

# 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]

As an online independent study program, Virtual Preparatory Academy at Lucerne has provided and maintained a consistent academic online experience for students. During the COVID-19 pandemic, there have been no school closures for VPrep@Lucerne.

## Stakeholder Engagement

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

Due to the nature of the school being an online independent study program, students and teachers have been able to continue a consistent academic online experience.

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

Modifications for public meetings have been made to host virtually, and a toll-free conference line is provided for all stakeholders. Public speakers are invited to speak and attend at all meetings.

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

Stakeholder feedback is welcomed at all meetings to engage in shared information, build community, continue established communication, and provide transparency to the school community and public.

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

Meetings provide an opportunity for stakeholders to stay involved and provide feedback necessary for accountability and growth.

# 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.]

As an online independent study program, Virtual Preparatory Academy at Lucerne will continue to provide and maintain distance learning for students.

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

Description	Total Funds	Contributing
No action is needed due to the nature of the school being an online program.	[\$ 0.00]	[Y/N]
N/A	[\$ 0.00]	[Y/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.]

Virtual Preparatory Academy at Lucerne will continue to provide and maintain a consistent academic online experience for students during the COVID-19 pandemic due to the fact that it is an online independent study program.

### 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.]

The entire school is a virtual offering comprised of distance learning. Virtual Preparatory Academy at Lucerne will continue to maintain distance learning opportunities utilizing existing platforms for learning, engagement, and communication with students through the online Learning Management System.

## 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.]

Virtual Preparatory Academy at Lucerne students meet with their teachers for live instruction and support through the online Learning Management System.

## 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.]

Virtual Preparatory Academy at Lucerne staff will continue to attend Professional Development opportunities, training, and access to resources utilizing existing platforms already used as an online independent study program. The VPrep@Lucerne is supported by an IT team during regular/school hours.

## Staff Roles and Responsibilities

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

Virtual Preparatory Academy at Lucerne is an online independent study program and staff will continue in their roles prior to the COVID-19 pandemic.

## 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.]

Virtual Preparatory Academy at Lucerne staff continues to provide a consistent academic environment through teacher engagement, curriculum, and aligned assessments to support student progress.

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

Description	Total Funds	Contributing
The entire school is a virtual offering comprised of distance learning.	[\$ 0.00]	[Y/N]
The Learning Management System provides online lessons aligned with the instructional support of teachers.	[\$ 0.00]	[Y/N]

## 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.]

As an online independent study program, Virtual Preparatory Academy at Lucerne utilizes formative testing tools for diagnostic and benchmark assessments. These tools automatically update upon student interaction to track progression and measure growth.

### 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 online formative testing tools used for diagnostic and benchmark assessments, provide data, and guide the teachers in adjusting and aligning instruction and support.

### 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.]

The instructional support and teacher engagement provided online to students will be aligned to the data provided by the diagnostic and benchmark assessments. This data will be used to measure the effectiveness and student growth.

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

Description	Total Funds	Contributing
Actions to address pupil learning loss are provided through teacher engagement and support.	[\$ 21.544]	[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.]

Virtual Preparatory Academy at Lucerne utilizes daily and weekly touchpoints and online tools to build rapport, community, and strengthen communication for staff and family. These touchpoints offer an opportunity to assess the emotional well-being of pupils as well as continue providing and strengthening the established communication and online community provided by the school. Professional Development

opportunities and touchpoints provide an opportunity to assess the emotional well-being of staff and strengthen the team communication and support needed for the school.

## 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.]

Teacher engagement is an integral component of pupil and family outreach. Teachers build community through online engagement, instruction, and office hours for support. These outreach strategies continue an established communication and assist in helping pupils who are at risk of learning loss.

## 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.]

Virtual Preparatory Academy at Lucerne is an online independent study program and does not provide meals for students.

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

Section	Description	Total Funds	Contributing
N/A		[\$ 0.00]	[Y/N]
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
As indicated in the pupil learning loss section funds are incorporated to serve all student groups.	N/A

## 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.]

The services offered are generally distributed to all student groups.

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

As indicated in the pupil engagement and family outreach section, the support strategies assist all students.