

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
Shasta Charter Academy	Matthew Wahlman, CBO	mwahlman@sca-edu.org ; 530-245-2600

General Information

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

The COVID-19 pandemic has had a profound impact on the Shasta Charter Academy (SCA) community, as it has on many around the state, nation, and world. In March of 2020, SCA, along with other schools around the state, closed its facilities yet continued to educate students. Families were alerted using SCA’s notification system that the school would be closing effective March 20th. The school sanitized and prepared Chromebooks and VEX Robot kits to be checked out to students to take home, with facilitator approval, notifying the families of these resources. When the shelter-at-home guidance was issued on March 18th, the school was immediately closed to non-staff members. Notification again went out via the school communication system. All staff made preparations to vacate the campus as soon as practical. In finishing out the 19-20 school year, staff were only on campus as needed and practiced social distancing. Staff communicated with and received support from school administration and IT. All teaching staff made valiant efforts to ensure student learning continued in spite of the closure. Special education students received teletherapy for speech support. Classroom teachers used Google Classroom to communicate assignments, with some teachers live-streaming their math classes from their classroom. Others created screencasts of their lectures. Facilitators had meetings virtually using platforms like Google Meet, Zoom, email, and phone. Through the changes, students continued to engage in learning by many avenues. The 20-21 school year has begun with many safety protocols in place based on Shasta County Public Health guidance. Families and facilitators have the option of meeting virtually or in-person. Though tutoring is continuing on-site, students are receiving class instruction remotely. Teachers are using Google Classroom, Google Meet, and other methods to provide both synchronous and asynchronous learning opportunities.

Stakeholder Engagement

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

SCA has been as responsive as possible to stakeholders throughout the COVID-19 pandemic. The school has made every effort to do what is best for all involved, and the feedback received has been much appreciated. There have been scenarios where the feedback SCA received contrasted with what was being mandated by Governor Newsom. Stakeholder feedback has come in many forms; namely: students and parents contacting the SCA Director, students and parents contacting their facilitator and/ or teacher, staff conversing, listening, and

collaborating together, as well as the Advisory Board discussing, listening, and collaborating. Parents, staff, and other community members are welcomed at school Advisory Board meetings, and are given opportunities to share their insights. A draft of this Learning Continuity Plan was also presented at a public Advisory Board meeting for a hearing so that anyone who wished to comment or review had the opportunity.

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

Remote participation to SCA public meetings has been made available through video conferencing (Zoom) and phone calls. The information to join the meetings remotely have been posted on the SCA website and at the location where the meeting takes place in compliance with the Brown Act. Through these options, the public can see or hear the meeting and participate in giving feedback.

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

Safety has been heard as a high priority for all involved; specifically students, their families, school staff, and their families, but extended families and community partners as well. Giving as much freedom and choice to families and staff as is possible and legal has been expressed. There have been requests for no masks within SCA facilities. There have been requests for classes on-site. There have been requests to meet and receive instruction remotely. There have been requests for both synchronous and asynchronous instruction. Having enough personal protective equipment (PPE) at the school was reiterated by multiple stakeholders. The desire for streamlined, simple, effective, and high-quality assignments from facilitators and teachers was expressed as well.

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

The direction and offerings of SCA, described to much extent here in the Learning Continuity Plan, have been arrived at through input from stakeholders and after much dialogue. The following are some of the specific situations SCA thought through and made decisions on: sick people on campus; health screening of persons entering campus; hand sanitizer stations; facilitator meetings, virtual and in-person; masks on campus; student use of indoor common areas; restrictions on visitors to campus; classroom capacity; 333 restroom capacity; facilitator office capacity; cleaning of potentially contaminated surfaces; hygiene training for students; remote access to curriculum for on-site classes; access control and documentation (for both students and parents); 333 student phone use; drinking fountain use; students use of outdoor common areas; protection for lobby staff; communication methods; remote instruction best practices.

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.]

SCA is offering in-person facilitator meetings as well as small-group or one-on-one tutoring to help those students that would benefit most. In-person instruction is a choice and not forced on any students. When deemed in the best interest of all stakeholders, SCA will open its facilities to in-person classroom instruction.

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

Description	Total Funds	Contributing
Tutoring/ support for students	\$53,000	Y
Protective and safety equipment for students and staff	\$6,000	N
Cleaning materials and services in facilities	\$4,000	N
Instructional materials	\$2,000	Y
Overseeing, guiding, teaching, and supporting students	\$17,000	Y

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.]

SCA students have access to the full curriculum regardless of virtual or in-person instruction. Courses that were offered on-campus transitioned to live-streamed instruction with real-time interaction between teacher and students. Both synchronous and asynchronous options are offered. Materials have been checked out to students to facilitate at-home learning including VEX Robotics kits, textbooks, art supplies, Chromebooks, and graphing calculators.

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.]

Chromebooks were distributed to all students who requested them. Information was distributed to families regarding low and no-cost Internet options.

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.]

Progress is assessed through live teacher meetings, both with whole-class groups and individually. The LEA will resume participation and value of work using standard practices for independent study: methods consistent with SCA's school charter.

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.]

SCA has focused professional development on training for all teachers and support staff in Google Classroom, Google Meet, screencasting, and live-streaming. The school is also providing ongoing technical support for these applications and connected hardware to staff and students.

Staff Roles and Responsibilities

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

The school Director/ Superintendent and CBO have necessarily been a part of many extra virtual and in-person meetings for COVID planning. The Director, with aid from the Assistant Director, has taken on the new duty and role of COVID Liaison with the Shasta County Office of Education and Shasta County Public Health. A new teacher was hired and will be facilitating and working with students to increase SCA's English offerings. The school custodian has also had to modify her cleaning routines to focus on cleaning high touch areas more frequently. All teachers have to clean high touch surfaces after every meeting and have to document each cleaning. The school staff have also had to create and attend multiple extra planning and training meetings in order to create and implement COVID safety protocols and receive training in distance learning. The school health clerk has implemented new student care protocols for when students become sick on campus and new documentation procedures.

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.]

Students who have exceptional needs are receiving teletherapy support for speech and occupational therapy. Despite the campus being closed to on-site classes, students in foster care or who are experiencing homelessness and/ or English Learners are given special consideration for coming on-site for in-person support from school staff, including extra tutoring as needed.

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

Description	Total Funds	Contributing
Instructional materials	\$6,900	N
Overseeing, guiding, teaching, and supporting students	\$30,000	Y
Personal contract instruction	\$5,000	Y

Pupil Learning Loss

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

Pupils are being assessed through a number of avenues. Both in-person and online assessment tools, such as Google Classroom, Google Office Suite tools, and other online curriculum providers, are being utilized. Scheduled math tutoring by a credentialed staff teacher is available 4 days a week for all students via Google Meet. In-person tutoring is available to English learners, low-income, foster youth, homeless, and other students with exceptional needs. Special Education students have access to in-person or online tutoring in all subjects with a staff paraprofessional or teacher. All students still meet in-person or using an online meeting platform like Google Meet for their regular teacher meetings; students are assessed during those meetings using a variety of technologies, including individual writing assessments. Teaching staff will provide remediating materials if any gaps in student achievement are noted and will communicate student learning deficiencies in monthly meetings with students and their educational rights holders.

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.]

Shasta Charter Academy teaching staff will review student transcripts with support from the school’s high school counselor and the school Director/ Superintendent at the beginning of the fall 2020 semester and apply individualized, appropriate strategies for each student, depending on the student’s learning loss from the spring 2020 semester. Strategies that staff may utilize include, but are not limited to, offering the student credit recovery options for any classes in which the student did not receive complete semester credits, offering the student tutoring support in mathematics for up to 4 hours per week, as mathematics is a common area of student learning loss, and the option to repeat the spring semester of a course, when appropriate. Staff will also offer personal, individualized tutoring in other subject areas

during the fall 2020 semester, as needed. All students in the school were given the option to check out a Chromebook to support access to their necessary courses for the fall 2020 semester until it is safe to offer on-site classes again. If indicated, the school also is directing additional school resources to students who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness for additional individualized tutoring in courses where the student exhibited learning loss or needed to accelerate learning progress.

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.]

Effectiveness of learning loss supports will be measured by student transcripts and parent and student feedback throughout the semester and at the end of each of semester.

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

Description	Total Funds	Contributing
Instructional materials	\$6,000	Y
Overseeing, guiding, teaching, and supporting students	\$37,000	Y
Personal contract instruction	\$5,000	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.]

Because SCA is a small school and students and families develop close relationships with their facilitator (independent study teacher), students are regularly, individually observed and any students who demonstrate a need for mental, social, or emotional support will first be supported by their facilitator then referred to the school’s full time staff guidance counselor. The counselor will either meet with the student in person or via Google Meet, if illness is a concern. If the student’s needs exceed the training of the counselor, the student will be offered 2-3 school-paid sessions with a local mental health counselor. If long term support is needed, the high school counselor will refer the student to the Shasta County Mental Health department or other appropriate counseling agencies. School staff will be trained by a local mental health expert in recognizing, supporting and referring students who demonstrate signs of suicidal thoughts and will be given community resource options to refer the student to. School administration will monitor staff wellness and discussions of staff wellness will be addressed in regular staff meetings or as needed.

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.]

All students will be monitored by his or her assigned facilitator (independent study teacher). Student progress and engagement will be addressed in regular meetings with students and parents. For students that have on-site classes (currently offered streamed online and available on Google Classroom), their on-site class teachers will also monitor student engagement and achievement, communicating with facilitators and parents, as needed. All staff will address any concerns they have to the administration, if extra support is necessary or desired. If the student and/ or parents are unresponsive to their on-site teachers or facilitator, school administration will attempt contact by phone or email with the family or any emergency contacts. The school will also send a letter notifying the educational rights holder of the student’s deficiency.

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.]

SCA works collaboratively with the Shasta Union High School District (SUHSD) to provide the option of school meals to students. In March, SUHSD began providing opportunities for families to pick up two meals daily, lunch and breakfast for the following day, for all children 18 and under at multiple locations throughout Redding and Shasta County. These meals were made available free of charge, regardless of what school students attended. Families were able to pick up as many meals as there were children in the vehicle at the time of pick up. Meals were served near the front of schools/ locations with fast and friendly service to help avoid people congregating. Meals are still supplied by SUHSD and can be picked up at a number of locations in Shasta County. SCA also has nutritionally adequate meals available on-site, stocked by SUHSD.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition services: vending machine	\$5,000	Y

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
6.46%	\$169,561

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 needs of foster youth, English learners, and low-income students were considered first, and in most cases, it was found that the things that would help them would help other students too. The extra tutoring, availability of school Chromebooks and supplies, as well as consistent teacher interaction, both virtual and in-person, all work well to meeting the needs of these students. These students were also given priority to in-person support.

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

The school is increasing expenses to provide increased services and the availability of extra resources for the foster youth, English learners, and low-income students of SCA. Services include extra staff support for individual and/ or group tutoring, increased meetings with a student’s facilitator, extra curriculum resources, as well as more supplies and connectivity/ technology options. Staff training has also been increased so staff can be a better support and resource to students and their families in navigating the educational options best suited for each student’s success. Additional resources may also be purchased to meet student needs based on teacher recommendations and input from students and parents.