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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn County Office of Education/Wm. Finch Charter School</td>
<td>Lisa Morgan Director</td>
<td><a href="mailto:lmorgan@glenncoe.org">lmorgan@glenncoe.org</a> 530-865-1683x2530</td>
</tr>
</tbody>
</table>

General Information

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

Wm. Finch Charter School is located in Glenn County, which is on the California "watch list" at the time of this writing. All on-site classroom instruction is prohibited. Since Wm. Finch is, and always has been, an independent study program, the conclusion of the 2019-20 academic year was concluded in mostly the usual manner. However, the concerns of parents and guardians in this county/community, have sharply risen over the summer break. As of this writing, Wm. Finch Charter School is experiencing a significant increase (more than double) in enrollment as families are seeking a safe and rigorous educational experience.

Stakeholder Engagement

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

As Wm. Finch is already a non-seat based, independent study charter school, we are exempted from the new SB 98 ruling regarding the new "distance learning" standards. Wm. Finch has received stakeholder input via our Facebook page, our school website, and input from families that was sent to teachers' emails and texts.

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

All GCOE Board meetings have been available to the public by video and/or phone zoom conferencing. School Site Council met February 20, 2020. Public viewing and comment on August 19, 2020. A monthly newsletter is mailed home to every family.
Our teachers reply to regular parental texts and emails, and receive help from other staff members when needed for Spanish translations.

[Summary of the feedback provided by specific stakeholder groups.]

Stakeholders were "satisfied" or "better than satisfied" on the surveys returned, with the educational program offered for K-12 at Wm. Finch Charter School. Some families received our home delivery service to make sure necessary educational materials were in their possession.

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

Wm. Finch Charter School has been proud to provide a blended learning model where classroom instruction, club interaction, and strong aesthetic arts program, have been delivered congruently with their independent study curriculum. However, stakeholder input alerted us that many families did not wish for their students to attend the classroom component when school was to begin in the Fall. Due to the entire county being on the watch list, the issue in point, became irrelevant.

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.]

Wm. Finch Charter School will continue to offer classroom experiences where possible. Our teachers and staff are well trained in SEL (Social Emotional Learning) techniques, and we will continue to add professional development when available and possible. We will continue to use the following: Odysseyware (on-line a-g courses for Grade 3 through Grade 12) & Advance Placement, i-Ready (online assessments, and standards based curriculum and targeted lessons in ELA and Math), Khan Academy, Google Classroom, as well as Zoom and/or other Facetime equivalents. Admin and staff will re-assess the situation prior to January 4, 2021, regarding the re-opening of any on-site classes. Currently, we are allowed 14 or less in a classroom, while maintaining a large supply of hand sanitizers, disinfectant wipes and PPE (Personal Protection Equipment) for all staff and visitors.
### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing 10 more seat licenses for Odysseyware. Enabling more students to be actively working on courses at the same time.</td>
<td>$7,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase of 120 Chromebooks; in an attempt to make Wm. Finch a 1 to 1 school (one device for every student)</td>
<td>$32,828</td>
<td>Yes</td>
</tr>
<tr>
<td>Screencastify: an extension to Google Classroom</td>
<td>$58</td>
<td>Yes</td>
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</tbody>
</table>

### 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.]

Since Wm. Finch Charter School is a fully accredited, independent study program, the continuity of instruction will remain exactly consistent as any other academic year.

#### 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.]

Wm Finch has purchased 120 Chromebooks and 30 Hotspots for any student needing a device and/ or free internet connectivity.
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.]

As always, student work will be viewed daily by their teacher of record for progress. Workbooks, text notes, consumables will be turned in every two weeks for K-8 and once an attendance month for 9th-12th grades, or as needed. As always, students and their families have the contact email, phone, or even teachers' personal cell numbers for regular contact, questions, verification, etc.

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.]

Every teacher at Wm. Finch Charter School has attended: Google training, training for face-to-face contact Zoom meetings, "Anywhere School", and checkout access to the new Chromebooks and Hotspots. Every teacher has also attended the CCIS (California Consortium for Independent Study) compliance conference regarding laws specific to independent study and distance learning annually.

Staff Roles and Responsibilities

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

Prohibition of on-site classes has forced teachers to carry a greater student load for all subjects, rather than subject specific. The Wm. Finch 1:1 tutor in the Transition Room/computer lab has become the Technology Help advisor, setting up all student online accounts, resetting passwords, connectivity strategies, etc.

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.]

Our Education Specialist (SpEd) is now on campus and available to call, zoom, face-time or make other connections, four days per week. Last year she was only available two days per week. The new Administrative Assistant is tri-lingual and holds a teaching credential. She is able to translate plus help with instructional questions. We are in regular contact with our Foster Youth and Homeless Coordinator to make certain the unique needs of this population are served appropriately. and adequately.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>As stated previously, more online &quot;seats&quot; purchased, 120 Chromebooks. Due to the steep growth in enrollment, additional hands on curriculum (texts, workbooks, packet materials)</td>
<td>$4,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Hotspots; internet access (50)</td>
<td>$1,500.00</td>
<td>Yes</td>
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</table>
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.]

All students begin with an i-Ready Assessment in ELA and Math. Students are then placed into the program based on these results. The program is standards based and then provides the student with the curriculum, lessons targeted for each individual student's needs. Assessments take place three months to track progress and shaping further grade level goal setting.

Pupil Learning Loss Strategies

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

Using the i-Ready program (above), plus ELD materials, special education materials provided by our specialist and a wide array of other materials that are used annually at Wm. Finch, student needs are individually addressed on their monthly assignment sheet. All teachers have access to these sheets so that multiple teachers can be monitoring for gaps in progress in all subjects.

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.]

Students that are having difficulty with content completion or comprehension, are then referred to our Educational Specialist for more targeted inventions. A Student Success Team meeting (via zoom or other) might also be warranted in this strategy to help with student progress.

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

<table>
<thead>
<tr>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CSI (Comprehensive School Improvement) funds were used to double the amount of days per week that we had access to our Educational Specialist.</td>
<td>$27,975</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

GCOE has a new SEL (Social Emotional Learning) Coordinator, and all Wm. Finch staff have easy access to the informational resources that have been shared at this time. Wm. Finch is also fortunate to have a fully credentialed Mental Health Counselor on campus two days per week. She provides support via phone, email, text, zoom and off site meetings when warranted. Wm. Finch staff is well trained and versed with educating the whole child, recognizing trauma, and writing resources and interventions into the students' individualized learning plan.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

As part of the Wm. Finch annual Master Agreement, this three way contract mandates that the teacher of record, the student and parent or guardian must complete the work at their level in order to maintain attendance at this school. Thereby, if the student needs help in this process, the student, parent and school work together to build a plan during an SST meeting. Weekly work samples must be given as proof for attendance, be it online or on paper. If one instruction delivery model doesn't work, then many other options are available at Wm. Finch Charter School. Teachers at Wm. Finch maintain regular contact with their students and families. There are multilingual staff members to translate when necessary, and the targeted interventions available from our Education Specialist.

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.]

As an independent study program, the Ed Code requires our school to offer eligible students a nutritious meal if the students are required to be here on campus for more than three hours. There are no classes on campus at this time and unsure what will be the case for spring semester. Wm. Finch does not participate in the Federal Lunch Program. Sack lunches were offered to eligible students last year, and can continue to do so if the families contact us and make arrangements to pick up the lunches at our site.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
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<tbody>
<tr>
<td>18.64%</td>
<td>$181,089</td>
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</tbody>
</table>

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.]

| Academic and emotional supports are always a main focal area for Wm. Finch planning. Supports are continually put into place for these most at risk and vulnerable students. Some of these supports are: regular contact, devices for students and staff, professional development, parent education, online learning platforms, social connections, manipulatives and progress with the new SEL (Social Emotional Learning) program. |

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

| Most of the student population at Wm. Finch Charter School falls into the Low-Income and English Learners categories. Thereby, much of our professional development is geared toward services for these two main subgroups. |