connectivity to the internet and have digital devices that provide them access to their teachers during distance learning.

Foster youth and low income students who are experiencing low attendance and engagement will receive additional outreach through dedicated personnel like student retention services, tutors, social workers, counselors and teachers. There is bilingual outreach for students who are behind in completing their school work. There are multiple social-emotional and trauma services from the school and local community services that we partner with to support the wide range of needs and challenges our students are facing.

Students have unique needs that most educators are not trained to address in a distance learning setting. There is additional professional development for teachers to support them during distance learning. Google Classroom is being used for online learning. With the addition of Brightspace and Articulatie 360, teachers will have access to specific training platforms that are available when they need access to training. Supporting our teachers, tutors and paraprofessionals with specialized professional development is crucial to our students' success.