



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.]

Shasta View Academy (SVA) is a personalized learning/independent study charter school. Because our students and staff were accustomed to an at-home-learning model, the school did not close after the Shelter at Home order during the 2020 spring semester. Our students continued the instruction outlined in their personalized learning plans that included the following:

- Daily instruction at home with their parents/guardians.

- Support and academic instruction from our educational team (SVA Teachers, Reading Specialist, Writing Specialist, tutors, High School Coordinators, Special Education Staff).

- Standards-based curriculum and educational materials.

- School provided technology devices and internet access points as needed.

- Online classes, resources and other applications.

The only program changes necessary when the COVID-19 Stay at Home Order was issued on March 20, 2020, were related to face to face contact and group interaction. Those changes are outlined below:

Site based supplementary classes offered at our resource center were suspended and shifted to virtual platforms (Zoom and Google Classroom). This included grade level writing instruction, high school science lab instruction for Earth Science, Biology and Chemistry, drama, knitting club, and math tutoring.

SVA Teachers shifted their student meetings, instructional sessions, and tutoring to virtual platforms (Zoom and Google Classroom).

Student instruction and intervention sessions with our Reading and Writing Specialist shifted to virtual platforms.

Monthly learning record meetings between SVA teachers and students were conducted via virtual platforms.

Work samples and attendance records were mailed, picked up by the assigned teacher, or dropped off at a designated school site.

SVA 's Special Education staff shifted all services to online platforms after conducting an IEP meeting to complete an addendum. The addendum clarified that our 3 Resource Specialists, Speech Therapist, and Occupational Therapist would be providing service virtually.

School field trips and events were cancelled and/or postponed.

Our school community shifted quickly to the imposed virtual communication and instruction model after March 20, 2020. The school staff worked tirelessly to support students and parents to the end of the school year on May 21, 2020. While we were pleased that students continued to learn and gain skills, we also watched our school community mourn the loss of social contact, school events, extracurricular activities, face-to-face meetings with SVA staff, and “in person” instruction. As a parent so perfectly stated in our survey for this report, “My children are sad.”

Since March 20, 2020, we have noted an increase in student and adult anxiety, fear, isolation, confusion, and in some cases, depression and a sense of hopelessness. As a staff, we feel an obligation to mitigate and address those impacts as much as the academic aspects of our program. As the 20-21 school year begins, we are focused on the provision of training, counseling support, and resources to help everyone navigate these difficult times in a safe and healthy manner.

In addition to the effects it had on our students and parents, the COVID-19 pandemic impacted our staff on several levels. As school ended May 21, our end of the year staff activities became complicated and difficult as we struggled to adapt to COVID-19 health and safety guidelines and the Shelter at Home Order. These activities included the closure of our existing Redding Resource Center and a move to Mtn. View Middle School, meetings associated with our initial WASC visitation, interviews for new employees, school board meetings, advisory council meetings, staff planning meetings, and multiple training sessions. Most activities shifted to virtual platforms and were completed successfully but we missed working together and struggled to complete tasks under the imposed safety measures and restrictions.

In July, while our academic staff was on break, our administrative staff and support personnel (Director, Office Manager, Registrar, Librarian, Shasta Site Coordinator, Student Records Manager, and High School Coordinator) continued working to complete the “normal” summer tasks through July while facing new and difficult challenges presented by COVID-19.

Our office staff was inundated by an unprecedented number of parent calls regarding enrollment for the 2020-21 school year. Families were directed to our waiting list that swelled to 250 students. The Redding Resource Center closure and move included complications and major changes due to COVID-19 safety guidelines.

Throughout the summer, the Director and the Site Coordinator spent time gathering information and communicating with the Shasta County Office of Education, the Shasta County Health Department, and the Columbia Elementary School District (our charter sponsor) to fully understand COVID-19 guidelines as they planned for the start of the 20-21 school year. This included the development of a School Reopening Plan. The plan outlines measures that follow recommended COVID-19 protocols for schools to include: virtual academic support and instruction, the use of facial coverings and social distancing for safe interaction, a plan of action in the event of illness, personal hygiene measures, and the implementation of appropriate disinfecting and cleaning protocols. The Reopening Plan was presented at an All Staff training on August 5th and 6th and distributed to families as our teachers held their first family meetings prior to the start of school on August 17th.

In addition to those impacts, July also brought the sudden passage of AB-98 that included major changes to California's school funding model. The bill passage prompted a reversal of the planned closure of our sister school, New Day Academy. The school Director worked with the school board, legal counsel, CDE, El Dorado Charter SELPA, and our district sponsors to reinstate New Day Academy for the 2020-2021 school year avoiding the loss of approximately \$4,000,000 in funding for New Day Academy.

As we begin the 2020-2021 school year, we are committed to remaining flexible, creative and resilient. Our community continues to provide an outstanding education while we miss interacting with our students in person, seeing one another's smiling faces (without masks), and working together as we did before COVID-19.

Stakeholder Engagement

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

Beginning in July of 2020, SVA solicited input and feedback for the Learning Continuity and Attendance Plan (LCA Plan) from all stakeholders including the school administration/leadership team, the Board of Directors, credentialed and classified staff members, parents, and students. The following methods were used:

School Administration and Leadership Team – staff met throughout the summer to discuss the LCA Plan. The group discussed each section of the plan, outlined actions to address each category, prepared presentations for the school staff, and created a parent survey.

School Staff - During our back-to-school staff meeting, all staff members participated in a group discussion that addressed all elements of the LCA Plan. Their responses were recorded and feedback has been included in this document.

Board of Directors – The board of directors met on August 12th and September 17, 2020. The meetings included a discussion of the document and a review of input given by staff. The board’s comments and suggestions were recorded and included in this document.

Advisory Council – The council met on September 10th. The meeting included a council discussion about each LCA Plan topic, a review of input given by staff, the school board, and the associated parent survey. The council’s comments and suggestions were recorded and included in this document.

Parents and Students – School administration held a virtual Parent meeting on August 17, 2020 that included introduction of the LCA Plan elements. Parents were also asked to participate in an online parent LCA Plan survey with questions about each element. Families who do not utilize the internet were provided with a hard copy of the survey. 156 parents responded to the survey and the results were incorporated into this document.

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

The required public hearing associated with LCA Plan was held during the September 17th regular board meeting and the vote to approve/disapprove the document occurred at a special board meeting on September 24, 2020. The meeting agendas were posted at all school sites, at the Columbia ESD Office, via Parent Square notifications to all stakeholders and on our school website.

The meetings were held virtually via Zoom and the link to the meeting was posted on the agenda to include an option to call in for those who do not have internet access. The LCA Plan was shared with all stakeholders via Parent Square or email prior to the meetings and the public was directed to submit any comments by email prior to the meeting and/or to speak up during the public hearing designated time.

Stakeholder feedback was read during the appropriate time on the agenda. All stakeholders were provided an opportunity to discuss strengths, needs, barriers, accommodations, and concerns for the plan and the 2020-2021 school year.

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

Parents and students provided the following feedback:
Parents would like help with math instruction and tutoring.
Parents would like support with writing instruction.
Parents report that their children are sad and miss their friends.
Parents and students report that they miss face to face interaction with school staff.
Students and parents miss onsite activities and events sponsored by the school.

98% of the parents who responded to our survey indicated that virtual instruction and interaction was helpful in the spring of the 19-20 school year.

Parents would like access to our library locations in person.

Students and parents communicated that they would like the high school career and college preparation classes to be held in person.

2 out of 100 parents reported in the survey that their students relied on in-person instructional support and struggled in the 19-20 spring semester to complete all of their assigned work.

1 parent with a special needs student reported that their children preferred in-person IEP services over the use of the virtual platform.

Staff provided the following feedback:

Teachers report that their assigned families have different comfort levels and fears associated with COVID-19 making it hard to navigate interaction.

Teachers and specialists need clear direction and protocols regarding COVID-19 health and safety measures.

Teachers want families to have an understanding of the health and safety guidelines and to follow protocols.

Teachers and specialists are willing and able to use virtual platforms for interaction with families.

Teachers would like personal protection equipment to facilitate in-person instruction for special needs students.

Staff members are anxious to have restrictions lifted so that in-person meetings and instruction can occur with students and parents.

Staff members are grateful that our independent study model can be successfully implemented during COVID-19 related restrictions.

School Board Members provided the following feedback:

Board members would like all health and safety protocols followed by staff and families.

Board members are anxious to have restrictions lifted so that in-person meetings and instruction can occur with students and parents.

Board members are concerned about AB-98 and the changes to LCFF funding protocols for the 20-21 school year.

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

Stakeholder input influenced each section of the LCA Plan and influenced the following decisions:

The Parent Training planned for August 13th was changed from an in-person event to an online format and instructional videos were shared with parents and our educators.

A health screening form was developed and distributed to all Teachers for use with families.

The School Reopening Plan was shared with all stakeholders and clear guidelines were established for learning period meetings.

Facial coverings, shields, and plexiglass barriers were purchased and distributed to school sites for student and staff use.

Weekly general education staff and special education staff meetings/trainings were scheduled to maximize communication.

On-site supplementary classes will not be offered in August or September.

Virtual writing and math classes will be developed for all grade levels and offered virtually beginning in October.

A Supplementary Class Survey will be sent to parents in September asking what classes they would like to see offered virtually beginning in October.

A resource page was added to the school website listing options to assist with mental health and social-emotional issues.

The Math Specialist created a math site/page that is linked to the school website.
The Math Specialist prepared videos and training opportunities for parents and teachers.
High school career choices class was postponed to the spring semester.

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.]

SVA offers a time-tested, successful independent study program. Our students complete work at home with daily instruction from their parents/guardians following the student's personalized learning plan that is developed with their credentialed SVA Teacher. The student learning plan includes support and instruction from the assigned SVA Teacher, standards-based curriculum, online resources, intervention services, and support, assistance from our Math and Reading Specialists, supplemental materials and manipulative resources, technology devices for student use, the opportunity for concurrent enrollment in community colleges, and the flexibility of scheduling and enrichment activities. Parents are direct partners with credentialed teachers in lesson planning, curriculum choices, supervision, and evaluation of student learning. Most SVA families use the curriculum and online resources prescribed in the personalized learning plan throughout the school year fostering a sense of routine and clarity despite outside stressors like the current pandemic.

Students with special needs have a secondary layer of support with our special education staff who work with the student to meet IEP goals.

Prior to the COVID-19 Stay at Home Order in March 2020, our academic staff offered onsite supplementary classes at our resource center for all grade levels. Approximately, 25% of our students attended the classes that included grade level, supplementary instruction in writing, math, STEM, robotics, drama, kinder skills, Earth Science labs, and core subject open tutoring. Those on-site classes were suspended on March 16, 2020. As school opens this fall, COVID-19 restrictions and guidelines continue to influence our ability to safely provide in person instruction to our students. In order to provide supplementary support to our students in core subject areas, our academic staff is prepared to offer supplementary core course instruction using virtual platforms beginning in September 2020.

The first virtual course offerings will be aimed at writing and math skills and we anticipate those instructional opportunities will assist any new students who may have experienced a school closure last school year and learning loss. Other classes will be added after we survey parent and student interests and needs. Students who do not have internet access in outlying areas will be offered hotspots and technology devices

to maximize access. As the year progresses, SVA administration will stay updated on the Shasta County COVID-19 guidelines and may transition from virtually offered supplemental classes to on-site classes if it is safe to do so.

Given our school’s independent study learning model, SVA students continued working in their assigned curriculum finishing all coursework during the 2019-2020 COVID-19 pandemic. Our Learning Continuity and Attendance Plan parent survey results indicated that 100% of our 2019-20 students were able to continue their studies to the end of the year so we do not anticipate learning loss for our returning students. We are aware that we have 80 new students who have enrolled from other school programs that may have closed in the spring of the 19-20 school year. The parent survey results indicate that students enrolled in other site based programs had their learning interrupted at the end of the 2019-20 school year. As part of our learning model, each student has a 2020-21 personalized learning plan designed to meet the student where they are and to move them forward to grade level mastery. We anticipate that this will help our new students accelerate learning and mitigate learning losses incurred in the 2019-20 school year.

In order to gauge each student’s mastery of grade level standards, our teachers begin the year using a variety of assessments to collect baseline data in language arts and math. Formal assessment will be completed using Acadience for students grades TK-1 and i-Ready will be used for students grades 2-9. Teachers will also gather baseline data using writing assessments, one on one evaluations conducted by our Reading and Math Specialists, and the use of embedded assessments in the student’s assigned curriculum. The results will be used to select curriculum appropriate to the student’s academic skill levels and to identify any students working below grade level. The information gathered will be especially helpful to identify any significant learning losses that may have occurred for our new students. If student scores indicate that they are working below grade level, the assigned Teacher will work with the parent to develop an Academic Growth Plan. That plan will outline the use of intervention strategies to fill any gaps in standards mastery.

SVA’s special needs students continued receiving IEP services in the 2019-20 school year after March 20, 2020, via virtual platforms. While most students did well with the change to virtual instruction, some of the moderate/severe students were not able to engage on screen or they had difficulty due to poor internet connectivity. As the 2020-21 school year begins, our special education staff is focused on addressing the learning loss that those students may have experienced. Plans are being made in cooperation with each family to include service hours provided in person with one on one instruction or virtually if the family prefers that method of delivery. For students who have chosen site-based one on one instruction, safety equipment has been purchased and protocols developed to follow the COVID-19 guidelines. Those guidelines include the use of social distancing, plexiglass barriers, facial masks, and facial shields.

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

Description	Total Funds	Contributing
Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Mathematics and Writing Specialists, and Special Education Staff). Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.	\$1,859,431	Yes

Description	Total Funds	Contributing
Employ, supervise, and evaluate highly qualified staff to implement and support an effective Special Education Program as an LEA of the El Dorado Charter SELPA.	\$225,000	Yes
Purchase state adopted standards based curriculum and materials for all grade levels.	\$75,000	Yes
Purchase online educational apps, courses, and software licenses for student use.	\$18,000	Yes
Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.	\$13,600	Yes
Fund .8 FTE Mathematics Specialist to assess, instruct, provide oversight to mathematics intervention program.	\$49,998	Yes
Fund .8 FTE Reading Specialist to assess, instruct, provide oversight to reading intervention program.	\$49,998	Yes
Fund 1 FTE High School Coordinator to provide the following student services: Academic counseling, High School course planning CTE Pathway creation and oversight, staff assistance and guidance with course and curriculum selection, communication with parents and students regarding high school activities and opportunities, college outreach.	\$62,498	Yes
Purchase and implement Parent Square communication system license to ensure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.	\$3,000	Yes
Purchase and Implement the use of the School Pathways Student Information System to track student attendance and academic progress.	\$7,000	Yes

Description	Total Funds	Contributing
Administer Home Language Survey and CELDT (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for CELDT testing and of CELDT results.	Duplicate expense	Yes
Provide staff professional development opportunities that target the following areas: Special Education services, tiered intervention for students performing below grade level, use of Google Classroom and Zoom, ELA and Mathematics curriculum and instruction, and mandated/required training for compliance.	\$60,000	Yes
Purchase and implement use of personal protection equipment, cleaning and disinfecting products.	\$4,500	Yes
Assign an administrator to the role of homeless liaison and foster liaison. Duties to include: identification of students, implementation of appropriate services and guidelines, and training for staff members.	\$9,244	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.]

SVA's independent study model ensures that all students have full and consistent access to standards based curriculum and materials throughout the school year. Credentialed teachers assigned to each family will meet regularly with students and parents/guardians to ensure that daily work is completed and evaluated for quality and content. Teachers are required to ensure there is adequate academic progress during each of the school's ten learning periods.

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.]

SVA offers technology devices for library checkout to all students. Available devices include: laptops, Chromebooks, and iPads. In addition to offering devices, the school has Verizon hotspots available for families that do not have internet service.

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.]

SVA will conduct internal assessments for all students in the first quarter of the year to assist with the assignment of appropriate curriculum, to identify students working below grade level who will need intervention and extra assistance, and to establish a baseline to measure student growth and achievement. Assessment will occur again as needed mid-year and again in the last quarter to measure the end of the year mastery and growth.

SVA's independent study program follows California Independent Study laws and includes the following to monitor pupil participation and progress:

Teacher-led meetings with each family to monitor completion of assignments a minimum of once every 20 days. These meetings include evaluation of all work completed in the 20 day period and the formal attendance report based on successful completion and academic growth.

Teacher evaluation of student work to assure student progress and success.

Daily logs completed by parents/guardians to record subjects completed and time spent in curriculum on a daily basis.

A monthly learning record completed by the assigned teacher to include work samples, an evaluation of progress with assigned curriculum, time value logs for subjects that don't create a sample (music, career exploration, service learning, etc.), attendance logs, and an attendance form completed by the SVA Teacher to document ADA.

If a student is not producing an adequate amount of quality work, the assigned teacher will follow the school's three-tiered non-compliance protocol. The protocol includes a meeting with the teacher to identify the reason for the non-compliance, reassignment of work, a corrective action plan with a timeline, close monitoring of work

completion, and eventually, if the action moves to the third tier, a meeting is scheduled with the school director to discuss whether independent study is an appropriate placement.

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.]

SVA provided training to all general and special education staff members beginning in March 2020 in the use of the following virtual platforms: Zoom, Google Classroom, Google Meet, and eDynamic Online Courses. Teachers began using Zoom and Google Classroom to facilitate one on one and group instruction during the Shelter at Home Order that began March 20, 2020. Families enjoyed the opportunity to interact through these platforms and have continued using these methods as part of the student's personalized learning plan. Training will continue and expand in the 20-21 school year as new programs and opportunities arise.

SVA has a contract with the Shasta County Office of Education's technology department and Applied Technology to assist school staff and families with their technology devices and connectivity. The contract includes on-site assistance and repair, virtual assistance via the internet for all areas of service, as well as consultation and assistance with technology purchases.

Staff Roles and Responsibilities

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

The following new roles and responsibilities have been assigned to staff as a result of COVID-19:

The School Director and the Site Coordinator in Shasta County attend all virtual Public Health meetings coordinated by the Shasta County Office of Education, read all related emails and documents, distribute information to all stakeholders, and train staff in the COVID-19 guidelines and policies.

The Site Coordinator in Shasta County and the Office Manager in Alturas have been trained in the COVID-19 Health and Safety Guidelines and provide oversight and direction to staff at all school sites.

The Shasta County Site Coordinator has been assigned as the SCOE COVID-19 Liaison for our school.

All academic staff are tasked with following COVID-19 Health and Safety Guidelines for facial coverings and social distancing while meeting and working with students.

All academic staff have to gain skills and use virtual learning platforms for all grade levels.

The school janitorial staff has been trained in proper disinfecting and cleaning protocols and their routines have changed to incorporate the new standards.

Our Office Manager has the added responsibility of ordering and distributing safety equipment to all school sites.

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.]

SVA will provide the following additional supports to students with unique needs:

General Student Population:

SVA Teachers will work with their students to support their personalized learning plan and their unique needs. Supports may include virtual tutoring, one to one instruction following guidelines, and curriculum accommodations as needed.

The school provides laptops, Chromebooks, or iPads to any student who requests one and hotspots to facilitate online interaction if they do not have internet service. If students live in remote areas without internet, the assigned teacher will arrange meetings and opportunities to provide internet access at alternative locations.

Students with an Active IEP:

SVA currently has 50 students enrolled with an active IEP. All special education staff and service providers will be trained in COVID-19 Health and Safety Guidelines and incorporate measures into instructional time with students.

All special education staff and service providers will work with parents to make a plan to fulfill service minutes in a manner that best meets student needs. Special education staff will utilize the SEIS service tracking feature to document student service time.

English Learners:

SVA does not have any English Learners enrolled at this time but extra support and instruction to assist those students will be implemented and integrated into their personalized learning plan upon enrollment. Translation supports for parents and family members will also be activated.

Students in Foster Care:

SVA does not have any students in foster care enrolled at this time. Upon enrollment, a Foster Youth liaison will work with the student(s) to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary.

Homeless Students:

SVA does not have any homeless students enrolled at this time. Upon enrollment, the Homeless Student Liaison will work with the student(s) to provide the necessary support needed to succeed both inside and outside of school.

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

Description	Total Funds	Contributing
Purchase technology devices for student and teacher use to include: laptops, Chromebooks, iPads, and Verizon Hotspots. Devices will be checked out to individuals through the school's library system.	\$60,000	Yes
Contract for technology services and support through Shasta County Office of Education Technology Department.	\$8,500	Yes
Contract for technology support for staff, students, and parents/guardians with Applied Technology.	\$12,000	Yes
Purchase technology software for virtual platforms - Zoom License, Internet security subscriptions.	\$2,500	Yes
Purchase online educational apps, courses, and software licenses for student use.	\$2,500	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.]

SVA’s learning model includes a personalized learning plan for each student, daily instruction with parents/guardians, standards based curriculum, online programs and classes, intervention plans and strategies for any student working below grade level, and educational support from our credentialed teachers and specialists. In the spring of the 2019-20 school year, our students had access to all of the resources needed to successfully finish the 19-20 school year. Our school did not shut down during the Shelter at Home Order. The only program change that occurred during the shutdown was the shift of the “in person” supplementary classes that were offered at our resource

center to a virtual platform and the shift from “in person” student meetings to meetings conducted via Zoom and Google Meet. The majority of our families were able to navigate the transition to a virtual platform without difficulty. The school provided hotspots for several students who lived in outlying areas with poor internet service, or made alternative arrangements to provide oversight in person using facial coverings and social distancing measures.

Based on feedback from our credentialed teachers and parents, students who had strong support at home in the spring, did not experience learning loss. A few students who relied on weekly in person tutoring with our academic staff to complete their assignments experienced some difficulty as we shifted to a virtual meeting platform. The assigned Teachers recognized the need to offer extra time and effort to those students and most students ended the year with all work completed.

As the 2020-2021 school year begins, all students in grades TK-9 will complete internal assessments to establish a skills baseline in Language Arts and Mathematics. High school students will complete curriculum-based assessments and CAASPP interim assessments to demonstrate grade-level competency. Each student’s assigned teacher will take assessment results and student performance into consideration when creating a learning plan with the family. High school students who struggled with online classes during the pandemic will have plans that include the completion of credits that they were unable to earn in the 2019-2020 year. Additionally, the staff anticipates that newly enrolled students who attended site-based programs last year will demonstrate some learning loss due to school closures. These students’ personalized learning plans will address those losses with appropriate curriculum and instruction after problem areas are identified. Those plans will include strategies to improve academic skills (tutoring with the assigned teacher, online supplementary resources, supplementary curriculum, and assistance from the school’s reading and math specialists).

Going forward in the 20-21 school year, students will complete daily work with their parents/guardians and assigned teachers in the methods outlined in their personalized learning plan to include standards based textbooks, online classes and educational applications. Supplementary assistance will also be provided by our Reading and Math Specialists and our special education staff for special needs students. SVA teachers will collect, grade, and evaluate work completed from all students to ensure adequate progress and attendance. Our staff does not anticipate closures or a break in our educational schedule due to COVID-19 in 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.]

The following actions and strategies will be used to address learning loss and accelerate learning progress for pupils, as needed: Each SVA student will have a personalized learning plan that includes resources aimed at student growth and academic success. SVA teachers will meet with students on a regular basis to review all completed work, create a monthly learning record to document curriculum completion and attendance, and tutor or reteach any skills the student has not yet mastered

SVA teachers will assess students in Language Arts and Reading and develop an Academic Growth Plan with Parent assistance for any student performing below grade level. The plan will be aimed at grade level standards mastery and academic growth. Parents will record time devoted to the assigned intervention strategies and the assigned teacher will evaluate progress at monthly learning period meetings. Staff will assign and evaluate embedded formal and informal assessments within curriculum. When there is need for increased student support, the assigned SVA teacher will provide increased tutoring sessions, a change or adjustment to assigned curriculum, the addition of supplemental curriculum or online programs, and parent training. Extra math support and assistance will be provided by our Math Specialist to include grade-level classes, virtual lessons, open tutoring, and parent training. Extra language arts support and assistance will be provided by our Reading Specialist to include reading assessment and problem diagnosis, one on one tutoring, virtual reading assistance, and parent training. Writing skills will be supported by teacher led classes, parent training, and online writing course availability. Special needs students will have another layer of support offered by the school's special education staff. Service providers will assist students with their IEP goals and work cooperatively with the general education staff to maximize student growth and 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.]

The effectiveness of the SVA services and/or supports will be measured using the following methods:
 Daily evaluation of student work by parents followed by collaboration with the assigned SVA Teacher.
 Teacher review and evaluation of assignments completed by the student.
 Embedded curriculum assessments.
 School-wide diagnostic assessments (Acadience, i-Ready, CAASPP interim assessments) at the beginning, middle, and end of the year.
 Reading and Math Specialist input and evaluations.
 IEP goal progress and reports.

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

Description	Total Funds	Contributing
Purchase supplemental instructional materials to support intervention strategies.	\$2,500	Yes
Continue to Implement SVA's tiered intervention process to track and assist students performing below grade level.	Duplicate Expense	Yes

Description	Total Funds	Contributing
Purchase educational license agreements, online applications, and online classes for use as intervention strategies.	\$2,500	Yes
Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.	Duplicate Expense	Yes
Provide Mathematics instruction and tutoring opportunities with the Math Specialist.	Duplicate Expense	Yes
Provide Language Arts instruction and tutoring opportunities with the Reading Specialist.	Duplicate Expense	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.]

Our school community has experienced significant social and emotional disruptions as a result of the COVID-19 pandemic. Beginning in August of 2020, the following issues have been reported via parent surveys, parent letters and emails, telephone conversations, in-person discussions, and staff meetings:

- An increase in the level of physical and emotional stress.
- A general sense of anxiety and/or fear.
- Feelings of isolation.
- Confusion due to inconsistent information and changing protocols.
- Loss of community resulting from a decrease in personal contact and face to face interactions, the cancellation of sports and outdoor activities and other valued celebrations.
- Sense of powerlessness due to the disruption of routine.
- Discouragement as a result of unemployment, financial loss, business and other failed ventures.

Fear and confinement after exposure to protests and civil unrest.

Frustration due to Technology challenges.

Feelings of insecurity and instability due to changes in state funding for charter schools and threats to the financial well-being of our school.

In the recent Learning Continuity and Attendance Plan survey, parents reported that their children are suffering due to the current health restrictions, the threat of illness, and their family's financial stressors. Students miss their friends, their athletic and other extracurricular activities, religious gatherings, and other celebrations that normally occur in the presence of other children.

Staff reports being overwhelmed by the policy changes resulting from restrictive health guidelines that hinder their ability to interact with students and their families. Many also have the added responsibility of caring for their own children who's school schedule is altered, sporadic, and in many cases virtual.

Every level of our school community has been impacted. As the 20-21 school year begins, school administration is focused on developing a plan to educate all children while following guidelines to protect everyone's health and safety. We are fortunate that we are able to start the year with a strong independent study program that we will maintain throughout the year despite COVID-19 related changes or impacts. We are grateful that our school will not experience the consequences of continual changes in program delivery that many other site based programs face in the 20-21 school year.

The administrative staff worked through the summer to stay informed by the Shasta County Health Department and SCOE so that school start up would be as smooth as possible. A reopening plan was developed and distributed to include 4 phases of operation. An all-staff training was held the first week of August to give teachers as much guidance and information as possible as they began working with our families to develop each student's personalized learning plan and deliver curriculum and materials to implement the plan.

Maximizing the flow of information throughout all levels of our organization is a priority to minimize stress and anxiety. Every employee must be familiar with how we will operate and support our families. As the front line representative of our school, SVA Teachers are key to the flow of information between the school and the families. We anticipate that the personal interaction that each teacher has with their families will help us monitor the mental health and social/emotional well-being of all individuals.

SVA school employee culture also includes open communication and consistent interaction between administrators and all staff members. This well developed aspect of our culture will help our school community monitor and assist individuals with difficulties.

Our school has many new students and families who have chosen our school over site-based program options. We anticipate that families new to an independent study model will need assistance adjusting to schooling at home. This summer our educational staff prepared helpful training presentations for an August 13th Parent Training. Due to COVID-19 related complications, the in-person training was cancelled and the presentations were recorded in an effort to share important information and outline some how to's for a successful independent study experience. The videos have been shared with all SVA families and are posted on our website. We hope the information will be helpful.

When threats to well-being are identified, the following supports will be available to staff, parents, and students:

Access to training and consultation with Lotus Educational Services in Shasta County.
Consultation and counseling with the newly hired school psychologist.
Group Zoom sessions to discuss COVID-19 challenges.
Virtual interaction opportunities for middle and high school students to include an art event.
Use of a help message board for staff so that they can assist one another with childcare and other needs.
Shasta County Health Department website and resource links made easily available via the school website.
SCOE training sessions regarding Trauma and Social-Emotional Well-Being, and suicide prevention.
Offer Social and Emotional Courses through eDynamic Learning for Middle School and High School students including but not limited to courses in Life Skills Management, Health and Nutrition and Social Problems: Crisis, Conflicts, and Challenges.
Monitor student activity through the use of Physical Education logs to ensure students maintain physical well-being.
Explore and promote programs like “Go Noodle” to help encourage students to stay active in the case that they become isolated in their homes.
Staff medical benefits that include mental health treatment.
Staff events to increase communication and networking.

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.]

The success of our independent study model can be attributed to the positive relationships our Teachers develop with their assigned families and the commitment that our families make to daily instruction and educational engagement at home. Because our parents are so cooperative and our students so engaged, our credentialed teachers are consistently able to demonstrate that students are making academic progress as they follow their personalized learning plans.

The school’s Master Agreement and the Acknowledgement of Responsibility outline the terms of the independent student program. These documents are signed by the SVA Teacher, parent and student at the start of each semester. Students must comply with the terms of the agreement, which includes production of quality work on a daily basis, consistent communication between the school and the family, and attendance at meetings with the assigned SVA Teacher. If a student is struggling to meet any element of the agreement, the SVA Teacher increases communication, meets with the student on a weekly basis, and initiates tutoring sessions to increase academic progress. If, it is determined that a student is not meeting the terms of the agreement despite the increased support, the school’s Non-Compliance protocols are activated as outlined below:

Non-compliance notifications are issued for the following:

The student fails to complete at least 80% of the work assigned in a learning period.

The student's work is incomplete or of poor quality earning non-passing grades.

The student is not completing the intervention activities outlined in the Academic Growth Plan (if applicable).

The parent and/or student missed a scheduled meeting with the SVA Teacher. If the Parent and/or Student are unable to attend a scheduled meeting due to illness or a family emergency, they must contact the Teacher immediately to reschedule.

The parent and/or student repeatedly reschedule required meetings with the SVA Teacher.

The student plagiarized, copied, or turned in work not completed by the student.

When a student receives a Non Compliance Notification (NCN), the assigned SVA Teacher will send a copy of the notice to the school Director and meet with both the student and parent to discuss the actions that led to non-compliance. A one-week action plan will be created to correct the issue of concern. Plans may include staff tutoring, Specialist intervention, or the use of supplementary curriculum or programs. A follow-up meeting will then be held at the end of that week to evaluate completed work and measure student progress.

If a second NCN is issued, a second meeting that includes a consultation with the school Director will include the creation of a new Action Plan and a discussion about whether the family's placement in an Independent Study Program is appropriate.

A third non-compliance may follow if the student is still unable to meet the obligations of the program. In the third review of progress, the School Director may suggest an alternative placement so that the student may find a more successful learning model.

On the rare occasion that a family does not maintain communication with the SVA teacher, the director will attempt to contact the family to discuss non-compliance protocols. If the director is unable to make contact, the protocols above are initiated via mail or a home visit. If the family remains out of contact, the Director will contact a representative for the student's district of residence and work cooperatively with them to initiate SARB board actions.

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.]

SVA is an independent study/personalized learning program. Our students are schooled at home on a daily basis. We do not provide daily lunches. SVA will provide a daily breakfast option when onsite classes are offered at our Mtn. View Middle School site for any interested students. Breakfast items will be available Monday through Friday from 9:10 – 10:10 AM.

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
8.51%	\$71,629

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.]

All actions and services will be provided on a school-wide basis. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

Review of survey results from stakeholder groups.

Review of one-on-one feedback from parents, staff, students, and community members.

Review of the CA School Dashboard student group report to identify which student groups need additional support.

Review of information and research documenting best practices for effective student instruction and support.

With this analysis, SVA has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:

Establish and fund a .8 FTE Math Specialist position in the 20-21 school year to improve math instruction, support for students, parents and SVA Teachers.

Continue funding a .8FTE Reading Specialist position in the 20-21 school year to improve reading instruction, provide reading support for students, parents and SVA Teachers.

Provide professional development for effective reading and math instruction.

Provide professional development opportunities for staff and parents related to social emotional learning.

Provide one-on-one support and small group instruction for special needs students and students working below grade level.
Support family outreach activities and individual check-ins for our most vulnerable students.
Use NDA's multi-tiered intervention process and the school's Student Study Team process to support students working below grade level.
Purchase and utilize SVA's internal communication application (Parent Square) to ensure school wide communication and engagement.
Provide technology devices and wifi access for student check out.
Distribute and post a list of community resources for family use.
Assign and support a Foster youth/homeless youth/English Learner liaison for the 20-21 school year.

While school closures and the implementation of distance learning due to COVID-19 restrictions may impact all students, English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected. SVA's academic staff will mitigate and address losses through the implementation of the student's individualized learning plan and the school's tiered intervention process. Student Learning Plans will be developed using beginning of the year assessments with the goal of increasing skill levels and grade level standards mastery. The plans will include standards based curriculum appropriate to their skill levels, online applications and resources, one-on-one assistance from the assigned SVA Teacher, one-on-one and small group instruction from SVA Specialists and Special Education staff members, technology devices and internet access, and support for the student's parents who are the daily instructors in the home.

Students working below grade level or struggling with any elements of their learning plan are assisted by the school's intervention program and will have an Academic Growth Plan (AGP) in addition to their learning plan. The plan will include appropriate intervention strategies such as one on one tutoring, supplementary lessons online to address learning gaps, assistance from the school's academic specialists, and any number of supplementary materials and programs. If a student with an AGP plan continues to struggle, the school's Student Success Team process is implemented to add another layer of assistance and support. The SST process may lead to special education assessment.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to set students up for success. Using engagement and local assessments as a measurement, we will be able to see the progress students made during the first semester. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.

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

For the 2020-2021 school year, the school's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 43%. SVA will receive approximately \$71,629 in supplemental and concentration funding, \$26,240 CARES Funding, Covid Relief Funding and Learning Loss Mitigation Funds in 2019-20 to provide improved or increased services for identified students.

SVA proposes to spend the increased funding of \$97,869 on Academic Intervention Services, Instructional Support Services, Student Support Services to serve English Learners, Foster Youth and Low Income students primarily. The actions listed above show how we have increased and improved services for our most vulnerable student groups.