



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

Board of Directors

Gary Borden, J.D.

Rex Fortune, Ph.D.

Beth Kay

Judy Miller

Joshua Modlin

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Kevin Smith-Fagan

Special Meeting of the Board of Directors Wednesday, September 9, 2020 9:30 a.m.

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors (“Board”) and employees of the Best Charter School shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at <https://zoom.us/j/93213567078>. You may also call in using the Zoom phone number: US : +1 253 215 8782 Meeting ID: 932 1356 7078

Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on PCI’s website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling 866-992-9033, ext. 3000. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

1. Call to Order & Roll Call

2. Adoption of Agenda

3. Hearing of Parties Desiring to Address the Board and/or Present Petition

Anyone may address the board regarding any item that is within the board’s subject matter jurisdiction. At this point on the agenda, opportunity is provided for any individual or representative of a group to make statements to the board regarding an item(s) not listed on the agenda. The board, by law, may not take action on an item introduced during this portion of the agenda.

4. PUBLIC HEARING

1. Learning Continuity Plan and Attendance Plan (LCP) – Heritage Peak Charter School - Mr. Scott Stack, Director, Rio Valley Charter School – Ms. Leslie Leedy, Director, Sutter Peak Charter Academy – Ms. Heather Marshall, Director, Valley View Charter Prep – Mr. John Mittan, Director.

5. Future Meetings: September 10, 2020

6. Adjournment



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BOARD OF DIRECTORS MEETING

DATE: September 9, 2020

AGENDA ITEM: #4.1 – 2020 Learning, Continuity, and Attendance Plan (LCP): Heritage Peak Charter School, Rio Valley Charter School, Sutter Peak Charter Academy, Valley View Charter Prep

Background:

The school directors will present the plans collectively. The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

<https://www.cde.ca.gov/re/lc/learningcontattendplan.asp>

RECOMMENDED ACTION:

Information only, no action required.



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
Heritage Peak Charter School	Scott Stack Director	scott.stack@pacificcharters.org 916-931-9643

General Information

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

As a non-classroom-based charter school, Heritage Peak Charter School (HPCS) was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. All enrolled HPCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Heritage Peak students continued their learning at home with their parents, under the virtual supervision of their credentialed teacher.

All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform.

Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students.

Human Resources provided updates with mental health supports and flexible workday guidelines for teachers and their families.

Stakeholder Engagement

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

Heritage Peak Charter School presented the LCAP COVID-19 Operations Written Report to the Pacific Charter Institute School Board of Directors and public at the June 11, 2020 board meeting. This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. Notification of the meeting was provided to all stakeholders through our web page. In addition, all families were provided course information in the Spring of 2020 allowing for course selection and materials for the 2020-2021 school year.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need.

Heritage Peak staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

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

The school board for Heritage Peak Charter School offers virtual board meetings which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our websites and are open for public viewing and public comment is both available and encouraged

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

At Heritage Peak Charter School, parents, teachers and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicated with and distributed computers and hotspots to students in need. Various methods of communication including phone, email, and text were used to ensure all student needs were met. In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from parents and students related to technology, mental, physical health and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were pleased with the school's ability to pivot quickly. In instances

where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments as needed to accommodate the student.

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

Based on positive stakeholder input Heritage Peak Charter School was able to ensure continuity of individualized learning for each student. General Education teachers increased online support in the core academic areas as well as enrichment engagement via virtual platforms, including virtual field trips. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year including curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, which is a more secure and student-centered system.

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.]

Heritage Peak Charter School supports the fluidity and adaptability of an independent study program focused on college preparatory academic achievement to meet the individual needs of each student. HPCS offers students that choose a different path the opportunity to maintain access to four-year college, while engaging in school in the manner that is most effective for them. The school actively mentors new students, taking them from where they are to where they become competitive 21st century individuals.

During the 2019-2020 school year, Pacific Charters Institute counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health.

Heritage Peak Charter School offers virtual opportunities for our students through:

— Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.

— The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website.

— Synchronous and asynchronous V.O.L.T.s provide instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

Math grades 2-6 (GoMath)

ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)

Science grades K-5 (Carolina 3D Science) – offered live through secure online environment and recorded for future viewing.

Both programs offer both formative and summative assessments to monitor learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater DOK (Depth of Knowledge) acquisition.

Students attend meetings with the parents regularly and many students attend regularly scheduled classes as outlined above. In addition to these classes, teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers, including those serving students with special needs and English Learners, as well as school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented. Additionally, teachers who have less experience/confidence to address specific areas of writing may elect to participate in asynchronous sessions that provides direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future access to review and build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, PCI administers the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic will be administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and adjust individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allows students to complete the assessment at home.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use the data to identify students who need additional supports, intervention, and progress monitoring.

Both assessments and classwork completed by students is available for parents to review online through the student LMS as well as regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school for the first time, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days)

The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

Description	Total Funds	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.		

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school to adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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Staff Roles and Responsibilities

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

In relation to Distance Learning, there has been no adjustment in staff roles and responsibilities as a result of COVID-19.

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.]

Not Applicable

In relation to Distance Learning, Heritage Peak Charter School serves as an independent study educational model as a non-classroom based charter school as per Ed Code 43506.

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

Description	Total Funds	Contributing
Not Applicable - see above		

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.]

With the independent study model already in place, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. There was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English language learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This provides the schools and teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff provides two other benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The Exact Path diagnostic assessment provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The Exact Path diagnostic assessment is administered at the beginning of the school year, and not only screens students' current knowledge, but provides immediate learning paths addressing gaps in their learning. Students take one additional assessment throughout the year to assess for progress and reassessing learning paths. The Exact Path learning paths are adaptive and are providing continuous formative assessments to assess for learning. Exact Path formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess for progress on educational goals for students with disabilities. In addition to the regular assessments that all students take part in, special education teachers informally assess goals at the beginning of school to assess for student's regression and or maintenance of skills based on their individualized educational goals.

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports became more targeted, with school counselors and the FIT (Families In Transition) program coordinator checking in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed and results were used to identify needs. We offered computers to those students in need, and offered packets if necessary, for those students living in transient situations.

www.tinyurl.com/pcihousing

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

One of our ongoing school resources is a wellness team which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection and will attend online ACES training and events.

Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, allowing anyone to initiate a wellness team check-in on a student. The wellness team will also be creating a crisis outreach video for students and staff with information on how to get help. Finally, staff will continue to receive communication on the importance of self-care, and wellness.

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.]

In addition to all state-mandated assessments, Heritage Peak Charter School administers the Exact Path Diagnostic assessment to all students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

The Exact Path Diagnostic creates a learning path as well using the Exact Path intervention program allowing students to excel in filling academic gaps. This proven tool allowed students during the 2019-2020 school year to complete 75,277 lessons using this program at Heritage Peak Charter School.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use fall, winter and spring data to identify students who need additional supports, intervention, and progress monitoring.

Exact Path and DIBELS both provide foundational information when launching curriculum for students. The baseline support of the tools allows for appropriate benchmarks and achievement measuring throughout the school year.

The independent study model focuses on each student's individual needs and strengths. Fortunately, all students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The English Learner and Assessment Program Specialist works hand in hand with credentialed teachers to identify and assess English Learners (ELs) and provide guidance to our teachers supporting ELs. HPCS ensures that all ELs access a comprehensive English Language Development (ELD) program which includes a combination of tier-specific core curriculum, supplemental programs, as well as online interventions that meet the needs of our EL population.

For any K-12 student enrolling in the state of California for the first time, the family must complete a Home Language Survey. If the response to first or second question on that survey is any language other than English, the student must take the Initial English Proficiency Assessment for California (ELPAC) Assessment to determine language status. Students take this assessment one time within 30 calendar days of enrollment, year-round (Current pandemic may allow for a waiver to extend to 45 days). Any student with an EL language status is required to participate in the Summative ELPAC Assessment annually until he/she is reclassified as per state and local county office education criteria.

In addition to the state-mandated assessments previously described, PCI administers the Exact Path Diagnostic assessment for all students, including ELs, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The overall ELPAC score and the Exact Path Diagnostic (Grades 3-12) results help guide appropriate placement for PCI ELs and are outlined in the PCI English Learner Program and Support Pathway. There are three components to the comprehensive ELD program which includes:

Tier 1- Core English Language Arts (ELA) Curriculum is tier-specific and is based on the academic achievement level of each EL:

Journeys K-5

Study Sync 6-12

Inside 6-8

Edge for 9-12

Tier 2 -Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia -

Core 5: K-5

Power Up: 6-8

Exact Path

Rosetta Stone - English

ELPAC Practice Tests

All teachers with ELs on their caseload are provided with regular communication from the EL Program Specialist regarding recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs; all of which is also outlined in the EL Program and Support Pathway.

Once an EL meets the required criteria set forth by the state and local county office of education, he/she is Reclassified Fluent English Proficient (RFEP). This is done in conjunction with teacher evaluation, a review of mastery in ELA and math, and parental input and consultation. Once an EL is reclassified, it means that the student is proficient in English and no longer requires English Language Development (ELD) designated language support. The English Learner Program Specialist must still work with teachers with RFEP students to ensure that his/her progress continues to be monitored for a minimum of four years after being reclassified to ensure that:

- the student was not prematurely exited
- any academic deficit has been remedied
- the student is meaningfully participating in the standard instruction program comparable to their English only speaking peers

Internal electronic forms have been created to aid in this process.

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 Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use fall, winter and spring data to identify students who need additional supports, intervention, and progress monitoring.

The independent study model focuses on each student's individual needs and strengths. Consequently, all students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The school established academic goals for all students to complete a-g coursework at the high school level. All students have access to adopted grade level curriculum allowing them the ability to remain at grade level or near grade level with the support of the credentialed teacher and the parent.

All curriculum and assessment results for all students is indexed by all state identified demographic categories for analysis and trends. With the independent study model already in place, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. There was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English language learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This provides the schools and teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at

grade level in their reading development. Staff provides two other benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

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Special education teachers regularly assess for progress on educational goals for students with disabilities. In addition to the regular assessments that all students take part in, special education teachers informally assess goals at the beginning of school to assess for student's regression and or maintenance of skills based on their individualized educational goals.

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports increased with school counselors and the FIT program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed and results were used to identify needs. We offered computers to those students in need, and offered packets if necessary, for those students living in transient situations.

www.tinyurl.com/pcihousing

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

Description	Total Funds	Contributing
As described above, Heritage Peak Charter School does not meet the requirements for Distance Learning and therefore no specific actions or expenses will occur.		

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 mental health supports include school counselors and the FIT program coordinator. These staff members regularly check in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population. In March, a student connection (student social emotional) survey was completed and results were used to identify needs. We offered computers to those students in need, and offered packets if necessary, for those students living in transient situations.
www.tinyurl.com/pcihousing

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection and will attend online ACES training and events. Additionally (Tier 2), written and online surveys will be sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link is included on our Pacific Charters website, our counseling website, allowing anyone to initiate a wellness team check-in on a student. The wellness team will also be creating a crisis outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

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.]

Heritage Peak Charter School has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered reengagement strategies to ensure students participate fully in instruction.

Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Heritage Peak Charter School. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi-layered, each layer offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any previously unknown technology issues. During the meeting, the teacher was able to introduce him/herself, describe the school, school policies, curriculum, and synchronous as well as asynchronous instruction. With both students and parents present, students were able to offer translation services to parents who are unable to understand English.

The LEA will provide outreach to all pupils and their parents and 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 Heritage Peak Charter School resource centers have an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings.

HPCS ensures that processes are accessible to all parents and families (distribution method, internet accessibility, various languages) by using an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Heritage Peak Charter School utilizes procedures and processes to engage all pupils who utilize virtual learning platforms through Technology Boot Camps. Conducted at the beginning of each semester, Technology Boot Camp workshops introduce students to their equipment, curriculum and teachers. Students in Technology Bootcamp learn:

- Computer maintenance procedures
- Use of tech. tools
- Electronic communication norms

- How to create, save, and share files
- How to access programs and info for each course
- Organization & note-taking strategies.

Virtual Boot Camps ensures that processes are accessible to all parents and families, including processes for distribution of technology and internet accessibility. Students in Technology Bootcamps will:

- Sign out equipment including computers and wireless hotspots, textbooks, and other supplies
- Get access codes and experiment with online tools
- Plan for equipment collection later.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All credentialed teachers, including those serving students with special needs and English Learners, as well as school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience/confidence to address specific areas of writing may elect to participate in asynchronous sessions that provides direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future review to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic:

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Failure to attend mandatory testing

Behavioral:

Exhibiting offensive behavior towards a staff member or student

Failure to comply with the PCI behavior or school policy

Each infraction is documented in the SIS.

The first two warnings are designed to serve as informative, providing the student (1st warning) and the parent (2nd warning) opportunity to address the concern. In the event corrective actions have not adequately addressed concerns, a 3rd warning requires a meeting with student, parent, teacher(s), and appropriate support staff (Counselor, Administrator, or Special Ed. Coordinator) to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student. The student may be referred back to his/her school of residence. Any further misconduct will result in the student being expelled or disenrolled.

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.]

Heritage Peak Charter School is a non-classroom-based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	\$34,619	Yes
Pupil Learning Loss	Director of Student Services	\$58,749	Yes
Pupil Engagement and Outreach	EL Program Specialist	\$34,619	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Edmentum Online Applications	\$74,800	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	SPED Program Support	\$811,601	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
10.52%	\$972,012

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.]

Central to academic student growth is the social emotional learning of each student including those in significant subgroups. Cornerstone to that support is the role of the Counseling Program Specialist. As the lead for the school counselor, they provide supports and resources for our at-risk students. When SEL is secured, the Director of Students Services is able to work with every teacher to provide academic support and intervention. Some of those supports include the online suite of services provided by Edmentum learning products. This array of products includes assessments and individualized academic support. The EL, foster and homeless youth are additionally supported academically by program specialists. While these supports are always fundamental to our school, they are especially highlighted during the COVID-19 crisis.

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

Because our services were provided through an independent study model before the pandemic, our students have not experienced learning loss due to COVID. Although we do not anticipate an increase in services, we will continue to improve our rigorous academic support for all special populations.

In review, our programs will continue support for these students through Exact Path Diagnostic assessment for all students, including ELs foster youth and low income, for students in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year.

Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at-risk student.

Journeys K-5
Study Sync 6-12
Inside 6-8
Edge for 9-12

Tier 2- Supplemental Programs:
Academic Vocabulary Toolkit

Tier 3- Interventions:
Lexia – K-12
Core 5: K-5
Power Up: 6-8
and
Exact Path
Rosetta Stone - English

All teachers who support at-risk students are provided with regular check-ins from support personnel. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs will be provided.

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
Lodi Unified School District	Leslie Leedy Director	leslie.leedy@pacificcharters.org 9164774338

General Information

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

As a non-classroom based charter school, Rio Valley Charter School was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. All enrolled RVCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Rio Valley students continued their learning at home with their parents, under the virtual supervision of their credentialed teacher.

All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform.

Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible workday guidelines for teachers and their families.

Stakeholder Engagement

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

Rio Valley Charter School presented the LCAP COVID-19 Operations Written Report to the Pacific Charter Institute School Board of Directors and public at the June 11, 2020 board meeting. This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. Notification of the meeting was provided to all stakeholders through our web page. In addition, all families were provided course information in the Spring of 2020 allowing for course selection and materials for the 2020-2021 school year.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need.

Rio Valley staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

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

The Rio Valley Charter School governing board is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20.

The school board for Rio Valley Charter School offers virtual board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

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

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly.

In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student.

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

Based on positive stakeholder input, Rio Valley Charter School was able to ensure continuity of individualized learning for each student. General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year include a four-fold expansion of virtual course offerings.

Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system.

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.]

Rio Valley Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student.

Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2019-2020 school year, PCI counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health.

Rio Valley Charter School offers virtual opportunities for our students through:

1. Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
2. The Virtual Advantage classes for middle school and high school students.

3. All site based classes offered through Teams

In all programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog (Attachment A) on the PCI website, as well as individual site schedules.

— Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes offered live through secure online environment and recorded for future viewing.

All programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their independents study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers, including those serving students with special needs and English Learners, and school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience addressing specific areas of writing, may elect to participate in asynchronous sessions that provide direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, PCI administers the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic will be administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allows students to complete the assessment at home.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use the data to identify students who need additional support, intervention, and progress monitoring.

Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days)

The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

Description	Total Funds	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00	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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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Staff Roles and Responsibilities

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

In relation to Distance Learning, there has been no adjustment in staff roles and responsibilities as a result of COVID-19.

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.]

Not Applicable

In relation to Distance Learning, Rio Valley Charter School serves as an independent study educational model as a non-classroom based charter school as per Ed Code 43506.

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

Description	Total Funds	Contributing
Not Applicable, see above.		

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.]

With the independent study model in place prior to the pandemic, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English Language Learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This assessment provides the teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff administers additional benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The Exact Path Diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The diagnostic assessment is administered multiple times throughout the school year to assess for learning progress and reassessing learning paths. The diagnostic not only screens students' current knowledge, but provides immediate learning paths, which address gaps in their learning.

The Exact Path learning paths are adaptive and provide continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess progress of educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school year to monitor student regression and/or maintenance of goals based on their Individualized Educational Plan (IEP.)

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports became more targeted, with school counselors and the FIT (Families In Transition) program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations.
www.tinyurl.com/pcihousing

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

One of our ongoing resources is a wellness team, which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events.

Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team will also be creating a crisis

outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

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.]

In addition to all state-mandated assessments, Rio Valley Charter School administers the Exact Path Diagnostic assessment to all students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator, and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

The Exact Path Diagnostic creates a learning path using the Exact Path intervention program allowing students to excel in filling academic holes. This proven tool allowed students during the 2019-2020 school year to complete over 25523 lessons using this program at Rio Valley Charter School.

The DIBELS Assessment provides series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use fall, winter and spring data to identify students who need additional supports, intervention, and progress monitoring.

Exact Path and DIBELS both provide foundational information when launching curriculum for students. The baseline support of the tools allow for appropriate benchmarks and achievement measuring throughout the school year.

The independent study model focuses on each student's individual needs and strengths. As a result, our students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The English Learner Program Specialist work hand in hand with credentialed teaching staff to identify and assess English Learners (ELs) and provide guidance to our teachers supporting ELs. Rio Valley ensures all EL students access a comprehensive English Language Development (ELD) program which includes a combination of tier-specific core curriculum, supplemental programs, as well as online interventions that meet the needs of our EL population.

For any K-12 student enrolling in the state of California for the first time, the family must complete a Home Language Survey. If the response to the first or second question on that survey is any language other than English, the student must take the Initial English Proficiency Assessment for California (ELPAC) Assessment to determine language status. Students take this assessment one time within 30 calendar

days of enrollment, year-round (Current pandemic may allow for a waiver to extend to 45 days). Any student with an EL language status is required to participate in the Summative ELPAC Assessment annually until he/she is reclassified as per state and local county office education criteria.

In addition to the state-mandated assessments previously described, PCI administers the Exact Path Diagnostic assessment for all students, including ELs, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The overall ELPAC score and the Exact Path Diagnostic results help guide appropriate placement for PCI ELs and are outlined in the PCI English Learner Program and Support Pathway. There are three components (tiers) to the comprehensive ELD program which includes:

Tier 1- Core English Language Arts (ELA) Curriculum is tier-specific and is based on the academic achievement level of each EL:

Journeys K-5

Study Sync 6-12

Inside 6-8

Edge for 9-12

Tier 2 -Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia -

Core 5: K-5

Power Up: 6-8

Exact Path

Rosetta Stone - English

ELPAC Practice Tests

All teachers with ELs on their caseload are provided with regular communication from the EL Program Specialist regarding recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs; all of which is also outlined in the EL Program and Support Pathway.

Once an EL meets the required criteria set forth by the state and local county office of education, he/she is Reclassified Fluent English Proficient (RFEP). This is done in conjunction with teacher evaluation, a review of mastery in ELA and math, and parental input and consultation. Once an EL is reclassified, the student is proficient in English and no longer requires English Language Development (ELD) designated language support. The English Learner Program Specialist must still work with teachers with RFEP students to ensure that his/her progress continues to be monitored for a minimum of four years after being reclassified to ensure that:

- the student was not prematurely exited
- any academic deficit has been remedied
- the student is meaningfully participating in the standard instruction program comparable to

their English only speaking peers

Internal electronic forms have been created to aid in this process.

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 Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use fall, winter, and spring data to identify students who need additional supports, intervention, and progress monitoring.

The independent study model focuses on each student's individual needs and strengths. Consequently, all students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The school established academic goals for all students to complete a-g coursework at the high school level. All students have access to, adopted grade level curriculum allowing them the ability to remain at grade level or near grade level with the support of the credentialed teacher and the parent.

All curriculum and assessment results for students is sortable by state identified demographic categories for analysis and trends. With the independent study model already in place, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English language learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This provides the schools and teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff provides two other benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The Exact Path diagnostic assessment is administered multiple times during the school year to monitor progress and reassessing learning paths. The assessment not only screens students' current knowledge, but provides immediate learning paths addressing gaps in student learning.

The Exact Path learning paths are adaptive and are providing continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess for progress on educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school to assess for students regression and or maintenance of skills based on their individualized educational goals.

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports increased with school counselors and the FIT program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations.

www.tinyurl.com/pcihousing

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

Description	Total Funds	Contributing
As described above, Rio Valley Charter School does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.		

Description	Total Funds	Contributing

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 mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly check in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing.

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. (Tier 2), written and online surveys will be sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student.

The wellness team will also be creating a crisis outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

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.]

A description of pupil engagement and outreach, including the procedures for tiered re-engagement 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 is not engaging in instruction and is at risk of learning loss.

A sufficient response to this prompt will provide a description of pupil engagement and outreach including:

- The procedures for tiered re-engagement strategies for pupils who are absent from distance learning.
- How the LEA will provide outreach to all pupils and their parents and guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

Considerations

- Utilize the Multi Tiered System of Support (MTSS team to maintain documentation of pupils that are frequently absent and document methods used to re-engage them.
- Develop and use a consistent attendance monitoring tool.
- Consider including SART/SARB interventions, inclusive of guidance from Public Health, when creating written procedures since that SART/SARB processes are a form of tiered re-engagement for students.
- Consult with SIS to determine if fields should be modified for taking attendance of distance learning or combined days of distance and in-person learning. For example, develop a drop down menu representing how teachers know the student was in “attendance” for the day (turned in work, completed assessment, logged into a class meeting, phone call, virtual collaboration with a small student group with verification by teacher). Pacific Charter Institute and its family of schools has a clear policy for student engagement in its parent handbook. (PCI Parent/Student Handbook, Attachment B) When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction.

Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at (school). This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

To start the 2020-2021 school year, teachers offered virtual Back to School Night for parents and students. The purpose of these events was multi-layered, each layer offering a foundation of support and community engagement. On a most basic, yet critical level, the virtual BTSN gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any previously unknown technology issues. During the meeting, the teacher was able to introduce him/herself, describe the school, school policies, curriculum, and synchronous as well as asynchronous instruction. In addition to building the family toolkit for instruction, the teacher also used the time to build community across students and parents. Parents and students alike were introduced, each family able to share with the group. With both students and parents present, students were able to offer translation services to parents who are unable to understand English. Even more, it was an opportunity for families who share the same home language to meet and create internal supports. SPED students and families attended this meeting as well as a meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student. During this time, class “jobs” were created for families to provide support for one another. While the “jobs” varied across the school, they included tech support, classroom greeters, birthday notices, sunshine club, and student buddies. Back to School Nights created a strong start to community-based online classroom.

The LEA will provide outreach to all pupils and their parents and 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 (school) sites have an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings.

The LEA ensures that processes are accessible to all parents and families (distribution method, internet accessibility, various languages) by using an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

The LEA communicates the procedures for pupils engaged in distance learning through Technology Boot Camps for Distance Learning. Technology Boot Camp workshops introduce students to their equipment and teachers. Students in Technology Bootcamp learn:

- Computer maintenance procedures
- Use of tech. tools
- Electronic communication norms
- How to create, save, and share files
- How to access programs and info for each course
- Organization & note-taking strategies.

The LEA has developed procedures and protocols that address distribution method and internet accessibility. Students in Technology Bootcamps will:

- Sign out equipment including computers and wireless hotspots, textbooks, and other supplies.
- Get access codes and experiment with online tools
- Plan for equipment collection later.

Technology bootcamps are supported by general education teaching staff to ensure all students (including students whose native language is other than English) in virtual boot camp understand procedure and protocols of distance learning, distribution method, internet accessibility

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers; those serving students with special needs and English Learners, as well as school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience/confidence to address specific areas of writing may elect to participate in asynchronous sessions that provides direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future review to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Failure to attend mandatory testing

Behavioral

Exhibiting offensive behavior towards a staff member or student

Failure to comply with the PCI behavior or school policy

Each infraction is documented in the SIS.

The first two warnings are designed to serve as informative, providing the student (1st warning) and the parent (2nd warning) opportunity to address the concern. In the event corrective actions have not adequately addressed concerns, a 3rd warning requires a meeting with student, parent, teacher(s), and appropriate support staff (Counselor, Administrator, or Special Ed. Coordinator) to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student. The student may be referred back to his/her school of residence. Any further misconduct will result in the student being expelled or dis-enrolled.

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.]

Rio Valley Charter School is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	26,056.50	Yes
Pupil Learning Loss	Director of Student Services	48,890.00	Yes
Pupil Engagement and Outreach	EL Program Specialist	26,056.50	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Edmentum Online Applications	57,200.00	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	SPED Program Support	719,505.00	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
14.55%	1,072,218.00

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.]

Central to academic student growth is the social emotional learning of each student including those in significant subgroups. Cornerstone to this is the role of the Counseling Program Specialist. As the lead for the school counselor, they provide supports and resources for our at-risk students.

When SEL is secured, the Director of Students Services is able to work with every teacher to provide academic support and intervention.

Some of those supports include the online suite of services provided by Edmentum learning products. This array of products includes assessments and individualized academic support. EL, foster and homeless youth are additionally supported academically by program specialists. While these supports are always fundamental to our school, they are especially critical during the COVID-19 crisis.

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

Because our services were provide through an independent study model before the pandemic, our students have, by in large, not experienced learning loss due to COVID. Although we do not anticipate an increase in services, we will continue to improve our rigorous academic support for all special populations.

In review, our programs will continue support for all students through the Exact Path Diagnostic assessment for all students, including Els foster youth and low income, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year. Additionally, we will continue to offer the following tiered approach:

Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at risk student.

Journeys K-5
Study Sync 6-12
Inside 6-8
Edge for 9-12

Tier 2- Supplemental Programs:
Academic Vocabulary Toolkit

Tier 3- Interventions:
Lexia – K-12
Core 5: K-5
Power Up: 6-8

and
Exact Path
Rosetta Stone - English

All teachers who support at risk students are provided with regular check ins from support personal. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs will be provided.



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
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.385.8013

General Information

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

As a non-classroom based charter school, Sutter Peak Charter Academy was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. All enrolled SPCA students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Sutter Peak students continued their learning at home with their parents, under the virtual supervision of their credentialed teacher.

All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform.

Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible workday guidelines for teachers and their families.

Stakeholder Engagement

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

Sutter Peak Charter Academy presented the LCAP COVID-19 Operations Written Report to the Pacific Charter Institute School Board of Directors and public at the June 11, 2020 board meeting. This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. Notification of the meeting was provided to all stakeholders through our web page. In addition, all families were provided course information in the Spring of 2020 allowing for course selection and materials for the 2020-2021 school year.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need.

Sutter Peak staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

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

The Sutter Peak Charter Academy governing board is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20.

The school board for Sutter Peak Charter Academy offers virtual board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

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

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly.

In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student.

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

Based on positive stakeholder input, Sutter Peak Charter Academy was able to ensure continuity of individualized learning for each student. General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year include a four-fold expansion of virtual course offerings.

Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system.

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.]

Sutter Peak Charter Academy supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student.

Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2019-2020 school year, Pacific Charter Institute (PCI) at Sutter Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health.

Sutter Peak Charter Academy offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

- Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.
 - Math grades 2-6 (GoMath)
 - ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
 - Science grades K-5 (Carolina 3D Science)

These classes offered live through secure online environment and recorded for future viewing.

Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their independent study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers, including those serving students with special needs and English Learners, and school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience addressing specific areas of writing, may elect to participate in asynchronous sessions that provide direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, Sutter Peak Charter Academy administers the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic will be administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allows students to complete the assessment at home.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use the data to identify students who need additional support, intervention, and progress monitoring.

Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days)

The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

Description	Total Funds	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00	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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

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non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Staff Roles and Responsibilities

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

In relation to Distance Learning, there has been no adjustment in staff roles and responsibilities as a result of COVID-19.

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.]

In relation to Distance Learning, Sutter Peak Charter Academy serves as an independent study educational model as a non-classroom based charter school as per Ed Code 43506.

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

Description	Total Funds	Contributing
Not Applicable - see above		

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.]

With the independent study model in place prior to the pandemic, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English Language Learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This assessment provides the teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff administers additional benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The Exact Path Diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The diagnostic assessment is administered multiple times throughout the school year to assess for learning progress and reassessing learning paths. The diagnostic not only screens students' current knowledge, but provides immediate learning paths, which address gaps in their learning.

The Exact Path learning paths are adaptive and provide continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess progress of educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school year to monitor student regression and/or maintenance of goals based on their Individualized Educational Plan (IEP.)

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports became more targeted, with school counselors and the FIT (Families In Transition) program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March 2020, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations.
www.tinyurl.com/pcihousing

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

One of our ongoing resources is a wellness team, which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events.

Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team will also be creating a crisis

outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

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.]

In addition to all state-mandated assessments, Sutter Peak Charter Academy administers the Exact Path Diagnostic assessment to all students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator, and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

The Exact Path Diagnostic creates a learning path using the Exact Path intervention program allowing students to excel in filling academic holes. This proven tool allowed students during the 2019-2020 school year to complete over 54,642 lessons using this program at Sutter Peak Charter Academy.

The DIBELS Assessment provides series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use fall, winter and spring data to identify students who need additional supports, intervention, and progress monitoring.

Exact Path and DIBELS both provide foundational information when launching curriculum for students. The baseline support of the tools allow for appropriate benchmarks and achievement measuring throughout the school year.

The independent study model focuses on each student's individual needs and strengths. As a result, our students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The English Learner Program Specialist work hand in hand with credentialed teaching staff to identify and assess English Learners (ELs) and provide guidance to our teachers supporting ELs. Sutter Peak ensures all EL students access a comprehensive English Language Development (ELD) program which includes a combination of tier-specific core curriculum, supplemental programs, as well as online interventions that meet the needs of our EL population.

For any K-12 student enrolling in the state of California for the first time, the family must complete a Home Language Survey. If the response to the first or second question on that survey is any language other than English, the student must take the Initial English Proficiency

Assessment for California (ELPAC) Assessment to determine language status. Students take this assessment one time within 30 calendar days of enrollment, year-round (Current pandemic may allow for a waiver to extend to 45 days). Any student with an EL language status is required to participate in the Summative ELPAC Assessment annually until he/she is reclassified as per state and local county office education criteria.

In addition to the state-mandated assessments previously described, Sutter Peak administers the Exact Path Diagnostic assessment for all students, including ELs, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The overall ELPAC score and the Exact Path Diagnostic results help guide appropriate placement for SPCA ELs and are outlined in the SPCA English Learner Program and Support Pathway. There are three components (tiers) to the comprehensive ELD program which includes:

Tier 1- Core English Language Arts (ELA) Curriculum is tier-specific and is based on the academic achievement level of each EL:

Journeys K-5

Study Sync 6-12

Inside 6-8

Edge for 9-12

Tier 2 -Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia -

Core 5: K-5

Power Up: 6-8

Exact Path

Rosetta Stone - English

ELPAC Practice Tests

All teachers with ELs on their caseload are provided with regular communication from the EL Program Specialist regarding recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs; all of which is also outlined in the EL Program and Support Pathway.

Once an EL meets the required criteria set forth by the state and local county office of education, he/she is Reclassified Fluent English Proficient (RFEP). This is done in conjunction with teacher evaluation, a review of mastery in ELA and math, and parental input and consultation. Once an EL is reclassified, the student is proficient in English and no longer requires English Language Development (ELD) designated language support. The English Learner Program Specialist must still work with teachers with RFEP students to ensure that his/her progress continues to be monitored for a minimum of four years after being reclassified to ensure that:

- the student was not prematurely exited
- any academic deficit has been remedied
- the student is meaningfully participating in the standard instruction program comparable to

their English only speaking peers

Internal electronic forms have been created to aid in this process.

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 Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use fall, winter, and spring data to identify students who need additional supports, intervention, and progress monitoring.

The independent study model focuses on each student's individual needs and strengths. Consequently, all students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The school established academic goals for all students to complete a-g coursework at the high school level. All students have access to, adopted grade level curriculum allowing them the ability to remain at grade level or near grade level with the support of the credentialed teacher and the parent.

All curriculum and assessment results for students is sortable by state identified demographic categories for analysis and trends. With the independent study model already in place, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English language learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This provides the schools and teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff provides two other benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The Exact Path diagnostic assessment is administered multiple times during the school year to monitor progress and reassessing learning paths. The assessment not only screens students' current knowledge, but provides immediate learning paths addressing gaps in student learning.

The Exact Path learning paths are adaptive and are providing continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess for progress on educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school to assess for students regression and or maintenance of skills based on their individualized educational goals.

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports increased with school counselors and the FIT program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations.

www.tinyurl.com/pcihousing

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

Description	Total Funds	Contributing
As described above, Sutter Peak Charter Academy does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.		

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 mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly check in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations.
www.tinyurl.com/pcihousing

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. (Tier 2), written and online surveys will be sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student.

The wellness team will also be creating a crisis outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness

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.]

Sutter Peak Charter Academy has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction.

Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Sutter Peak Charter Academy. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi layered, each offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any previously unknown technology issues. During the meeting, the teacher was able to provide an introduction to his/herself, the school, school policies, curriculum, synchronous and asynchronous instruction. With both students and parents are present, students were able to offer translation to parents who are unable to understand English.

Parents had a separate meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student.

Sutter Peak Charter Academy has an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings.

Sutter Peak uses an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition, the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Sutter Peak Charter Academy utilizes procedures and processes to engage all pupils who utilize distance learning. Central to these procedures and processes for engagement are the virtual technology Boot Camps. Held at the beginning of each semester, these technology Boot Camp workshops introduce students to their equipment, curriculum, and teachers. Through a combination of online workshops and technology distribution students learn:

- Computer maintenance procedures
- Use of tech. tools
- Electronic communication norms
- How to create, save, and share files
- How to access programs and info for each course
- Organization & note-taking strategies

Virtual Boot Camps ensures that processes are accessible to all parents and families, including processes for distribution of technology and internet accessibility. At the Technology boot-camps students:

- Sign out equipment, textbooks, wireless hotspots, and other supplies
- Get access codes and experiment with online tools
- plan for equipment collection later.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All credentialed staff and school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience/confidence to address specific areas of writing may elect to participate in asynchronous sessions that provides direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook

reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Failure to attend mandatory testing

Behavioral

Exhibiting offensive behavior towards a staff member or student

Failure to comply with the PCI behavior or school policy

Each infraction is documented in the SIS.

The first two warnings are designed to serve as informative, providing the student (1st warning) and the parent (2nd warning) opportunity to address the concern. In the event corrective actions have not adequately addressed concerns, a 3rd warning requires a meeting with student, parent, teacher(s), and appropriate support staff (Counselor, Administrator, or Special Ed. Coordinator) to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student. The student may be referred back to his/her school of residence.

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.]

Sutter Peak Charter Academy is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	18,780	Yes
Pupil Learning Loss	Director or Student Services	26,747	Yes
Pupil Engagement and Outreach	EL Program Specialist	18,780	Yes
Pupil Learning Loss	Edmentum Online Applications	44,000	Yes
Pupil Learning Loss	SPED Program Support	299,123	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
8.01%	406,283

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.]

Central to academic student growth is the social emotional learning of each student including those in significant subgroups. Cornerstone to this is the role of the Counseling Program Specialist. As the lead for the school counselor, they provide supports and resources for our at-risk students.

When SEL is secured, the Director of Students Services is able to work with every teacher to provide academic support and intervention.

Some of those supports include the online suite of services provided by Edmentum learning products. This array of products includes assessments and individualized academic support. EL, foster and homeless youth are additionally supported academically by program specialists. While these supports are always fundamental to our school, they are especially critical during the COVID-19 crisis.

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

Because our services were provide through an independent study model before the pandemic, our students have, by in large, not experienced learning loss due to COVID. Although we do not anticipate an increase in services, we will continue to improve our rigorous academic support for all special populations.

In review, our programs will continue support for all students through the Exact Path Diagnostic assessment for all students, including ELs foster youth and low income, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year. Additionally, we will continue to offer the following tiered approach:

Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at risk student.

Journeys K-5
Study Sync 6-12
Inside 6-8
Edge for 9-12

Tier 2- Supplemental Programs:
Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia – K-12

Core 5: K-5

Power Up: 6-8

and

Exact Path

Rosetta Stone - English

All teachers who support at risk students are provided with regular check ins from support personal. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs will be provided.



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
Valley View Charter Prep	John Mittan Director for Valley View Charter Prep	jmittan@valleyviewcharter.org 209-323-9624

General Information

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

As a non-classroom based charter school, Valley View Charter Prep was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. All enrolled VVCP students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Valley View students continued their learning at home with their parents, under the virtual supervision of their credentialed teacher.

All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform.

Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible workday guidelines for teachers and their families.

Stakeholder Engagement

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

Valley View Charter Prep presented the LCAP COVID-19 Operations Written Report to the Pacific Charter Institute School Board of Directors and public at the June 11, 2020 board meeting. This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. Notification of the meeting was provided to all stakeholders through our web page. In addition, all families were provided course information in the Spring of 2020 allowing for course selection and materials for the 2020-2021 school year.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need.

Valley View staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

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

The Valley View Charter Prep governing board is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20.

The school board for Valley View Charter Prep offers virtual board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

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

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly.

In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student.

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

Based on positive stakeholder input, Valley View Charter Prep was able to ensure continuity of individualized learning for each student. General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year include a four-fold expansion of virtual course offerings.

Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system.

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.]

Valley View Charter Prep supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student.

Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2019-2020 school year, PCI counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health.

Valley View Charter Prep offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website.

- Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.
 - Math grades 2-6 (GoMath)
 - ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
 - Science grades K-5 (Carolina 3D Science)

These classes offered live through secure online environment and recorded for future viewing.

Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their independent study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All content area teachers, including those serving students with special needs and English Learners, and school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience addressing specific areas of writing, may elect to participate in asynchronous sessions that provide direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, PCI administers the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic will be administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allows students to complete the assessment at home.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use the data to identify students who need additional support, intervention, and progress monitoring.

Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days)

The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

Description	Total Funds	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00	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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

Not Applicable

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition.

As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

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(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Staff Roles and Responsibilities

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

In relation to Distance Learning, there has been no adjustment in staff roles and responsibilities as a result of COVID-19.

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.]

Not Applicable

In relation to Distance Learning, Valley View Charter Prep serves as an independent study educational model as a non-classroom based charter school as per Ed Code 43506.

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

Description	Total Funds	Contributing
Not Applicable - see above		

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.]

With the independent study model in place prior to the pandemic, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English Language Learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This assessment provides the teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff administers additional benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The Exact Path Diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts.

The diagnostic assessment is administered multiple times throughout the school year to assess for learning progress and reassessing learning paths. The diagnostic not only screens students' current knowledge, but provides immediate learning paths, which address gaps in their learning.

The Exact Path learning paths are adaptive and provide continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess progress of educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school year to monitor student regression and/or maintenance of goals based on their Individualized Educational Plan (IEP.)

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports became more targeted, with school counselors and the FIT (Families In Transition) program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations.

www.tinyurl.com/pcihousing

In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

One of our ongoing resources is a wellness team, which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events.

Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team will also be creating a crisis outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

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.]

In addition to all state-mandated assessments, Valley View Charter Prep administers the Exact Path Diagnostic assessment to all students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator, and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

The Exact Path Diagnostic creates a learning path using the Exact Path intervention program allowing students to excel in filling academic holes. This proven tool allowed students during the 2019-2020 school year to complete over 25523 lessons using this program at Valley View Charter Prep.

The DIBELS Assessment provides series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers will use fall, winter and spring data to identify students who need additional supports, intervention, and progress monitoring.

Exact Path and DIBELS both provide foundational information when launching curriculum for students. The baseline support of the tools allow for appropriate benchmarks and achievement measuring throughout the school year.

The independent study model focuses on each student's individual needs and strengths. As a result, our students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The English Learner Program Specialist work hand in hand with credentialed teaching staff to identify and assess English Learners (ELs) and provide guidance to our teachers supporting ELs. Valley View ensures all EL students access a comprehensive English Language Development (ELD) program which includes a combination of tier-specific core curriculum, supplemental programs, as well as online interventions that meet the needs of our EL population.

For any K-12 student enrolling in the state of California for the first time, the family must complete a Home Language Survey. If the response to the first or second question on that survey is any language other than English, the student must take the Initial English Proficiency Assessment for California (ELPAC) Assessment to determine language status. Students take this assessment one time within 30 calendar days of enrollment, year-round (Current pandemic may allow for a waiver to extend to 45 days). Any student with an EL language status is required to participate in the Summative ELPAC Assessment annually until he/she is reclassified as per state and local county office education criteria.

In addition to the state-mandated assessments previously described, PCI administers the Exact Path Diagnostic assessment for all students, including ELs, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2.

The overall ELPAC score and the Exact Path Diagnostic results help guide appropriate placement for PCI ELs and are outlined in the PCI English Learner Program and Support Pathway. There are three components (tiers) to the comprehensive ELD program which includes:

Tier 1- Core English Language Arts (ELA) Curriculum is tier-specific and is based on the academic achievement level of each EL:

Journeys K-5

Study Sync 6-12

Inside 6-8

Edge for 9-12

Tier 2 -Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia -

Core 5: K-5

Power Up: 6-8

Exact Path

Rosetta Stone - English

ELPAC Practice Tests

All teachers with ELs on their caseload are provided with regular communication from the EL Program Specialist regarding recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs; all of which is also outlined in the EL Program and Support Pathway.

Once an EL meets the required criteria set forth by the state and local county office of education, he/she is Reclassified Fluent English Proficient (RFEP). This is done in conjunction with teacher evaluation, a review of mastery in ELA and math, and parental input and consultation. Once an EL is reclassified, the student is proficient in English and no longer requires English Language Development (ELD) designated language support. The English Learner Program Specialist must still work with teachers with RFEP students to ensure that his/her progress continues to be monitored for a minimum of four years after being reclassified to ensure that:

- the student was not prematurely exited
- any academic deficit has been remedied
- the student is meaningfully participating in the standard instruction program comparable to

their English only speaking peers

Internal electronic forms have been created to aid in this process.

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 Exact Path Diagnostic is a web-based exam administered in the fall and winter to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. This assessment can be completed at home. Each student's fall assessment data will be reviewed by the credentialed teacher, administrator and parent to determine a rigorous academic growth plan. Fall and winter data will be compared to ensure the growth plans are accurate and rigorous. Adjustments will be made when needed.

DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use fall, winter, and spring data to identify students who need additional supports, intervention, and progress monitoring.

The independent study model focuses on each student's individual needs and strengths. Consequently, all students, including those in significant subgroups, are supported consistently and benefit from the actions described above.

The school established academic goals for all students to complete a-g coursework at the high school level. All students have access to, adopted grade level curriculum allowing them the ability to remain at grade level or near grade level with the support of the credentialed teacher and the parent.

All curriculum and assessment results for students is sortable by state identified demographic categories for analysis and trends. With the independent study model already in place, there was little to no loss for students who are EL, SPED, homeless and/ or students in foster care. Additionally, there was no pause in educational supports or services due to COVID 19.

All kindergarten through 2nd grade students, including English language learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the beginning of the year. This provides the schools and

teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff provides two other benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs.

All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The diagnostic provides teaching staff, parents, and student’s current information on their knowledge with Common Core math, reading, and language arts. The Exact Path diagnostic assessment is administered multiple times during the school year to monitor progress and reassessing learning paths. The assessment not only screens students’ current knowledge, but provides immediate learning paths addressing gaps in student learning.

The Exact Path learning paths are adaptive and are providing continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills.

Special education teachers regularly assess for progress on educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school to assess for students regression and or maintenance of skills based on their individualized educational goals.

In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports increased with school counselors and the FIT program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations.
www.tinyurl.com/pcihousing

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

Description	Total Funds	Contributing
As described above, Valley View Charter Prep does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.		

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 mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly check in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations.

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In the Fall 2020 semester, multiple trainings for staff professional development will be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated.

Additionally, the team focuses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. (Tier 2), written and online surveys will be sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student.

The wellness team will also be creating a crisis outreach video for students and staff with information on how to get help. Staff will continue to receive communication on the importance of self-care, and wellness.

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.]

Valley View Charter Prep has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction.

Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Valley View Charter Prep. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi layered, each offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any previously unknown technology issues. During the meeting, the teacher was able to provide an introduction to his/herself, the school, school policies, curriculum, synchronous and asynchronous instruction. With both students and parents are present, students were able to offer translation to parents who are unable to understand English.

Parents had a separate meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student.

Valley View has an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings.

Valley View uses an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition, the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Valley View Charter Prep utilizes procedures and processes to engage all pupils who utilize distance learning. Central to these procedures and processes for engagement are the virtual technology Boot Camps. Held at the beginning of each semester, these technology Boot Camp workshops introduce students to their equipment, curriculum, and teachers. Through a combination of online workshops and technology distribution students learn:

- Computer maintenance procedures
- Use of tech. tools
- Electronic communication norms
- How to create, save, and share files

- How to access programs and info for each course
- Organization & note-taking strategies

Virtual Boot Camps ensures that processes are accessible to all parents and families, including processes for distribution of technology and internet accessibility. At the Technology bootcamps students:

- Sign out equipment, textbooks, wireless hotspots, and other supplies
- Get access codes and experiment with online tools
- plan for equipment collection later.

The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs.

All credentialed staff and school leaders will participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools will be presented.

Additionally, teachers who have less experience/confidence to address specific areas of writing may elect to participate in asynchronous sessions that provides direct training on specific elements of writing instruction. Asynchronous sessions will be recorded for future to build capacity to deliver strong writing lessons. These learning opportunities will be led by PCI's ELA Content Specialist.

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook

reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Failure to attend mandatory testing

Behavioral

Exhibiting offensive behavior towards a staff member or student

Failure to comply with the PCI behavior or school policy

Each infraction is documented in the SIS.

The first two warnings are designed to serve as informative, providing the student (1st warning) and the parent (2nd warning) opportunity to address the concern. In the event corrective actions have not adequately addressed concerns, a 3rd warning requires a meeting with student, parent, teacher(s), and appropriate support staff (Counselor, Administrator, or Special Ed. Coordinator) to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student. The student may be referred back to his/her school of residence. Any further misconduct will result in the student being expelled or disenrolled.

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.]

Valley View Charter Prep is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist		

Section	Description	Total Funds	Contributing
Pupil Learning Loss	Director of Student Services		
Pupil Engagement and Outreach	EL Program Specialist		
Pupil Learning Loss	Edmentum Online Applications		
Pupil Learning Loss	SPED Program Support		

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
5.11%	259,342

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.]

Central to academic student growth is the social emotional learning of each student including those in significant subgroups. Cornerstone to this is the role of the Counseling Program Specialist. As the lead for the school counselor, they provide supports and resources for our at-risk students.

When SEL is secured, the Director of Students Services is able to work with every teacher to provide academic support and intervention.

Some of those supports include the online suite of services provided by Edmentum learning products. This array of products includes assessments and individualized academic support. EL, foster and homeless youth are additionally supported academically by program specialists. While these supports are always fundamental to our school, they are especially critical during the COVID-19 crisis.

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

Because our services were provide through an independent study model before the pandemic, our students have, by in large, not experienced learning loss due to COVID. Although we do not anticipate an increase in services, we will continue to improve our rigorous academic support for all special populations.

In review, our programs will continue support for all students through the Exact Path Diagnostic assessment for all students, including Els foster youth and low income, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year. Additionally, we will continue to offer the following tiered approach:

Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at risk student.

Journeys K-5
Study Sync 6-12
Inside 6-8
Edge for 9-12

Tier 2- Supplemental Programs:
Academic Vocabulary Toolkit

Tier 3- Interventions:
Lexia – K-12
Core 5: K-5
Power Up: 6-8

and
Exact Path
Rosetta Stone - English

All teachers who support at risk students are provided with regular check ins from support personal. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs will be provided.