

# 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
Northern Summit Academy-Shasta	Julia Knight Executive Director	jknight@northernsummitacademy.org (530) 338-1399

## General Information

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

Northern Summit Academy - Shasta (NSA) is a non-classroom based, personalized learning charter school. The school operates a robust resource center with on-site core, CTE, and elective classes. This model allows for and facilitates creativity and adaptability. In March 2020, NSA immediately moved every one of our resource center classes into a distance learning delivery using Google Classroom and ZOOM (synchronous). No one was prepared for such a dramatic shift in delivery. We did not experience the participation that would benefit the students who were used to on-site classes. A survey of families indicated, last spring, a need for 75 additional chromebooks for distance learning. The two groups of students who were the least impacted were the independent study students and those using the on-line (asynchronous) curriculum. In order to monitor online educational opportunities for student safety, NSA contracted for Go Guardian.

The NSA SPED team immediately worked with all SPED students/teams to create amendments to IEP's that allowed for the continuation of SPED services, evaluations, and meetings using distance learning, ZOOM, docu-sign, and online intervention and support. All were given the opportunities to participate in all aspects of SPED in person, with distancing, or via technology. Most chose to come into the center in person. NSA uses an online delivery for speech and language services so these services were continued as usual.

The great majority of the NSA families want on-site classes. There is a sense of unrest due to the ever-present threat of schools closing. Parents have expressed both pro-masks and anti-mask sentiments. Nearly all of the families have been cooperative about NSA following and supporting the Shasta County Health Department mandates and guidelines. A few families chose to file Private School Affidavits or enroll elsewhere after learning we would be insisting on the masks and other COVID related health guidelines. NSA fully supports parent school choice.

NSA opened the year with a board-approved "Opening Plan" that adheres to county health department guidelines and offers families 4 educational delivery options (attached). Option 1 is on-site classes for core, CTE, and elective courses 3 or 4 days per week with some independent study courses. Option 2 is synchronous distance learning with the on-site schedule. Option 3 is asynchronous, online courses. Option 4 is independent study using any combination of online and print materials. High school students are still supported in con-current

enrollment with the college. In order to facilitate our 4 options, NSA purchased interactive boards and cameras for all teachers, assembled distance learning kits that each contain a Chromebook, headset with microphone, mouse, and a protective carrying bag. The school has constructed moveable "walls" to enable a more flexible use of our resource center to accommodate smaller cohorts and greater student/teacher distancing. The reduced revenue and increase in COVID related costs is a burden.

Due to COVID restrictions, the Career Technical Education Pathways are experiencing challenges especially regarding internships, field experiences, and competitions. The staff is working around restrictions and challenges in order to provide the meaningful experiences the students need.

NSA has experienced a dramatic increase in enrollment. Families, especially those with SPED students, have repeatedly expressed dissatisfaction with the educational delivery they experienced last spring in their district schools. They are seeking schools that are adaptable and experienced with the independent study model. After enrolling over 100 new students, the school had to start building a waiting list. The school has never enrolled so many students at one time. This has put a strain on the classified and office staff. The teachers are carrying the maximum students on their rosters while delivering the new combined on-site and distance learning classes. The revenue restrictions are a great impediment to quality. The school is being significantly under funded for the population it is serving. If the funding was per pupil, as it was in the past, we would be adding both certificated and classified staff. Being understaffed presents the greatest challenge to delivering a quality education in any program.

In considering the possibility of on-site school closures, NSA has considered staffing, equipment, and curriculum needs. We know we need more Chromebooks, mice, headsets, and bags to accommodate distance learning for all. We also need additional classified staff to monitor online and distance learning loads. We are purchasing new online science and social studies curriculum. Again, with the reduced revenue, delivering the quality education we strive to provide, is challenging. The reduced revenue forces the school to use reserves to fulfill the increased COVID-19 needs such as increased staffing, increased cleaning supplies and staff time for cleaning and sanitizing, and increased technology needs related to distance learning.

## Stakeholder Engagement

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

During the spring of 2020, NSA sought stakeholder input on the LCAP goals. Stakeholders were offered online surveys and in-person opportunities for contributing suggestions and ideas to make our educational delivery better. In March 2020, in order to comply with the Governor's Order, NSA surveyed families for technology needs in order to continue delivering a high-quality education via distance learning and online platforms. This survey revealed that many of our families had connectivity and devices while some did not. The lack of

connectivity was more about location than financial status. Certain areas in the counties NSA serves just do not have reliable connectivity. Lack of devices was a financial issue for families.

Since the switch to the Learning Continuity and Attendance Plan, NSA has solicited stakeholder input during on-site family trainings and via Parent Square (our communication tool) and our school Facebook page. We have also gathered student input during on-site classes. Teachers of Record (TOR) meet multiple times each month with students and parents/guardians to discuss student academic progress and needs. This is a regularly scheduled time when stakeholders are invited to contribute ideas, questions, and concerns.

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

Beginning March 2020, all Northern Summit Academy-Shasta's board meetings and public hearings have been conducted on a virtual webinar platform (Zoom). Individuals in attendance have the ability to ask questions and make public comments for items both on and not on the meeting agenda. Information and announcements for these meetings are placed prominently on the school's website and public notice for these meetings is provided 72 hours in advance along with the agenda. Staff who are knowledgeable about the virtual webinar platform are present for the duration of the meeting to support staff and attendees should there be any access issues or technical difficulties that need to be resolved. Northern Summit Academy-Shasta will convene a stakeholder team during the 2020/21 school year to gather input.

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

Stakeholders have offered a variety of suggestions, some suggestions were repeated by many contributors. It is interesting how many people from the different groups offered suggestions that involved in-person activities despite the COVID related restrictions and challenges. The huge majority of NSA stakeholders want in-person instruction and contact. Most suggestions were expressed by students, parents, and staff alike. Suggestions unique to the parent or staff groups are marked as such. The suggestion most offered was technology training. All stakeholder groups have expressed their insecurities, lack of skills and the need during these times when discussing technology. We are in a rural part of California. Connectivity is an everyday problem for many of the families. This problem is not easily solved as there just is not the capacity or connectivity in certain areas.

more hands on, physical activities  
less technology (chromebooks) more paper  
outside activities  
Minecraft education with Microsoft (chase waters could present for board)  
Advanced electives stem area  
Prodigy math  
robotics Lego  
floral design  
sports

hands-on science  
grades easier to be seen (parent)  
college prep (parent)  
college applications for seniors (parent)  
more parent training (parent) (staff)  
hands-on art  
self-defense (parent)  
4-H FFA  
upward bound (parent)  
tech training/class  
increased connectivity

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

First, based on the March 2020 technology survey, NSA responded to a CDE survey requesting 75 Chromebooks. When the Chromebooks arrived, NSA purchased headsets and bags so students who needed them could checkout equipment for distance and online learning. Second, NSA teachers provided in-house professional development to each other in order to increase staff skills in using Google Classroom, ZOOM, IXL, and Odyssey Ware.

## 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.]

NSA is a non-classroom based charter school. No students participate in full time, 5 days a week on-site instruction. As a Personalized Learning Program, choices are a normal consideration. The staff is comfortable with the independent study delivery, as well as in-person instruction. The staff is also comfortable with the asynchronous curriculum. Synchronous distance learning presented a new dimension to our school.

During March 2020, NSA teachers flipped all resource center classes into synchronous distance learning delivery. Every student continued to be given assignments and supported using the regular curriculum. Individualized tutoring was offered to all students via ZOOM. All SPED

services and meetings were provided. Families were given the choice on in-person or distance. Most chose in-person. The change was far too sudden for most families and challenging for staff. For the remainder of the year, many families decided to change the curriculum and go completely independent study. Some did very well with the distance learning while some were inconsistent and constantly needing to be supported to keep up due to the technology. Feedback from families unfailingly indicated that most families wanted on-site activities and classes despite the COVID-19 concerns.

During March 2020-June 2020, staff was able to continue to work on-site due to the physical set-up of the facility. Every staff member already had an individual office or workspace. These individual work areas are more than adequate for physical distancing and all spaces have the power and connectivity needed to continue with normal tasks.

The large majority of the NSA families want in-person resource center instruction. NSA, a Personalized Learning Model, developed an Opening Plan that included 4 options from which families could choose.

Option 1 - On-site participation in one or more resource center classes.

Option 2 - Distance learning participation in (synchronous) resource center classes.

Option 3 - Online curriculum (asynchronous).

Option 4 - Independent study using a combination of print and online materials.

Due to our spring 2020 experiences, during the first week of school, NSA scheduled a full week of family trainings to teach adults and students how to access Google Classrooms, assessment tools, ZOOM, and online curricula. Although most were planning on-site participation, the trainings were clearly to prepare all of us in case the county was to be on the watch list and we needed to go back to distance learning for all.

During the second and third week of school, every student, K-12, was assessed using NWEA and IXL. Students in grades 1-6 and upon teacher recommendation grades 7-12, were assessed for reading fluency using Dibels. These are the same assessment tools we used in the 2019-2020 school year so we have a record of academic learning losses for our returning students, and a baseline for monitoring during this school year for all students. The assessment results are used to identify academic support needs. NSA employs a full time math tutor. Every student has access to this tutor either in person or via ZOOM. NSA does not have separate SPED classes. The SPED staff provides small group and individual instruction for SPED and non-SPED students.

NSA has defined health and safety protocols in place for all people coming on site. The Health Guidelines are based on the Shasta County Health Department Guidelines and are subject to change based on the county's COVID-19 status.. Following these guidelines promotes the health and well being of all stakeholders. Students are assigned Chromebooks and pencil cases in order to minimized any transference of germs. Surfaces and equipment are cleaned and sanitized daily and in some cases more often based on use. The facility use plan has been revised to create defined areas for cohorts.

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

Description	Total Funds	Contributing
NSA purchased materials to create defined instructional areas for defined cohorts. This enables better physical distancing between students and staff. Should there be a verified case of COVID-19, NSA hopes to be able to quarantine only the primary contacts in a cohort.		No
NSA purchased and continues to purchase individual pencil cases and art items for students in order to reduce transferring items between home and school. Families were asked to NOT send pencils, pens, ruler, etc.		No
NSA purchased and continues to purchase items to create individual PE activity kits in order to reduce student sharing of common equipment.		No
NSA purchased and continues to purchase sanitizing chemicals specifically for reducing the transferring of the COVID-19 virus on surfaces and equipment.		No
NSA purchased and continues to purchase additional tables, room dividers		No
NSA is advertising for an additional Paraprofessional to specifically assist with the distance learning and increased student needs based on additional cohorts in defined and separate areas of the facility.		No

# 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.]

NSA considers the beginning of the year family trainings to be the critical tool for students to receive true continuity of instruction should it be necessary for the whole school to move to a distance learning model. At this point in time, families and staff had an opportunity to work together to use the online and distance learning tools. Families know that NSA will comply with the local health department mandates and that distance learning could be part of that in time.

Every student who is participating in distance learning by choice or if the whole school needs to go distance learning, uses curriculum aligned with the grade level standards and appropriate content. Distance learning, independent study students have access to all the curricula, materials, assessments, tutoring and supports as any student participating in on-site learning. Students participating in synchronous distance learning are using the same curriculum as classmates on site. All students, on site or distance learning, locate their assignments in a Google Classroom. Staff has proctored the school's assessments online for students who do not come on-site and is prepared to do this whole school if needed.

SPED students are provided all IEP defined services and all meetings are held. NSA contracts with "Tiny Eye" for speech and language services on a normal basis. Tiny Eye uses an online synchronous delivery. This service would not change if the school needed to be closed to in-person instruction. Specialized Academic Instruction will be delivered using ZOOM as needed according to each student's IEP.

## 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.]

NSA is prepared to provide one to one chromebooks and headsets to students should the need arise. Connectivity is problematic due to regional connectivity problems. NSA has students in Shasta, Tehama, and Trinity counties. Many of the students live in rural areas and have no access to internet at home. These students would need to take a chromebook to a local library or other connected location in order to work online. NSA could provide connectivity in the school parking lot if on-site facility use was not allowed.

## 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.]

Attendance, participation and time value are determined by the NSA independent study policy and by state law. As a non-classroom based school, attendance is tracked and recorded according to completion of assignments from the certificated Teacher of Record. Student assignments are the equivalent of what would be assigned in a site based program and aligned with the state standards. Students must complete a learning log that records daily academic engagement. In addition to the Learning Log, students who are using asynchronous

curriculum have a dated record of all work completed. Students participating in the synchronous distance learning are required to participate in all scheduled classes. All of this is consistent with pre-COVID practices.

## **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.]

NSA started providing distance learning related professional development in March 2020 NSA uses our own in-house experts where possible. Staff is at varying skill levels in the areas of technology, distance learning, and online curriculum, At the onset of the COVID-19 crisis, NSA found we had a pool of untapped expertise.

Staff has been encouraged to participate in county office trainings in any area needed. Every staff member is functional in Google Classroom and ZOOM.

NSA contracts for tech services. The contracted tech person works with staff as needed for hardware use, software use, and for setting up classroom equipment such as the interactive boards, cameras, and sound. The tech person also loads chromebooks with NSA bookmarks, filters and white pages. Monitoring for student online safety is a priority, for this NSA has contracted with Go Guardian..

## **Staff Roles and Responsibilities**

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

The most pronounced changes in staff roles and responsibilities has been in carrying out the health guidelines and protocols. The classified staff is engaged in center arrival by taking temperatures, monitoring for health concerns, signing in students, checking for and providing masks, The CTE credentialed teachers have taken an expanded roles by cleaning and sanitizing general areas of the center, including the study hall pods, lunch areas, and reception area. Teachers have increased cleaning duties within their cohort groups - surfaces and equipment. The office assistant is handling an increased number of calls from the distance learning students or their parents when logging on difficulties arise before each class.

## **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.]

NSA is prepared to serve the needs of any of the students as need dictates. It is the goal of the school to provide a high quality education for every student regardless of circumstance. Teachers and administration work closely with families. If the school was to be physically closed, the students with special needs, English learners, foster and homeless will continue to be served using the tools and skills of the staff. Being a non-classroom based school that is dedicated to Personalized Learning means there is a willingness to be flexible and adaptive. In the spring 2020, staff sought out homeless students and made sure they were provided equipment, curriculum, and help. This ensured the continuity of education these kids needed. We are prepared to provide this continuity of services for all students.

Currently, NSA has an enrollment of 254. Of these students, 2 are English Learners, 40 are SPED, and there are no foster students.

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

Description	Total Funds	Contributing
NSA purchased headsets and chromebook bags for checking out devices to students. 2019-2020 actuals		Yes
NSA purchased additional interactive boards to provide distance learning that includes document and screen sharing. 2019-2020 actuals		No
NSA purchased cameras for distance learning delivery. 2019-2020 actuals		No
NSA contracted for student online monitoring system to ensure student online safety. (Go Guardian)		No

**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.]

NSA completed all local assessments for the 2019-2020 school year using NWEA, and IXL. An analysis of the resulting data showed that, overall, the NSA students had made academic progress. This can be attributed to the continuity of educational delivery despite the necessary distance learning and independent study delivery. Students had continued to use regular curriculum, tutoring, and teacher contact. The local assessments will be used to track academic progress and identify needs during the 2020-2021 school year.

## 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.]

As a Personalized Learning Program, NSA considers the individual academic needs of each student. This is a continual process. NSA will employ many of the same remediation/intervention strategies where learning losses or inadequate academic progress are identified for all students, including the English learners, low income, foster youth, pupils with exceptional needs and the homeless. One of our primary tools has been, and continues to be the IXL program. The intuitive program identifies individual strengths and weaknesses. Students login and work on these areas of need daily. Teachers can assign specific skills for work in the online program or as supplementary and reteaching materials from other sources. NSA is able to offer students grade level course work at differentiated reading levels as needed to ensure grade level content acquisition while building reading and math skills.

Additionally, tutoring is available for all students. The math tutor is available 5 days per week. Certificated class teachers provide tutoring in their subject areas. SPED teachers provide additional support for the students with exceptional needs.

## 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.]

All academic progress, or lack of, will be measured using the local assessments, NWEA, IXL, and Dibels. K-8 students have a standards based report card. Teachers regularly evaluate progress towards mastery of these standards using a defined list of assessments, some imbedded in curricular work and others as separate activities. IXL progress is teacher monitored at least weekly. All of the assessments and online programs can be monitored online.

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

Description	Total Funds	Contributing
NWEA assessment program for academic progress monitoring and program evaluation in reading, language arts and math..		No
IXL online assessment and intervention/practice tool for assessment student academic progress in reading, language arts and math.		No
Employment of full time math tutor for grades K-12.		No

## 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.]

NSA is dedicated to providing a personalized learning plan and personalized support to every student and his/her family throughout the year. NSA is a small school and does not employ any counselors. Due to the reduced funding for non-classroom based charter school, it is not likely NSA will have the revenue to hire a counselor. NSA does have access to multiple county programs through multiple agencies, one example is the "Help Me Grow Shasta" resource.. Another example is, NSA staff and students in grades 7-12 will participate in the LivingWorks Youth Summit.

Students and parents have clearly expressed a desire to see "fun" and "social" activities continue so the students are not isolated. This is expressed frequently. Our returning families and students are disappointed that due to COVID restrictions, we are not able to hold our annual camping trips. These trips are considered community and relationship builders, as well as providing opportunities for the application of academic learning. In recognition of this, NSA has created physical activities and dance classes that allow for fun interaction, health building movement arranged with the physical distancing needed during the COVID-19 situation. NSA has also scheduled "PE in the Park" for weekly outdoor activities to promote health and social/emotional well being. As COVID-19 guidelines allow, NSA will seek out opportunities for activities and projects that promote social and emotional well-being.

Staff who participate in the school insurance program do have access to mental health services through the insurance plan.

Consistent with our personalized program and our close-knit school community, we are putting time and money into team building lunches. We are planning some team building activities that will allow staff to relax and build each other up. The initial days of staff inservice included social/emotional activities to help staff identify things and situations that were in and out of each one's control. This training is reinforced weekly as staff express frustrations and difficulties. It is a high priority to the administration and board that the staff members be recognized for their hard work and high level of professionalism, especially in these challenging times. The administration and the designated HR staff have an open-door policy for all staff. NSA has delayed the start of the "Monday Optional Workshops" for students so that staff has one day per week to contact families, monitor academic work, prepare for the distance learning classes, and collaborate with fellow staff members. The collaboration time has been identified by some as the critically important.

## 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.]

Pupil and family engagement are built into the practices at NSA. Teachers of record meet multiple times a month with families to discuss academic progress, concerns, needs, and resources. Families who choose distance learning only, meet with the teacher of record also. Families are invited to call and email in between meetings. SPED staff is in frequent contact with students and families. These contacts include the required meetings and services and go beyond to ensure relationship building and solid communication.

Students who are not communicating and/or turning in completed assignments are scheduled for a Student Study Team Meeting. The team participants include the student, parent/guardian, teacher of record, and any other staff who are involved with the student. A student study team is tasked with answering the question, "What can we do to promote the academic success of this student at NSA?". The team identifies the problem, possible issues, actions, and those who will be responsible for the actions. Follow up meetings are scheduled and held as needed. These meetings can be held in person or via ZOOM. The "Help Me Grow Shasta" resource can, and has been utilized for soliciting help with families who need something beyond what NSA is equipped to provide.

## 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 a non-classroom based charter school, NSA is required to provide a nutritionally sound meal for any student scheduled to be on-site for 2 or more hours. NSA is not currently participating in the National School Lunch Program. We offer the shelf-stable meal to any student who is on-site during the scheduled meal times, regardless of economic status. The meal windows are posted on the student schedules. During physical school shutdowns last spring, NSA provided all students the county meal distribution schedules. Additionally, last spring, NSA prepared bagged meals for students who came in to pick up and drop off assigned work or get academic support.

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

Section	Description	Total Funds	Contributing
N/A	NSA hired an additional paraprofessional. This staff member is assisting with in-person instructional delivery, with a focus on math fluency. If in-person instruction is not allowed this staff member would assist in monitoring distance learning delivery and participation.		No
Distance Learning Program			No

## 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
21.64%	\$325,511.

### 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 personalized learning needs of every student is the beginning point for every NSA student regardless of status as a foster youth, English Learner, low income, or homeless student. However, additional chromebooks and accessories were purchased with the needs of the low income students having been identified during a spring 2020 technology survey. NSA has 2 English Learners. The students are

assigned to a teacher of record who speaks Spanish so that they can be better supported as needed. This teacher assignment has provided the level of support these students need through weekly meetings, tutoring as needed, and the assigned teacher's constant progress monitoring. NSA does not have any foster youth at the time of this writing.

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

NSA identified technology/distance learning needs in the low income student population during spring 2020. The school assembled Chromebook kits for checkout to students. These kits, containing a Chromebook and headset in a protective carrying bag, enable the students to utilize any of the NSA online programs and to participate in the synchronous distance learning classes and tutoring sessions. The Chromebooks can also be used for parent/teacher meetings and communicating as well as SPED services and meetings..

Item #	Item Type	Item Comment	Item Description	Item Amount	Account Amount
<b>Fnd 01 - CharterSchoolEnterp</b>					
<b>Expenditure</b>					
( 000923)	01- 000- 0100- 0000- 1110- 1110- 1000- 000-		<b>Teacher,Instructn,Sup/Conc,UnDef</b>		44,514
1	Salary		ARMSTRONG, MELISA L (000011), # of Items 1	44,514.10	
( 000931)	01- 000- 0100- 0000- 2110- 1110- 1000- 000-		<b>InstAide,Instructn,Sup/Conc,UnDef</b>		116,337
1	Manual		VACANT INSTR ASST FT	20,491.00	
2	Manual		PSA's - ENRICHMENT	20,000.00	
3	Salary		COPELAND, HEIDI L (000023), # of Items 2	27,005.37	
4	Salary		BAYLESS, MARIA (000030), # of Items 2	8,424.00	
5	Manual		BAYLESS, MARIA (000030), # of Items 2	4,169.00	
6	Salary		POLITI, KATHLEEN D (000037), # of Items 2	7,897.50	
7	Salary		MATHIS, MICHAEL J (000042), # of Items 2	28,349.96	
( 000724)	01- 000- 0100- 0000- 3101- 1110- 1000- 000-		<b>StrsCert,Instructn,Sup/Conc,UnDef</b>		7,189
1	Salary		ARMSTRONG, MELISA L (000011), # of Items 1	7,189.03	
( 000726)	01- 000- 0100- 0000- 3301- 1110- 1000- 000-		<b>SSCert,Instructn,Sup/Conc,UnDef</b>		645
1	Salary		ARMSTRONG, MELISA L (000011), # of Items 1	645.45	
( 000934)	01- 000- 0100- 0000- 3302- 1110- 1000- 000-		<b>SSClass,Instructn,Sup/Conc,UnDef</b>		8,900
1	Manual		VACANT INSTR ASST FT	297.12	
2	Manual		VACANT INSTR ASST FT	1,270.44	
3	Manual		PSA's - ENRICHMENT	290.00	
4	Manual		PSA's - ENRICHMENT	1,240.00	
5	Salary		COPELAND, HEIDI L (000023), # of Items 4	2,065.91	
6	Salary		BAYLESS, MARIA (000030), # of Items 4	644.42	
7	Manual		BAYLESS, MARIA (000030), # of Items 4	318.93	
8	Salary		POLITI, KATHLEEN D (000037), # of Items 4	604.16	
9	Salary		MATHIS, MICHAEL J (000042), # of Items 4	2,168.77	
( 000727)	01- 000- 0100- 0000- 3401- 1110- 1000- 000-		<b>H&amp;WCert,Instructn,Sup/Conc,UnDef</b>		8,760
1	Salary		ARMSTRONG, MELISA L (000011), # of Items 1	8,760.00	
( 001065)	01- 000- 0100- 0000- 3402- 1110- 1000- 000-		<b>H&amp;WClass,Instructn,Sup/Conc,UnDef</b>		8,760
1	Manual		VACANT INSTR ASST FT	8,760.00	
( 000730)	01- 000- 0100- 0000- 3501- 1110- 1000- 000-		<b>SUICert,Instructn,Sup/Conc,UnDef</b>		22
1	Salary		ARMSTRONG, MELISA L (000011), # of Items 1	22.26	
( 000935)	01- 000- 0100- 0000- 3502- 1110- 1000- 000-		<b>SUIClass,Instructn,Sup/Conc,UnDef</b>		58
1	Manual		VACANT INSTR ASST FT	10.25	

E denotes edited in BAE

Selection Grouped by Acct Type, (Org = 74, Zero? = N, Restricted? = Y, Control? = N, Obj = 1-7, Resc = 0100, Object Digit = 0, Page Break Level = )

ESCAPE ONLINE

Model BR21-04 20-21 45 DAY

Fiscal Year 2020/21

Item #	Item Type	Item Comment	Item Description	Item Amount	Account Amount
<b>Fnd 01 - CharterSchoolEnterp (continued)</b>					
<b>Expenditure (continued)</b>					
<b>( 000935) 01-000-0100-0000-3502-1110-1000-000-</b>			<b>SUIClass,Instructn,Sup/Conc,UnDef (Continued)</b>		
2	Manual		PSA's - ENRICHMENT	10.00	
3	Salary		COPELAND, HEIDI L (000023), # of Items 2	13.50	
4	Salary		BAYLESS, MARIA (000030), # of Items 2	4.19	
5	Manual		BAYLESS, MARIA (000030), # of Items 2	2.08	
6	Salary		POLITI, KATHLEEN D (000037), # of Items 2	3.89	
7	Salary		MATHIS, MICHAEL J (000042), # of Items 2	14.17	
<b>( 000731) 01-000-0100-0000-3601-1110-1000-000-</b>			<b>WCCert,Instructn,Sup/Conc,UnDef</b>		1,206
1	Salary		ARMSTRONG, MELISA L (000011), # of Items 1	1,206.33	
<b>( 000936) 01-000-0100-0000-3602-1110-1000-000-</b>			<b>WCClass,Instructn,Sup/Conc,UnDef</b>		3,153
1	Manual		VACANT INSTR ASST FT	555.31	
2	Manual		PSA's - ENRICHMENT	542.00	
3	Salary		COPELAND, HEIDI L (000023), # of Items 2	731.84	
4	Salary		BAYLESS, MARIA (000030), # of Items 2	228.30	
5	Manual		BAYLESS, MARIA (000030), # of Items 2	112.98	
6	Salary		POLITI, KATHLEEN D (000037), # of Items 2	214.03	
7	Salary		MATHIS, MICHAEL J (000042), # of Items 2	768.28	
<b>( 000736) 01-000-0100-0000-4310-1110-1000-000-</b>			<b>InstM&amp;Sp,Instructn,Sup/Conc,UnDef</b>		5,739
1	Other	ADDL INTERVENTION MATERIALS	45 DAY REVISION	5,739.00	
<b>( 000873) 01-000-0100-0000-4410-1110-1000-000-</b>			<b>NCapEqp,Instructn,Sup/Conc,UnDef</b>		3,549
1	Other		45 DAY REVISION	3,549.00	
<b>( 001021) 01-000-0100-0000-4530-1110-1000-000-</b>			<b>Fuel&amp;Oil,Instructn,Sup/Conc,UnDef</b>		2,000
1	Other		FUEL - FIELD TRIPS	2,000.00	
<b>( 001020) 01-000-0100-0000-5710-1110-1000-000-</b>			<b>IntPgTsf,Instructn,Sup/Conc,UnDef</b>		16,639
1	Other		M KOFFA S&B to Bal R3010	16,639.00	
<b>( 000738) 01-000-0100-0000-5801-1110-1000-000-</b>			<b>GnlOpExp,Instructn,Sup/Conc,UnDef</b>		53,040
1	Other	Goal 3 Action 1	Rosetta Stone	2,500.00	
2	Other		Field Trips	7,000.00	
3	Other	Goal 3 Action 1	Renaissance Learning EST	2,500.00	
4	Other	GLYNLYON	EST ON-LINE PORTALS (ODYSSEY WARE)	20,000.00	
5	Other	Certiport/NCS Pearson	MICROSOFT CERTIF. EXAM FEES	3,000.00	
6	Other		PEARSON MOS/GMETRIX	3,000.00	

E denotes edited in BAE

Selection Grouped by Acct Type, (Org = 74, Zero? = N, Restricted? = Y, Control? = N, Obj = 1-7, Resc = 0100, Object Digit = 0, Page Break Level = )

ESCAPE ONLINE

Model BR21-04 20-21 45 DAY

Fiscal Year 2020/21

Item #	Item Type	Item Comment	Item Description	Item Amount	Account Amount	
<b>Fnd 01 - CharterSchoolEnterp (continued)</b>						
<b>Expenditure (continued)</b>						
( 000738)	01- 000- 0100- 0000- 5801- 1110- 1000- 000-	<b>GnlOpExp,Instructn,Sup/Conc,UnDef (Continued)</b>				
7	Other		CRITERION	5,000.00		
8	Other		IXL LEARNING	3,487.00		
9	Other		NWEA	4,863.00		
10	Other		READ NATURALLY	690.00		
11	Other		PARENT SQUARE	1,000.00		
( 000756)	01- 000- 0100- 0000- 5805- 1110- 1000- 000-	<b>InstCons,Instructn,Sup/Conc,UnDef</b>				45,000
1	Other	Goal 2 Action 2	Vendor services	45,000.00		
<b>Total for Org 074 , Fnd 01 and Expenditure accounts</b>					<b>325,511</b>	

E denotes edited in BAE

Selection Grouped by Acct Type, (Org = 74, Zero? = N, Restricted? = Y, Control? = N, Obj = 1-7, Resc = 0100, Object Digit = 0, Page Break Level = )

ESCAPE ONLINE

Page 3 of 3



2301 Balls Ferry Rd.  
Anderson, CA 96007  
(530) 338-1399

[www.ns-academy.org](http://www.ns-academy.org)

## 2020-2021 Opening Plan

Northern Summit Academy-Shasta has a board approved Fall Opening Plan. We have given much thought and consideration to the health and well being of our students and stakeholders in deciding on this plan. As educators we are also intensely dedicated to providing quality education that will guide our students to grade level academic proficiency, self confidence and resiliency in the face of challenges. We offer the assurance that we are supporting every student.

As a Personalized Learning Program, we are dedicated to approaching each student as an individual. We also support parent/guardian choice. We rely on collaboration with parents/guardians to design the Personalized Learning Program for each student. With these assumptions as our guides, we are proposing 4 options from which families can choose for the opening of school. Please note, as a California Public School, we are committed to respecting and adhering to the Shasta County Public Health Department Guidelines.

At this time, Shasta County is not on mandated shut-down. If Shasta County moves to a mandatory shut-down based on an increase of COVID-19 confirmed cases/deaths, Option #1, on-site classes, would be delivered as described in Option #2. Options 1-4 are described in this document.

Our teachers are trained and comfortable with the non-classroom based setting and with independent study assigning and support. Last spring was our first school-wide distance learning delivery. Although every resource center class, general and special education meetings/services, tutoring and trainings were delivered as usual, we had an opportunity to take notice of our strengths and weaknesses. Teachers have continued their training and preparation for the remote delivery of classes. NSA has purchased an interactive board and camera for every class. We have contracted for network monitoring to ensure student cyber-safety. We received 75 additional chrome books from the state of California. No matter if you are choosing remote delivery of our classes or if we are mandated to use the remote delivery, we are prepared.

During the first 3 weeks of school, all of our students will complete the required local assessments. The assessment results help us design the Personalized Learning Plan for each student, plan for intervention and staffing to meet student needs. The assessments also provide a baseline of These assessments include;

- NWEA , grades 1-12, Math, Reading, and Language Arts
- Read Naturally (reading fluency), grades 1-6 students and students in 7-12 as recommended by teachers and/or parents/guardians
- IXL(used for intervention and grade level standards practice), grades K-12 Math, Reading and Language Arts
- Sequential Math (math fact fluency)
- Writing
- Physical Fitness Test, this is a baseline for the state testing in the spring

During this first 3 weeks all students and parents will be receive training in our online programs, distance learning tools, and student curriculum. Last spring, our staff observed the many frustrations, for all parties including staff, when we had to suddenly deliver our class instruction using Google Classroom and ZOOM. We are committed to easing the frustration associated with distance learning, whether chosen or imposed on us. If we can all become more comfortable and proficient with the technology, we can remain focused on academic instruction and progress. Details of the first 3 weeks of school will be completed soon.

#### **Field Trips**

Sadly, our annual Lassen Park camping trips will not take place this fall. We will be looking for a spring opportunity. All field trips will be based on Shasta County Health Department Guidelines. The staff will be looking for virtual field trip offerings.

#### **COVID-19 in General**

- ***Limit unnecessary congregating and contact with anyone outside your household.*** This is such a challenge for all of us. Thanks to COVID, we are all growing into 21<sup>st</sup> Century students/citizens. Use the technological tools whenever possible to visit with family and friends, to conduct business meetings, complete forms and paperwork, even to order goods for curbside pickup from our local vendors.
- ***Wash your hands with soap and water frequently, for 20 seconds or more.*** The two groups of people who have been requiring this forever are the medical and education people. Washing hands is highly effective in slowing the spread and acquisition of diseases.
- ***Stay 6 feet from others if possible.***
- ***Cough and sneeze into a disposable tissue or your elbow.*** The droplets in a cough, sneeze or any other vocalizations carry the viruses and bacteria that we do not want to share.
- ***Disinfect surfaces, wash clothes, masks, and shower/bathe daily.***
- ***Stay home if you feel ill, have a fever, dry cough, or have been in contact with someone who has a confirmed case of the COVID -19. This is the one place where “Sharing is NOT caring”.***

#### **Resource Center Uses**

- Core and elective classes for grade levels K-12. Students may be enrolled in one or more classes as decided by the parent/guardian and the teacher of record.

- Student and parents/guardian meetings with teachers in the center by appointment.
- Tutoring sessions.
- Student use of equipment and materials.
- Meetings and services for Special Education.
- Staff meetings and trainings.

### **Resource Center Requirements: Non-Negotiable**

- All adults and students must wear cloth masks when entering and leaving the resource center.
- Entrance into the center from the foyer will be restricted to enrolled students and those who have scheduled appointments with staff.
- Staff will take each person's temperature using a "no touch" thermometer upon arrival. If anyone has a temperature of 100.4, he or she will not be allowed entrance into the center.
- Students in grades K-2 are not required to wear masks. Masks are always encouraged.
- Students in grades 3-12 are required to wear cloth masks. Except in specific situations.
- Adults are required to wear masks, unless working alone in an office space.
- Situations where masks are not required include; while eating, participating in physical activity\*, singing\*, during speech and language services, when reading lips or communication with a lip reader \*\*, or if a respiratory medical condition exists\*\*\*.
- Certain special needs students may not be able to wear masks. This will be decided case by case based on appropriate documentation.
- Everyone will be required to wash hands with soap and water or use hand sanitizer upon arrival, before and after eating and using lab equipment, the library, technology or any other items.
- Whenever possible, all people will maintain 6 feet of space from others.
- Students will not be allowed to congregate in the restroom, staff will monitor the number of students using the restroom at one time.
- Whenever possible, students will be issued materials, technology, and supplies for only their use. Sharing of supplies and materials is discouraged.
- Surfaces and school equipment and materials will be appropriately disinfected after use.
- Backpacks must be stored in the designated cubbies.

\*Physical Activities, including dance classes and singing, will take place outdoors as possible. During indoor physical activities, students will be spaced at least 6 feet apart. During individual singing lessons a student will be in a vocal booth with the teacher on the outside of the booth.

\*\*During speech and language services/evaluations and where lip reading is used, participants will use physical distancing.

\*\*\*A students who cannot wear a mask for medical reasons will need to provide a physician's note documenting that the student qualifies for a mask exemption.

### **Option 1 – On-Site Participation in Resource Center Classes**

- Students can choose to participate in one or more classes in the resource center. Some classes will be an independent study delivery.
- All resource center classes are aligned with the CA standards.
- Students who are enrolled in resource center classes are expected to attend every class unless ill. Attendance will be taken.
- Students who are not able to attend classes in person will participate the regular class session via the distance learning model.
- Students who participate in any on-site classes, meetings, tutoring or other activities must adhere to the *Resource Center Requirements*, per the details above.
- Staff will, whenever possible, stay 6 feet from students.
- Students will be positioned 6 feet apart, whenever possible.
- Mandatory and additional student/parent/teacher meetings will be via technology and, as necessary, in person.
- Learning Logs continue to be required.

### **Option 2 – Participation in Resource Center classes via Distance Learning**

- Students can choose to participate in one or more classes in the resource center from any remote location that has reliable internet. Some classes will be an independent study delivery. These are *Synchronous Classes*. This means that the students and teachers are online at the same time, per our normal schedule, but in different locations.
- Students who are enrolled in resource center classes are expected to attend every class unless too ill. Attendance will be taken.
- Participation in the Distance Learning classes is a live delivery, the location must be prepared to enable a classroom-like atmosphere that is free of background noises and visible family activities.
- Participants must always adhere to the NSA Distance Learning Standards. This document will be posted to prior to the start of school.
- Mandatory and additional student/parent/teacher meetings will be via technology and, as necessary, in person.
- Learning Logs continue to be required.

### **Option 3 – Online Courses**

- Students who prefer using online courses without the “live” teacher can use Odyssey Ware. These are *Asynchronous Classes*. This means students can access and complete the course work anytime from anywhere with internet. A chrome

book or computer and reliable internet are required. NSA has prepared chrome books for student check out.

- Online courses have defined due dates that ensure completion of the appropriate course work in a timely manner for quality learning, acceptable attendance, and credit completion for high school students.
- Odyssey Ware provides UC approved, a-g courses. They are aligned with the CA standards
- Teachers will train parents/guardians in the use of the materials.
- Students have access to tutoring and intervention materials, in person or via technology.
- Parents can have access to monitor their students' course progress.
- Mandatory and additional student/parent/teacher meetings will be via technology and, as necessary, in person.
- Learning Logs continue to be required.

**Option 4 – Independent Study Only Using Print Materials and Kits**

- Students in grades K-12 can complete their grade level and elective work using print materials and kits.
- All assigned materials and kits are aligned with the CA standards.
- Teachers will train parents/guardians in the use of the materials.
- Students have access to tutoring and intervention materials, in person or via technology.
- Mandatory and additional student/parent/teacher meetings will be via technology and, as necessary, in person.
- Learning Logs continue to be required.