



# PACIFIC VIEW CHARTER 2.0

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

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

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

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

Pacific View Charter School 2.0 is an independent non-classroom based charter school sponsored by the Eureka Unified School District. Pacific View Charter School 2.0 serves about 185 students in Humboldt County. We offer two types of academic programs, non-classroom based instruction, and Independent Study. Students in Kindergarten through 6th grade have both non-classroom based instruction and Independent Study available. Students in grades 7th & 8th have only Independent Study available. Students in grades 9th through 12th have both non-classroom based instruction and Independent Study available. We provide preparatory coursework for college-bound students as well as for students entering the workforce. We offer an online curriculum that allows students to access the curriculum at school or home at any time of the day. Our non-classroom based programs offer small class sizes that foster respectful classroom communities. All classes adhere to the California State Standards and utilize a variety of teaching methods and styles. Each class is unique, multi-leveled, and is taught by highly qualified teachers that are trained to differentiate instruction to reach all learners. Our teaching staff values the strength of student mentoring and peer collaboration. All appropriate grade-level standards are addressed. Our Independent study students meet with a teacher at least once a week to create a cooperative atmosphere and establish an instructional approach that best complements the student's goals and learning style. The teacher monitors, reviews, and evaluates the student's work regularly. All Pacific View Charter School students are expected to maintain a high standard of ethics and quality, meeting both school and state standards.

## Stakeholder Engagement

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

HSRC:  
We met with families, in person, on a regular basis throughout the period of time our site was closed. Parents/Families/Students provided their constant input on the effectiveness of our "at-home" independent study program. Additionally, families answered paper surveys to indicate their preference for the 2020-2021 school year. Staff members were able to express their questions, concerns and preference, regarding our re-opening for the 2020-2021 academic year. School administration relied heavily on input from all stakeholders. A workable compromise of creating two cohorts per grade level was decided on. Cohort A will attend on Monday/Tuesday and Cohort B will attend on Thursday/Friday.

MARC: Through strategic planning, the MARC School-Wide Collaboration (SWC) team created survey questions to assess all family needs including families without internet, and English language learners. All families were called by the main office to schedule an appointment to complete an electronic survey via google forms. Computers were offered at the main office to complete the survey. As a digital high school, all students and families have access to computers either on-site, at home, or by checking out a computer to complete the survey. Six multiple-choice questions were asked as well as three free-response questions. In addition to feedback from the internal school survey for parents and students, a Humboldt County Schools reopening survey was conducted via county superintendents to help advise the MARC SWC.

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

Public Hearings are scheduled in advance that have have prior notice through email, phone, text, paper correspondence, all-call, and face to face communication with appropriate social distancing observed via zoom virtual meetings.

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

HSRC Feedback:

Full Opening- 97% of families wanted their children in school everyday.

At-Home IS- 3% of families want to keep their children on at-home IS.

MARC: Feedback survey:

1. There was equal participation among all grade levels 7-12.
2. Distant learning activities were ranked by frequency (Helpful-Low):
  - a. Activities listed on School Website
  - b. Daily Work Schedules
  - c. Virtual Meetings (Zoom)
  - d. APEX digital curriculum
  - e. Study Guides
  - f. Writing Logs
  - g. Project-Based Learning
3. Free Response themes for best practices in distant learning in ranking frequency order:
  - a. Flexible Time to create success
  - b. Family Help on distant work
  - c. Frequent Communication with staff
4. Free Response themes for potential problems of distant learning in ranking frequency order:
  - a. Grading updates from teachers
  - b. Communication
  - c. Lack of repetitive schedule

- d. Internet Speed issues
5. Workload offered through APEX:  
83.3% Just Enough  
16.7% Not Enough
6. Does your student have a computer with internet to access APEX, Schoolwise, and the school Website?  
100%
7. Do you feel safe to return to on-campus learning once HCOE public health permits to resume?  
82.4% Yes  
17.6% stay at-home independent study
8. Free Response to Reopening School themes in ranking frequency order:  
a. Kids need to be safe. Open when the time is right  
b. Kids need to socialize for mental health and motivation
9. Will you enroll if Pacific View Charter limited instruction to 2 days a week?  
a. 44.4% Still Enroll  
b. 33.3% Strongly Support Enrolling  
c. 11.1% Maybe Enroll  
d. 11.1% No Enrollment
10. What Distant Schedule would you Prefer?  
a. 56.3% Attend 2 Days a week  
b. 25% Alternating 1 week on 1-week virtual learning  
c. 12.5 % Attend 1 hour a week virtual or site based Independent Study  
d. 6 % Attend 1 day a week

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

- HSRC: Hybrid program: Families to choose either to remain at-home independent study, or to engage with their teacher on a daily basis: subject to change as the State and Local Department of Healths advise and/or at the direction of The California Department of Education and/or a degree by the governor.
- Teachers will provide direct, explicit and structured lessons on concepts/standards that provide the greatest amount of leverage for student achievement, given the constraints of time.
  - Teachers will provide instructional resources and materials through paper-based packets.
  - Teachers will communicate regularly with parents and families regarding expectations and student progress.
  - Teachers have participated in professional development and virtual learning sessions intended to support distance education as applicable.

- Weekly professional development and strategic meetings through zoom will be conducted for continuous improvement and execution of at-home independent study.
- Modes of communication include email, phone, text, paper correspondence, all-call through School-wise, Zoom, Google Classroom, and face to face communication with appropriate social distancing observed.

MARC: Based on the survey data, the SWC created a Distant Learning Plan to create a school website with individual teacher pages with daily work schedules. School staff was trained in virtual meetings utilizing zoom in order to communicate with families and facilitate the APEX digital curriculum. Distant learning equipment was provided as needed to families in the form of Chromebooks and provided a virtual six-period day to close out the 2019-2020 school year:

- Teachers have developed high-quality Distance Education lessons/assignments for students that address course standards/benchmarks while balancing online learning, the volume of work assigned, and student/teacher interaction.
- Teachers have utilized strategies for students designated English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical. Special population IEPs were amended when necessary for the COVID distance circumstances.
- Teachers have offered and observed established virtual office hours and meeting times during the regularly scheduled workday that included but were not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Teachers have provided instructional resources and materials through paper-based packets, and digital learning means such as Google Classroom, APEX, and other tools of choice.
- Teachers have communicated regularly with parents and families regarding expectations and student progress; if students were not engaged in the lessons and assignments, teachers have contacted parents and the school counselor.
- Teachers have participated in professional development and virtual learning sessions intended to support distance education as applicable.
- Teachers will monitor district and school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.
- Weekly professional development and strategic meetings through zoom were conducted for continuous improvement and execution of distant learning.
- Modes of communication have included email, phone, text, paper correspondence, all-call through School-wise, and face to face communication with appropriate social distancing observed.

A draft master schedule was created for the 2020-2021 school year with the goal of a two day a week cohort model with the intent to execute complete distant learning due to the complexities of the COVID-19 Pandemic.

# 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.]

MARC: Due to the complexities and dynamic change of the COVID-19 pandemic, a flexible 6 period day utilizing a two group cohort was created to facilitate classroom-based learning. At anytime, the 2 cohorts can be merged for full-on-site instruction when deemed safe by the California department of health or executed virtually through zoom classes online. Teachers will assess student learning loss at the start of the year utilizing CA state standard curriculum adopted by the MARC.

HSRC: At this point in time, we will be conducting a "distance learning" approach to our "non-classroom based independent study program." When circumstances permit (in the future and after an assessment of the first quarter of no students on campus) Each grade level classroom will be split into two cohorts. One cohort will attend in-person classes on Monday and Tuesday and the other cohort will attend in-person classes on Thursday and Friday. Each teacher will assess their students for loss of learning (including instructional gaps from March 15-May 21 of 2020) utilizing our adopted tools of measure.

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

Description	Total Funds	Contributing
Create a Safe, Flexible Digital High School utilizing highly trained staff and PPE pending the County public health school opening framework	\$ 13, 588	Yes
Apply the policies, procedures and recommendations from the COVID-19 School Site-Specific Protection Plan	\$ 3,000	Yes

# Distance Learning Program

## Continuity of Instruction

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

HSRC: The elementary distance learning program consists of classroom teachers creating schedules to meet with their assigned pupils on a daily Monday-Thursday basis. Friday will be reserved for teachers to meet with their at-home independent study students who will not, by parent choice, participate in on-line meetings, etc. These meetings (via Zoom or Google Classroom meet) include, but not limited to:

- Whole class instruction
- Targeted small group instruction
- One-on-One tutoring and individual assistance
- Open office time for additional assistance: phone calls, emails, video meets

MARC: The SWC created a Distant Learning Plan to create a school website with individual teacher pages with daily work schedules. School staff was trained in virtual meetings utilizing zoom in order to communicate with families and facilitate the APEX digital curriculum. APEX curriculum will provide continuity of instruction to access full curriculum regardless of method delivery <https://www.apexlearning.com/virtual-to-hybrid-to-in-classroom-learning>

APEX allows virtual, hybrid, or school to home to school learning based on the dynamics of COVID-19

In addition, distant learning equipment was provided as needed to families in the form of Chromebooks and provided a virtual six-period day to close out the 2019-2020 school year and continue to the 2020-2021 school year:

- Teachers have developed high-quality Distance Education lessons/assignments for students that address course standards/benchmarks while balancing online learning, the volume of work assigned, and student/teacher interaction.
- Teachers have utilized strategies for students designated English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical. Special population IEPs were amended when necessary for the COVID distance circumstances.
- Teachers have offered and observed established virtual office hours and meeting times during the regularly scheduled workday that included but were not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Teachers have provided instructional resources and materials through paper-based packets, and digital learning means such as Google Classroom, APEX, and other tools of choice.
- Teachers have communicated regularly with parents and families regarding expectations and student progress; if students were not engaged in the lessons and assignments, teachers have contacted parents and the school counselor.
- Teachers have participated in professional development and virtual learning sessions intended to support distance education as applicable.



- Teachers will monitor district and school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.
- Weekly professional development and strategic meetings through zoom were conducted for continuous improvement and execution of distant learning.
- Modes of communication have included email, phone, text, paper correspondence, all-call through School-wise, and face to face communication with appropriate social distancing observed.

## **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.]

MARC: School is offering Chromebook checkouts that utilize Securely security for offsite use on a family need bases. Hotspots will also be provided on a family need basis.

## **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.]

MARC: APEX creates a log of time for every individual students and subject. Curriculum outside of APEX will be facilitated through zoom and project based samples for attendance.

## **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.]

MARC: Teacher professional development will include: APEX, ZOOM, Basic Web Design, Google Education, and social emotional learning. Staff will be issued a computer and licensed software to facilitate APEX and web tools.

## **Staff Roles and Responsibilities**

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

MARC: Teachers will have to be able to instruct in a a fully visual setting utilizing zoom instead of their individual classrooms. Staff will be responsible for attendance monitoring and communication with their respected cohort.

## **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.]

MARC: The foster youth liaison will be working closely with outside families that are identified as homeless/foster youth. A communication schedule will be excuted with all Special populations. IEPs will be amended when necessary for the COVID distance circumstances.



Teachers will utilize strategies for students designated English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.

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

Description	Total Funds	Contributing
Create a Safe, Flexible Digital High School utilizing student chrome books and access to internet facilitating APEX curriculum, Webtools (Website, Google Education, Schoolwise, Zoom) and increasing stakeholder communication/participation though web tools	\$ 23,489	Yes

## **Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

HSRC: Teachers, in consultation with their pupils prior year teacher, will review material not covered at the end of the 2019-2020 learning year. Teachers will use a variety of assessments to determine each pupil's level of learning loss and enact a plan to address those gaps.

MARC: Students will be assessed utilizing state data (If tested) and onsite school wide assessments in the areas of math and language arts. Targeted specific strategies will be incorporated through student academic goal setting based on assessments in APEX.

## **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.]

The foster youth liaison will be working closely with outside families that are identified as homeless/foster youth. A communication schedule will be excuted with all Special populations. IEPs will be amended when necessary for the COVID distance circumstances. Teachers will utilize strategies for students designated English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical. Students that exhibit pupil learning loss in standard will be enrolled in intervention classes in the are of math and English language arts.

## 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.]

California state dashboard testing (If tested) or internal testing through renaissance learning and APEX.

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

Description	Total Funds	Contributing
APEX, Renaissance Learning assessments and appropriate staff	\$ 15,000	Yes

## Mental Health and Social and Emotional Well-Being

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

HSRC: Teachers will continue to integrate social/emotional skills into their lessons. Additionally, teachers will be vigilant, in their interactions with students and families, for issues that may require child welfare services contact.

The District encourages staff members to develop personal professional development plans. All staff members have been trained in CPI techniques, Restorative Justice methods, and the characteristics and disadvantages of adverse childhood experiences.

MARC: Creating a Trauma Responsive School during COVID-19 Pandemic

STRATEGIC GOAL #1: Pacific View Charter Students will develop college/career goals and necessary educational skills during the end of orientation week to increase their sense of purpose in life and current classroom/post-secondary education/career success.

Outcome 1: Students are aware staff will be helping them create Social-Emotional Goals and College Career Goals each year

Outcome 2: Student and parents will learn the technology tools for grading and remote curriculum access at PVCS

Outcome 3: Parents and students utilize web portals for grades and curriculum to monitor student progress.

STRATEGIC GOAL #2: Pacific View Charter students and staff will increase positive interactions and communication that supports student achievement and preparation for post-secondary education and careers by the end of their 12th grade graduation year.

Outcome 1: Teachers are aware of the need to build relationships with students to increase engagement.

Outcome 2: Students, Teachers, and staff build more robust relationships to increase academic achievement and prepare for post-secondary education and career success.

Outcome 3: As a result of efforts to improve the relationships and communication between students and staff, PVC will be prepared to implement a Multiple Tiered System of Supports during the 2021-22 school year.

**STRATEGIC GOAL #3:** Pacific View Charter Teachers will educate their students about their adverse childhood experiences(ACEs) for the intentions of increasing: their academic achievement, mutual trust, resilience, healthier coping skills, positive self-image, reach a higher potential in all walks of life, career building, healthier relationships, mental health, and citizenships skills by the end of their 12th grade graduation year.

Outcome 1: Students and Parents will learn about Adverse Childhood Experiences and behavioral issues.

Outcome 2: Teachers are aware of adverse childhood experiences in the student body

Outcome 3: PVCS will shift from a curriculum-driven school to a student-centered goal instruction

Teachers will be trained on google shared document tools to review student goals, ACEs, Building Resilience, and Goal Setting

## **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.]

HSRC: Teachers will engage with pupils on a daily basis. Pupils who are absent from distance learning for two consecutive days will notify the school principal. The principal will make contact with the absent pupils using all means necessary, including home visitation.

Procedures for tiered reengagement include family counseling and a tiered system of letters (the second which requires a team meeting) reminding families of the importance to reengage.

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MARC: The SWC created a parent student communication plan (Weekly Monthly Quarterly). There is continued ELD development in all curricular areas. 1:1 virtual communication through zoom to deliver curriculum addressing foundational literacy skills. Translated letters sent out to families and uploaded to the website. Website translation plugins on the school site offer translation for enrichment, zoom core class schedules, and assignments. APEX learning curriculum has built-in translation plugins for online assignments and textbooks. Assignments for the online curriculum is printed for foster youth and low-income students. A staff member maintains a daily office hour on-site for families in need. Chromebooks are unlocked and checked out to foster youth/low-income students without computer access. If the student has parents who are essential workers and they require childcare, the district refers the families to Changing Tides Family Services, our local resource, and referral agency for childcare, to match care to the need. Referrals are made to the Family Resource Center, homeless liaison, and available local childcare programs in the community. Efforts for ensuring students are supervised are documented weekly through staff collaboration and emails.

## 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.]

Our lunch program is contracted through Eureka City Schools. Lunch will be provided on a daily basis, by Eureka City Schools, including for those who are on-at-home independent study, for pick up at any of the Eureka City School Sites.

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

Section	Description	Total Funds	Contributing
[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]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

# 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
%	

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.]

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