

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.]

The COVID-19 pandemic that shuttered schools across the county in March has caused unprecedented disruption in education and has affected all students, families, and staff in many ways. The abrupt closure of all schools and businesses left the community reeling both economically and emotionally. The loss of employment, the loss of childcare and other support services has had lasting effects. Parents, siblings, relatives, or other caregivers have needed to become the primary instructor for their children's education without the traditional support and methods of instruction. Phoenix Charter Academy is uniquely situated to deal with the shutdown, as our learning model is a blended/hybrid program. PCA closed it's resource center on March 16th, and within a day PCA was able to pivot to a full independent study/homeschool program with minimal impact on students and families. PCA already had established online curriculum and online components embedded within the core curriculum utilized both at the resource center and at home. Teachers contacted all students immediately to ensure that students had access to assignments and login information. For students without internet access or a device, alternative methods of study such as textbooks or packets were provided. In addition teachers utilized Zoom and/or Google Meets to have meaningful and regular contact with their students for instruction, tutoring, and other support. Students were monitored daily for work completion and contacted when they fell behind. Many of PCA's Community Partner Services continued to provide services via zoom, so that instruction was not interrupted. As with general ed, special education students also were provided independent study options and the SPED teacher met with students regularly via Zoom and/or Google Meets. As the pandemic has continued into the 20-21 school year, the impact to PCA and it's learning community has been significant in that we have adapted our current schedule to primarily focus on math, language arts, and necessary electives for high school graduation requirements. Following local and state guidelines, PCA is practicing social distancing at our resource center. Which has led to capping class size and in some cases, splitting the classes into two and redeploying staff to support students in both classes, as the primary teacher's instruction is digitally streamed to both rooms. This digital streaming is accessible as well to students who have chosen to educate at home. Students and staff are also wearing masks, cleaning tables and all surfaces regularly, using hand sanitizer and taking temperature upon entry. Some families have chosen to have their students on independent study, which we can accommodate easily with online curriculum, virtual classes and/or textbooks. We have also seen a large increase in student enrollment, which has necessitated the hiring of 2 new part time teachers to accommodate the student load. Many of the new students and parents are not homeschooling by choice, but are looking for options to have a successful year despite the current

state of affairs. This in turn has led to PCA implementing more support. We have made how-to videos for parents and students and we provide in person meetings to tutor, and support.

Stakeholder Engagement

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

Stakeholder engagement for the 2020-21 school year began in May, as we realized that we would need to have an organized reopening plan. We would be relying on guidance from the state and local health officials on how and when we would be able to do this. We also wanted to ensure that we were following best practices to ensure a safe opening. Teachers met with and discussed possible scenarios with parents and students during their regularly scheduled meetings in May and June. These meetings were held via Zoom/Google Meets. Preferences were noted and shared with administration for planning purposes. During the height of the initial pandemic response, the director sent daily briefing updating staff and community with official healthcare information. PCA regularly solicits feedback from staff, parents, and community members during Board Meetings. All board meetings have been accessible via Zoom during this pandemic. The school board is made up mostly of community members who participate monthly. PCA also maintains a strong advisory committee made up of parents, students, and staff, however during the initial shut down advisory committee meetings were not held, and the first one scheduled for the 2020-21 school year is tentatively planned for October. We continually ask for and receive feedback from parents and students as they meet with their teachers of record twice within a 35 day learning period and information is gathered at these meetings. Staff input is solicited monthly at staff meetings and throughout our time together at the resource center.

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

All stakeholders are notified of public hearings via our monthly newsletter, the school website, and it is posted in front of the school. Teachers also share information at their family meetings with parents/guardians and students. All meetings are streamed live via Zoom to encourage participation from all groups. Minutes to public meetings are also recorded and are available for viewing at any time.

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

Overall, stakeholder feedback has been positive. Most students and parents/guardians felt supported and that the transition to all independent study was smooth. Many expressed concerns about the ability for students to return safely to the resource center for the 2020-21 school year. Conversely many parents were concerned about their students having to wear a mask, and felt it was not necessary or even harmful for the children's health. Some PCA staff members voiced concerns about not being able to meet face to face with students and how the lack of meaningful contact had an impact on the quality and the quantity of the work completion. Staff members felt that the parents/guardians themselves needed more support so that they could better help their students.

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

Almost all of the aspects in the Learning Continuity and Attendance Plan were influenced by stakeholder input. At the PCA staff meeting, teachers and administration modified the previous resource center class schedule to accommodate socially distant learning so students could attend safely. Most electives were cancelled in favor of core instruction, with a focus on ELA and math. Students and/or families who object to wearing masks, or who are concerned about COVID, even with safety measures in place, have the option of attending any or all classes virtually. In addition some teaching staff created videos to help parents with various online platforms and to aid them in helping their children.

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.]

Phoenix Charter Academy will continue with its blended learning model, but with some significant changes. The first of which is that in all grades we have created cohort learning opportunities. Once classes began, no new students were introduced into cohorts. Grades TK, K, 1 and 2 will continue with 4 half days of instruction. For all other grades we will continue a 2 day per week modified schedule to focus on ELA and math, however we will enhance the learning opportunities by also offering all classes through a live virtual session via Zoom. This will assist students if they are ill, in quarantine, or not able to attend in person offerings for other reasons. Students will be able to receive/participate in live instruction from a teacher as well as be able to interact and ask questions as necessary. Curriculum has been put in place that is compatible with a blended model and one that can also be used without in person direct instruction. This will ensure that all future school closures are easy to navigate for staff, students and parents/guardians. Students will already be familiar with curriculum and able to use it readily to complete assignments and all work can be turned in digitally. Additionally we made available Chromebooks for our students to check out if needed.

In order to continue with our hybrid model, PCA has implemented all state and local guidelines to keep our population safe and healthy. PCA purchased additional Chromebooks so that all computer carts would only be used by one student cohort. All students and staff, while at the resource center, must wear a mask and social distance. All rooms have appropriate cleaning products and all staff wipe down surfaces on a regular basis. In addition the building is cleaned on a nightly basis. Temperatures are taken at the door before students enter the building, and sick children are asked to stay home. If a student is ill, the student is not able to come back to classroom-based instruction for 10 days, they have a negative COVID-19 test, or they have a doctor's excuse explaining student's symptoms with current non-COVID related diagnosis. All staff, students and parents/guardians are asked to use hand sanitizer upon entrance and handwashing is encouraged.

Teachers also offer tutoring times via zoom and/or in person to assist students. Students also have the option to attend math tutoring face to face with a credentialed math teacher. Beginning of the year assessments, I-ready and DIBELS were all completed in person with the exception of a few students. This will aid us in targeting those students most at risk and remediate those students who need additional skills practice.

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

Description	Total Funds	Contributing
Increased number of classes for increased social distancing	60,302	Yes
Increased staffing to accomodate increased number of classes for social distancing	150,984	Yes
Purchase of additional Chromebooks	25,000	Yes
Purchase of PPE	5,000	No
Purchase of cleaning supplies	5,000	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.]

PCA will maintain a schedule of 4 half days per week for TK, K, 1 and 2 students. We have instituted various supplemental online curriculum such as Math Shelf and Accelerated Reader in addition to the student's regular curriculum. For all other grades we will keep a 2 day per week modified schedule to focus on ELA and math, however we will enhance the learning opportunities by also offering the class through a live virtual session via Zoom. This will assist students if they are ill, in quarantine, or not able to attend in person offerings for other reasons. Students will also be prepared should the need arise to transition to distance learning again. Students will be able receive live instruction from a teacher as well as be able to interact and ask questions as necessary. Curriculum has been put in place that is compatible with a blended model, but can also be readily adapted for a complete online/virtual experience. Students can keep up on assignments via GoogleClassroom which also serves as a place to find links to work, ask questions of the teachers, and contains digital forms for many assignments and documents.

PCA also uses an online learning platform called Acellus. Acellus is available for grades K-12, for all core subject areas, as well as some electives for middle and high school students. Most high school classes on Acellus are a-g approved, which assures that the students are maintaining a rigorous education. In addition, PCA has textbooks from which the teacher of record can assign from.

Students still have access to Shasta College Concurrent enrollment online.

Teachers of Record assess student technology needs at all meetings and ensure student access. Chromebooks have been made available for our students to check out if needed.

Benchmark assessments, i-Ready and DIBELS, were all completed in person for the first assessment, however all assessments have been modified for home use if necessary so we can still track our students' accomplishments. This will also aid us in targeting those students most at risk and remediate those students who need additional practice. I-Ready has online instruction that will begin where the student's test results show where they should be placed. If students lack online access, there is also a workbook option available.

To help our parents, we have developed videos on how to access and use the various online curricula. There have also been several teacher training teachers on the technology and software necessary to implement virtual classes and live streaming video. Teachers also offer tutoring times via zoom and/or in person to assist students and families.

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.]

PCA has purchased more Chromebooks so that we have them available for all students. In addition we also obtained Kindle Fires through a grant. For students who do not have Internet access, we offer guidance on resources for remote access for our families (connectivity). In addition, we have extended the time that our building has its password free guest access on for students who come to the PCA parking lot and access the Internet in their cars or on our benches in front of the building.

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.]

Since we run several different types of programs and curriculum simultaneously, we have various ways of tracking live contacts and synchronous and asynchronous instructional minutes. Teachers take attendance everyday of their students who are attending classes at the Resource center, both virtual and in person. All of the instruction for those classes are synchronous for students logging in during the appointed class time on the schedule. All of the virtual classes are also recorded. All of the online platforms that we currently utilize also date and time stamp when a student last logged on and when an assignment was completed. The teacher can view all assigned work, provide feedback to students, and grade work digitally as well.

Teachers of Record (TOR) meet with their students and the parents every 2 to 3 weeks, and during that time they conference on the student's performance. The TOR will document what work the student has been doing and evaluate it for each learning period. They will use the quality and quantity of the work shown in order to evaluate participation and give the work a time value. Students and/or parents fill out a Student Learning Log for each learning period in which they document for each day the learning period 1 subject and concept learned per day. They also log time value for non-tangible assignments such as music, PE, community service. This in addition to the assignment and work record are uploaded within our student and information system to document student participation. All staff members are required to maintain a Google Calendar in which all student/parent meetings are recorded. This then becomes a record of live contacts as well.

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.]

All teaching staff have been provided with a laptop computer with webcams and bluetooth headsets to support distance learning. PCA also purchased a year long Zoom licence that all staff can utilize for virtual classes as well as for video conferencing with students and parents who cannot come into the resource center. This technology also aids us in tutoring our students as well. All of our staff are participating in small group staff development on various digital tools including Zoom, Google Classroom, and online curriculum. Staff members have

created video tutorials on how to use virtual tools and online curricula for staff members, students and parents. Various programs that we currently use have continuous professional development that we are still utilizing, such as Paxton Patterson and i-Ready. We will also be undergoing transcript training so that we are ensuring the best educational opportunities for all of our students after high school graduation. PCA's school nurse will do small group workshops on hygiene, safety, and social mitigation.

Staff Roles and Responsibilities

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

All staff are affected by COVID-19 in one way or another. The role and responsibility of ensuring that all students and families are following proper health and safety guidelines including wearing Personal Protection Equipment (PPE) when at the resource center places an additional burden on both teachers and administration. All staff are also responsible for cleaning desks, classroom equipment and workstations after every use. Library staff is responsible for disinfecting books as they are returned before the books are put on the shelf.

Due to social distancing in classes we have also changed teaching duties to include removing some teachers from their speciality and having them co-teach in a math or English class to accommodate guidelines. Staff also must be available for more duty time for increased supervision to help prevent students congregating in the halls. All staff also must aid the front desk clerk in taking student and parent temperatures upon arrival at the resource center. PCA's school nurse will do small group workshops on hygiene, safety, and social mitigation.

Administration has had increased time devoted to meetings to ensure compliance with new regulations. In addition, administration has had increased time spent creating or updating policies and safety protocols. Time and money has also been spent researching and procuring technology supplies, PPE for staff, student and acquiring and using proper non-toxic cleaning supplies.

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.]

All students, including English Learners, Foster Youth, Low Income, pupils with exceptional needs all have access to Chromebooks if needed. PCA has been able to maintain speech and SPED services at the level we always have, with some modification as necessary. Speech and SPED team members attend all regularly scheduled meetings with the TOR and the student. Virtual meetings via Zoom or Google Meets are utilized for those students who cannot come to the resource center. All curriculum is modified as dictated by the IEP or

504. Technology assisted programs are utilized as necessary, for example Google speech to text and audiobooks. TORs work very closely with their students to ascertain academic needs that are not being met so that PCA can meet those needs. PCA also provides for tutoring with our Community Service Providers. TOR's who have SPED students on their rosters have increased parent contact as well to aid the students in their learning.

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

Description	Total Funds	Contributing
Administration purchase of additional chromebooks and Amazon Fires for student use	25,000	Yes
Administration purchase of laptops for teacher use	12,000	Yes
Zoom purchase	4,200	Yes
Purchase of PPE	5,000	No
Purchase of cleaning supplies	5,000	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.]

At the beginning of the school year, each student is provided with an individualized learning and graduation plan, which includes assessment, curriculum, and learning strategies. Phoenix Charter Academy believes that regular assessment is essential to student learning. Although COVID-19 shut down our resource center at the end of the 2019-2020 school year, we still were able to assess our students in small groups

with the i-Ready Diagnostic with a 90% completion rate. We were able to do the same at the beginning of the 2020-2021 school year with 98% of students completing the diagnostic. This is important to us so that each teacher can analyze and use the data to plan forward to meet their student's needs and address any learning loss that occurred due to the emergency school shut down. In addition PCA also uses DIBELS reading assessment for our K-6 students so that we can measure and address any reading issues. There is not just one way in which to address learning loss, and PCA is prepared to handle it in multiple ways. Our first priority was to open our resource center back up so that teachers could again meet with students in small group settings or one on one. PCA also streamlined our schedule to focus primarily on core subjects and basic skills. Additional tutoring, both virtual and in person is also necessary to recoup and mitigate some of the lost ground.

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.]

Actions and strategies to address the pupil learning loss and accelerate learning progress are varied. The i-Ready assessment provides computerized diagnostic intervention where the student needs it based on their assessment. For the 2020-2021 school year, we are operating limited classes and tutoring at our resource center with social distancing observed and PPE being worn by all in the building. These classes allow for teachers to interact with the students and provide instruction that might be difficult in a virtual environment. TORs can also schedule additional time to work with students one on one as necessary. School supplies and Chromebooks are also provided for students who do not have access to these materials at home.

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 strategies will be measured by our regular benchmark assessments i-Ready and DIBELS. The benchmark assessment windows are three times per year, at the beginning of the year, the middle, and the end of the school year. This information will allow us to monitor and support students and implement any additional intervention materials or tutoring as necessary.

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

Description	Total Funds	Contributing
PCA is providing resource center classes both virtually and in person.	5,000	Yes
Additional tutoring with teachers is provided as needed.	10,000	Yes

Description	Total Funds	Contributing
i-Ready instruction available to all students.	2,500	Yes
Chromebooks are checked out to students as needed.	0	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.]

We here at Phoenix Charter Academy realize that the mental health, social, and emotional well-being of children has to come first in order for learning to occur. We have 14 scheduled parent/guardian and student meetings per school year with each and every student. In addition to assessing student progress, these meetings also allow for the teacher to observe for verbal and non verbal cues of stress. We understand that routine and normalcy is critical, so it was very important that we were able to open our resource center back up with the start of the new school year. All guidelines were followed so that we could do this. Students have choices of Community Service Partners who provide gym memberships, karate, and other physical and creative outlets. We also have been providing brochures and web links for community resources that are available to our families.

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 blended learning model of Phoenix Charter Academy requires a parent to be highly involved in the education of their child. Parents/guardians and students are able to monitor assignments and grades via the Student Information System portal. The staff is also very engaged with each student and in near constant contact with the students via email, text, phone, virtually, and in person when able. We have 14 scheduled parent and student meetings per school year, at a minimum. If a student is consistently absent from distance learning or not completing at least 80% of their work product, PCA does have protocol in place to attempt to re-engage the student in learning. When a student is beginning to fall behind, teachers will communicate with the parents/guardians and the student to remedy the situation early. We have a variety of curriculum choices so there can be a change at this point if necessary, curriculum can be adjusted, modifications can be made, increasing parent coaching. A Parent Notification Notice can also be used for documentation with a plan to remedy the situation. If at the end of the first learning period a student does not meet the 80% threshold, a Missing Assignment report (MA) is issued with another remediation/intervention created to increase student success. The parent, student, and teacher sign the MA. The student is given a week to make up the missing assignments. If at that time the work is not meeting the requirements, then a second MA is issued, and a meeting with the director and all involved staff is set up. If a student reaches a third missing assignment report, a meeting is held with the TOR, the director, staff members, student, and parents to discuss whether or not independent study/homeschool is an appropriate placement for the student. We review all accommodations, modifications, remediation, and intervention with the student and family. Ultimately if the student is not completing the minimum requirements of work completion even after all the aforementioned, PCA may be forced to disenroll the student for lack of participation.

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.]

PCA regularly notifies students about the availability of approved school lunches through the various school districts in Shasta County. All school meals are provided for free at various school sites throughout Shasta County. Students must be present to pick up food. In addition PCA provides a nutritious snack during the school day for those students who are attending classes at our resource center.

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

Section	Description	Total Funds	Contributing
School Nutrition	Healthy and nutritious snacks are provided to students who attend classes at the resource center.	5,000	Yes

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
14.56%	395,539

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 actions of PCA are being provided to an entire school, as they are good educational practices and will benefit all learners. The needs of foster youth, English learners, and low-income students were considered first due to the fact that many of these students fall into our at risk categories and being monitored by the teacher of record. When concerns are raised about learning loss, these are the students teachers are most concerned about. Each and every student has the opportunity to have direct instruction twice per week in language arts and math, but they also have a TOR who oversees their learning, and in some cases, an intervention specialist may help students as well.

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

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