

# Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monarch Learning Center Charter School	Ethan Cohen Director	ecohen@monarchkids.com/530-247-7307

## General Information

Monarch Learning Center is a small charter school in Redding California. Currently we have a population of 93 students. The area is lower to middle class. Currently we have no ELL or homeless students; we do have a large majority of lower income and special education students compared to our overall number. 65 to 70% of our students receive free or reduced lunch.

The most impactful issue during the COVID-19 pandemic was the lack of access to technology during distance learning. Although we offered Chromebooks to students and passed out several, many of our students lacked internet service that was reliable. This lack of access to education has left many of our students about 6 months behind in their studies.

During the school closure our students received lunches from the Redding School Districts distribution sites. With the beginning of the 20-21 school year we will be serving breakfast and lunch to our students, to ensure that students continue have access to meals during the day.

We have also needed to adjust and train our staff on new cleaning practices and food service protocols. The physical school structures have also needed clear shields installed, signage posted, and other distancing measures put in place for clear messaging for people entering our campuses. We have also limited the number of students enrolled in each class to ensure that social distancing was possible.

We put a link to the county guidelines on our website for parents to read. We sent out informational letters to parents describing our plans to re-open a 5 day a week in-person program.

## Stakeholder Engagement

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

At this time we have only English Speaking parents. The school sent out a survey to all parents before school started. These were mailed out and we did not get a very good response. The school has much better luck with personal telephone calls to each student’s family. [A description of the options provided for remote participation in public meetings and public hearings.]

Due to the fact that we are a very small school parents were encouraged to come to meetings in person. We did have the ability to use Zoom in order to allow people who wanted to participate, but did not want to come in. Minutes to all meetings are posted on our website.

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

The response to our survey was so sparse that we did not use the data to decide how the year would look. In our phone poll 85% of our families stated that they wanted to have in person school. Many parents were also concerned with the amount of time that their children had already missed school and how that would be made up.

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

Due to the response of our parents our school board decided that because we are small and do not have adequate staff to achieve in person learning and distance learning we would only offer in person learning. We will continue with the in person model until we are mandated by the Health Department to move to a distance learning model.

## 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.]

Monarch Learning Center is starting the year offering only in-person learning. Classrooms have been re-arranged and class sizes have been kept small in order to allow for social distancing.

We are also offering extra tutoring for students who have fallen behind due to the distance learning of the last school year. We have arranged for students with IEP's to have extra academic time with a paraprofessional. During last school year's distance learning time our IEP students were offered extra individual face to face time or zoom meetings with a paraprofessional.

Health and Safety guidelines:

Entrance and Exits: Masks will be required for entering and exiting the building for everyone. Students will also enter and exit the school site at one point. We take and record temperatures of everyone who enters the campus, including adults.

Screening at home:

Parents/guardians are to take temperatures daily before sending students to school. Anyone with a fever of 100.4 or higher should stay home.

Students that are sick and have symptoms prior to coming to school should not attend school. If students develop symptoms during school hours, office staff will evaluate and notify parents if necessary.

If someone in your home or someone you have had frequent contact with has been diagnosed with COVID-19 please contact the school and keep your child home until you receive contact from Shasta County Public Health.

#### Office:

**Access to Campus:** Our site will limit nonessential visitors, volunteers, and parent access to areas outside the office. Appointments might be utilized for parents to complete needed paperwork or other items.

**Spacing Signage:** There will be distancing markers on floors for office visitors as well as other reminders about social distancing measures posted on doors and walls.

**Plexiglas Partitions:** These partitions are installed in the office only for the protection of visitors and staff.

**Face coverings:** Face coverings are essential as long as the directive from the Governor stays in place. Disposable face coverings will be available upon request at the front office.

#### TK-2 Classrooms:

Classrooms organized in grade-level instructional models as is traditional for schools.

Desks are spaced for distancing between seating.

Mask use within the classroom will be required for staff and optional for students. Students will still need to wear masks when exiting and entering classrooms.

Sinks for handwashing as well as hand sanitizer is available for all classrooms and students and staff are asked to use them as frequently as in needed

Multiple tissue boxes will be in all classrooms

Teachers will provide instruction on proper handwashing/hygiene and ways to prevent the spread of germs: covering cough/sneeze with tissue or elbow, avoid touching face, avoid close, prolonged contact with others.

#### 3-8 classrooms:

Classrooms organized in grade-level instructional models as its traditional for schools

Desks are spaced to maximize distancing between seating as much as possible.

Mask use in class will be required for staff and students. Sinks for handwashing as well as hand sanitizer is available for all classrooms and students and staff are asked to use them as frequently as is needed.

Multiple tissue boxes will be in all classrooms.

Teachers will provide instruction on proper handwashing/hygiene and ways to prevent the spread of germs, covering cough/sneeze with tissue or elbow, avoid touching face, avoid close prolonged contact with others.

#### Recess and play areas:

Students will use playgrounds with their cohort groups to limit contact with larger groups

Students will wash or sanitize hands before going to play and hands will be washed or sanitized after play.

Lunch will be provided on a daily basis within the cafeteria. We have arranged our schedule so that only two classes at a time are on the playground and they are on opposite ends.

**Maintenance Cleaning:** School staff will follow Center for Disease Control & Prevention cleaning and disinfecting guidelines including requirements for cleaning high touch points (door handles, light switches, bathroom surface, etc.), at school each day.

Handwashing and sanitizing: Staff will teach, model and practice handwashing. All students and staff will be required to wash, or sanitize, when arriving after play periods, before lunch and other times during the day when possible.

Small group instruction will be utilized for ELA and Math within classrooms. Interventions extra time sessions are developed each day using a pull out program. Tutoring will also be scheduled.

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

Description	Total Funds	Contributing
The District purchased face coverings so that students, staff, and family entering schools sites are minimizing the spread of respiratory droplets while on campus. The school will increase supplies of soap and hand sanitizer that is bought. All hand sanitizer will contain more than 60% alcohol.	3,000	N
Additional materials to support effective, routine disinfection of high-touch surfaces, such as, spray bottles, disinfectant, paper towels, gloves, masks, and sanitizing wipes.	4,000	N
Purchased digital touchless thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	1,000	N
The District purchased signage, posters, and floor decals to add visual cues throughout the school site to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families and identify specific entry/exit points, visuals will also reinforce the requirements for the use of face coverings and hand washing protocols.	1,000	N
The District is adding an additional maintenance person to insure that standards are met. This person will be in charge of extra disinfecting of high touch areas.	10,000	N
The District is replacing HVAC 4 times per year as recommended rather than the three times a year as has been past practice.	500	N
Plexiglass shields have been added to the main office where close contact is likely to occur and does not allow for physical distancing of 6 feet.	100	N
We will have a virtual counselor every Thursday to help students with social emotional issues.	12,000	N

# Distance Learning Program

## Continuity of Instruction

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

As of the day of this report, Monarch is practicing in person learning. In case in the future we are required to change to a distance learning model, teachers will receive 3 days of professional development in regards to the use of Zoom, Google Classroom, and the Acellus program, and any other digital tools and platforms to ensure the achievement growth and success for students. In addition, each teacher has been provided with a Google classroom that contains the core content of English Language Arts and math. The distance learning program will also use the school wide platform of Class Dojo as a communication tool.

## 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.]

Students without the technology needed to access the curriculum will be loaned a Chromebook. If students do not have reliable internet we will have areas on campus where students can come on an individual basis and use school resources.

## 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.]

At this time we are participating in a 5 day in-person learning model. Pupil Participation and Progress are being measured in the traditional way. In the event we are required to move to a distance learning model, student attendance and interactions will be tracked by their teachers. Daily feedback will be provided through Google Classroom and/or directly from the teacher through student work and assignment completion. Progress reports will be sent to parents at the end of each grading period.

## 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.]

In the event that we are required to move to distance learning, teachers will have time daily to communicate with their colleague's. We will have ongoing technical training for teachers.

## Staff Roles and Responsibilities

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

Staff roles will be to maintain a safe and clean learning environment. Classrooms are to be disinfected each time the students are out of the room. All table, desks, door knobs sinks, toilets, and other high touch areas will also be sanitized at the end of each day. Bathrooms will be cleaned after each use. Staff will also be responsible to model and teach handwashing, and other hygiene related issues to prevent contamination.

### 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 this time we do not have any children who are ELL, or Homeless, but we do have a high percentage of students with special education services. Currently we are managing them on campus as usual.

In the case of distance learning we will offer individual times for students to come in and meet with their special education instructor, if they do not feel comfortable with this, students will be given a scheduled time to meet with their special education instructor over Zoom or Google Classroom.

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

Description	Total Funds	Contributing
Purchase Chromebooks to distribute to all students without access to a reliable device to participate in Distance Learning.	5000	y
Purchase of Wi-Fi hotspots and monthly ongoing service for students identified as Low Income EL or Foster Youth to access and engage distance learning	2000	y
Continue Collaboration Wednesdays for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration is further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID-19.	10,000	y
Continue providing Special Education Instructional Assistants and Psychologists to provide and adapt to delivery of services and supports to distance learning context.	12,000	y
Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	30,000	y
Purchase online tools for educators to support Distance Learning.	1,000	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.]

With the closure from March to June, we are expecting skill deficiencies. Although teachers and learning coaches (parents/guardians or other adults/older children in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. Data collection, lesson design, intervention, enrichments, and support for students, teachers, and families are in place to support foundational understanding of grade level concepts.

Students will be assessed in English language arts, and mathematics within the first 30 days to identify gaps and areas of need.

### 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.]

While school closures have impacted all children, students such as ELL, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade level content and instructional rigor. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.

To ensure that we are not a source of further distress for our most at-risk students and families, we will work with families to support learning loss and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up.

### 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.]

Academic testing, family outreach, and observation will be the main ways we test our learning loss strategies.

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

Description	Total Funds	Contributing
-------------	-------------	--------------



Description	Total Funds	Contributing
After school tutoring will be offered to students who have fallen behind.	5,000	n
Students with special education needs will be given extra time during the school day to help regain what they have lost.	5,000	n

## 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.]

This has been an unprecedented time of uncertainty in our community. At times like this school is often the only stable place a child may have. In the past our teachers have been trained to help student who have had trauma in their lives. Being small also allows us the opportunity to know all of our students. The students at Monarch feel safe talking to the adults that work here.

We have also brought in a counselor one day a week to help with more in-depth issues.

## 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 are in constant communication with our families. Being a small school we are lucky enough to be able to check in with most parents daily. This gives us the opportunity to meet issues with education head on. Parents that we do not encounter daily communicate with teachers and administration through phone calls, emails, and Classroom Dojo.

We are in constant communication with our families. Being a small school we are lucky enough to be able to check in with most parents daily. This gives us the opportunity to meet issues with education head on. Parents that we do not encounter daily communicate with teachers and administration through phone calls, emails, and Classroom Dojo.

COVID-19 Tiered Re-engagement Strategies

Tier 1 includes: Universal Support

Priorities and practice supporting all families in the most inclusive and equitable way

Expected percent of Families Served: ALL



Project Intervention: All Shasta County School Districts will provide communication to families regarding distance learning expectations and school provided resources.

Project Goal: 90% of students will have weekly contact with their school.

### **Communication**

Schools send out the plan to parents (using multiple methods) for what distance learning will look like and ways students can engage if they have internet and if they do not.

### **Tracking of Student Engagement:**

Teachers take “attendance” on a weekly basis to see which students have engaged in either the pickup of a packet, completion of some work and /or visually with the student online. This attendance should be shared in some way with the school office.

School lunch personnel track which students pick up breakfast and/or lunch at least once a week. This information should be shared with the school office.

At the end of each week schools identify which students are unaccounted for either through distance learning or meals.

### **Additional Attempts at Communication:**

If no student engagement has been made that week someone from the school will call (could be school counselors, psychologist, office staff, or administrator), at least twice to clarify ways for families to contact the school so their student can engage, using emergency contact list if needed.

Tier 2 includes: Supplemental Support

Additional services provided for some families who require more support

Expected percent of families served: some.

Project Goal 95% of families referred to HMG will make contact with their school

For a student/family to be referred to Tier 2 the following criteria must be met:

All Tier 1 interventions are complete

No Contact from student/family

Contact with no follow-up the following week

Tier 1 to “Tier 2 Referral Tool

Each school will keep a record of students that meet the Project’s Tier 1 to Tier 2 criteria

School will complete a Referral Form (Google Form) for each student

A document lists all of the information that is needed to complete a referral.

If the family makes contact with the school following the referral, the school must notify HMG using the same Referral Form

All questions can be emailed to April Matthews at [amathews@shastacoe.org](mailto:amathews@shastacoe.org)

Tier 2 Supplemental Support

HMG will receive referrals from schools using the referral form. The form will be used to enter their information into the STAR Database.

Once a referral is received the following will occur.

Day 1: Call, Text, Email, and mail the Family

Day 2&3: Call, Text, and Email the Family

HMG will use an incentive as a “hook” in our messaging to increase family engagement. For instance it may be the COVID-19 Make Contact Contest. Every family that connects with school will be placed in a weekly drawing for a cart of groceries to be delivered to their home. HMH messaging will clearly state the need to connect with their child’s school and an offer to help link them to other community-based resources.

If needed HMG will provide the program’s typical case management until the case is complete.

Tier 2 to Tier 3 Referral Criteria

For a student/family to be referred to Tier 3 the following criteria must be met.

HMG case manager has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.

No contact from family to school or HMG by day 4

Tier 2 to tier 3 referral tool

HMG will keep a record of students that meet the project’s Tier 2 to Tier 3 criteria

HGM will share this list using a secure Google Sheet with the Children’s Legacy Center (CLC).

Once the family makes contact with HMG or the school following the referral case will close

Tier 3 includes: Intensified Support

Targeted support directed forward the few families with the greater needs

Expected Percent of Families Served: FEW

Project intervention: All families who have not made contact with the school after Help Me Grow case management will be referred to the Project’s multidisciplinary team for targeted intervention.

Project Goal: 100% of families referred to MDT will make contact with their school.

Tier 3: Intensified Support

CLC will receive referrals from HMG using a Google Sheet. The sheet will be used to enter the families information into a new COVID-19 Section of the Collaborate Database.

Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from the student’s school, HMG case management CLC, Law Enforcement HHS Children’s Services and potentially others during a weekly HIPAA compliant Zoom meeting Intervention may be provided by Community Based Organization (CBC), a coordinated response among MDT members and CBO and/or a request for a Welfare Check completed by Law Enforcement.

The results will be discussed at the next MDT meeting. The school and HMG will inform the team if the family/student has made contact.

This Project is not a referral to or a pathway to Children and Family Services. An objective of the Project is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community out ultimate aim is safe and healthy.

## 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.]

Students will be provided the opportunity to participate in daily meal; breakfast and lunch. Students will be served breakfast and lunch on a staggered schedule. Students while wearing masks and keeping at a social distance will be allowed to go one at a time through the serving line. All items that are normally put on the salad bar will now be either portioned out and put in sealed containers/bags or served directly on the serving line by an adult. Extra lunch periods have been put in place to implement social distancing.

## 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	[\$ 0.00]	[Y/N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.49%	\$108,340

## 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.]

Students with special needs, foster, ELL, or low income, will be provided with excellent classroom direct lessons. Students will also be offered tutoring, and extra individual help, as will all students.

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

Above and beyond what is offered to the entire school. The students from these special groups will be offered extra food to take home, they will be offered extra time in the afternoon to work on school work on campus due to connectivity issues.