Sacramento Academic & Vocational Academy

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Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

SAVA's CTE program experienced significant changes throughout the COVID 19 pandemic. Instructors moved from labs in CTE specific classrooms to online classes with modified assignments to hit as many learning objectives as possible without access to traditional materials and supplies. Many CTE instructors were able to create small kits to drop off at student homes to help complete CTE projects.

As a DASS school serving a high percentage of at-risk students, SAVA has faced challenges not being able to contact and locate all students enrolled at the school. The school has put in place procedures to continue to reach out and search for students who did not remain engaged in school while distance learning was in place during the spring semester. Initial enrollment for the fall semester is down and SAVA is utilizing a student support team of counselors, student support specialists and social workers to attempt to reach all students and get them enrolled for the fall semester.

There is a greater need to connect students and their families with community resources and services. SAVA is utilizing all student support staff to ensure families are provided with these resources.

As the school looks to return to campus at some point during the 2020-2021 school year, student grouping and class assignments will have to be revised to meet new health and safety guidelines. Class sizes will be smaller and teacher schedules modified to accommodate the new safety requirements.

Stakeholder Engagement

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

- Surveys sent to all stakeholders to elicit feedback regarding support needed for distance learning, health and safety questions and ideas for on campus learning once we are permitted to return to school sites.

- New information/questions platform on SAVA website (Let's Talk) providing all stakeholders the opportunity to voice concerns, provide feedback and share ideas with SAVA staff regarding school processes and procedures.

- Multiple communications sent out to all staff and students through Aeries communications regarding the most recent updates and information about COVID 19 and school procedures.

- In person communication with school staff to better understand staff/teacher needs, concerns and ideas.

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

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

- Stakeholders across the board want to know and understand the safety precautions being made by the school in preparation for our return to campus

- Students and families had varying opinions on how soon they would like to come back to school in person. Through stakeholder feedback, it was evident that SAVA needs to create options for students to continue distance learning if they desire to do so once we are allowed to hold classes on campus. Some families will not feel comfortable returning to campus this school year.

- With most school districts in our region starting the year with distance learning, our own staff made clear through surveys their desire to be allowed to work either from campus or from home while we are in the distance learning phase.

- SAVA needs to provide increased student support service for students and their families

- Some families were already homeless, the current situation has made continuing school harder

- Parents have expressed concerns about student idleness, depression, etc.

- Students have high anxiety due to unknown date of return to school

- Many low-income families lack to ability to obtain personal necessities

- Difficult learning environments with multiple children at home (noisy, crowded, difficult to study)

- Families experiencing job loss, financial hardship, etc.

- Increase in student homelessness due to financial hardships

- Home environment can be toxic

- Frustration with lack of socialization (in person)

- Transportation challenges - can't get to stores, parks, recreational activities

- Not enough food

- Older students having to watch younger siblings makes it hard to focus on school

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

- SAVA created a phased reopening plan that will allow students to continue distance learning even when we are able to offer classes on campus. (See Distance Learning Program: Continuity of Instruction)

- School site safety teams are being established to gather input on steps and procedures to safely return to campus once Sacramento County is off of the COVID watch list. (See Distance Learning Program: Staff Roles and Responsibilities)

- Student support teams at each school site (counselor, social workers, student support specialists) are coordinating efforts to ensure all students are back in school for the fall semester and that families are aware of and have access to local community resources. (See Mental Health and Social and Emotional Well Being)

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.]

SAVA's plan is to have in-person instruction while practicing all the guidelines of social distancing, sanitation stations, frequent cleaning, etc. as soon as safely possible. Our hybrid blended learning model will allow us to get back to our new normal much sooner than most schools. During this phase, we will offer on campus learning in small group settings with a focus of prioritizing special education services, English learners and career technical education (CTE) classes on campus. As part of SAVA's hybrid independent study model, the shcool already has a cohort model in place where small groups of students meet with one assigned teacher of record while on campus. This model will continue and will follow all "cohort" guidelines as required by the Sacramento County Department of Health, Sacramento County Office of Education and the California Department of Education. As we progress through this "return to campus" phase we will safely, and in accordance with local guidelines, offer more and more in person learning opportunities and expand the number of students allowed on campus together until we reach full on campus operations. When students return to campus, each classroom will either have desks spaced six feet or more apart or each desk will have plastic dividers to provide individual learning spaces for every student in a classroom. While on campus, all staff and students will be required to wear masks and school staff will be responsible for classroom sanitation in between each learning period. In all classes, regardless of content area, a special emphasis will be placed on students' social -emotional well-being. SEL content will be incorporated into all classes to ensure students have not only the academic support, but the mental and emotional support needed to be a successful student during this COVID era. Upon returning to campus both SEL and academic assessments will be delivered to students. Results of these assessments will be used to guide the development of extra on campus support services and tutoring labs to ensure all students have access to intervention resources needed to cope with the challenges due to the impacts of COVID -19

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

Description	Total Funds	Contributing
Daily Janitorial Services	0.00	No
PPE/Plexiglass Dividers	10,370	No
		No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

All students at SAVA have access to choromebooks and wi-fi hotspots which will enable them to access all available curriculum at SAVA. Approximately 50% of SAVA's curriculum is provided through the online Edgenuity platform. Additional courses, including CTE instruction, will be available through both synchronous and asynchronous learning. The following online platforms will be used by SAVA as part of our distance learning program and support both Distance Learning and teacher/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. SAVA Charter School email and Aeries Communications (signal kit) are the communication tools used to contact and communicate with SAVA families.

2. Edgenuity, Google Classroom and Zoom are the primary online Distance Learning platforms used for classroom assignments and meetings.

3. Other online collaboration platforms such as Skype and Google Hangouts may also be used for remote instructional planning and delivery.

SAVA Charter School is committed to monitoring the Distance Learning Program and student experience. The tools used for monitoring may include, but are not limited to:
- Data on student engagement from digital learning platforms - Edgenuity, Google Classroom
- Feedback from students, parents, and teachers to help us understand how the plan is impacting student, family and teacher experiences
- Year-end academic progress data from our school information system (Aeries)

SAVA's hybrid instructional model will allow for a smooth transition between distance learning and on campus classes. When in-person instruction is once again allowed, students will have a seamless transition from their online synchronous and asynchronous lessons back to the traditional classroom. When we are able to return to on-campus learning students will be given the option to continue distance learning if the model best fits their leanring needs or if they still feel uncomfortable being in group settings.

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.]

Prior to Covid-19 and Distance Learning, SAVA was already one-to-one with students and Chromebooks. All students have a school device for personal at home use. SAVA also provides hotspots for families who are in need of internet access. This school year, SAVA partnered with the California Department of Education and Tmobile to ensure every SAVA student has access to free wi-fi. SAVA has kept it's campus open, with safety precautions in place, for families that need a new computer or hotspot. The school also has a student support team to make home visits on an as needed basis to ensure every single student has access to proper technology. SAVA frequently sends out communications via Aeries Communications updating families on free resources, including wi-fi areas, in our community.

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.]

SAVA will offer both synchronous and asynchronous instructional opportunities each week in all live classes. As a non-classroom based instructional model school, SAVA will continue to assess pupil progress through daily engagement and work completed for each student.   In SAVA's online coursework, which was already a part of the school's curriculum prior to COVID-19, student progress will continue to be assessed by learning logs and work completion within the online curriculum platform. A record of student work samples for all courses will be collected to justify time value of work completed for attendance purposes.

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.]

SAVA staff will be provided with professional development opportunities through both school site internal training and through external training by outside vendors. Training will be provided on the following topics:

- Technology

- Effective Distance Learning Teaching Strategies

- Equity

- Mental Health and Well-Being

Staff Roles and Responsibilities

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

Leadership Team:

- Develop school-site/department plans for distance learning.

- Communicate with faculty/staff and parents (utilizing multiple platforms including email, Aeries communications, and Zoom)

- Support faculty/staff and parents during Distance Learning including creating processes to reach students who are falling behind or not participating in distance leanring.

- Ensure effective implementation of Distance Learning plan and accountability to student learning.

- Establish School site safety teams to gather input on steps and procedures to safely return to campus once Sacramento County is off of the COVID watch list.

Teachers:

- Collaborate with colleagues to design Distance Learning experiences for students in accordance with school-site/department plans.

- Develop high-quality remote student learning experiences.

- Communicate with all parents of students on their caseload regarding the online learning plan and how they will support students to access the content of the distance learning lessons. Continue to communicate with parents, as necessary.

- Initiate the intervention process for students falling behind or not participating in distance leanring.

- Meet with every student twice each week through an agreed upon platform.

- Communicate with and provide timely feedback to students.

- Participate in school site safety teams to gather input on steps and procedures to safely return to campus once Sacramento County is off of the COVID watch list.

Curriculum Coaches:

- Support teachers in the development of high-quality remote student learning experiences in accordance with school-site/department plans.

- Curate resources for teachers to support the development of high- quality online learning experiences for students.

- Hold weekly virtual open office hours to support staff and students.

- Participate in school site safety teams to gather input on steps and procedures to safely return to campus once Sacramento County is off of the COVID watch list.

Student Support Teams:

- Partner with teachers to support the social-emotional needs of students.

- Recommend to parents, students and teachers community resources available to support families during the time of the campus closures.

- Lead the student intervention process for students who fall behind or are not participating in distance leanring.

- Follow-up with students who struggle or fall behind on regular academic progress

- Provide developmentally appropriate resources regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning.

- Respond to counseling needs of students, as needed.

- Participate in school site safety teams to gather input on steps and procedures to safely return to campus once Sacramento County is off of the COVID watch list.

Teaching Assistants:

- Provide online support and assistance to assigned students as requested by teachers.

- Participate in school site safety teams to gather input on steps and procedures to safely return to campus once Sacramento County is off of the COVID watch list.

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.]

Student support teams are in place at each SAVA campus to ensure all students, including SPED, EL, homeless and foster, have access to academic and social-emotional support while school campuses are closed.

- RSP teachers conduct weekly check-ins with Special Education students as well as offer online labs/support sessions as needed per IEPs or other academic needs.

- Weekly English Learner (EL) labs and classes are available to all EL students led by SAVA's EL specialists and para educators

- SAVA's Student Support Specialists and Social Workers are making weekly contact with all foster and homeless students to ensure they receive additional support and resources that may be needed during the school closure.

- To ensure accessibility to all school curriculum and classes, all students are offered a chromebook and a wifi hotspot free of charge.

- All students can receive daily free school meals at multiple locations.

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

Description	Total Funds	Contributing
Chromebooks	50,000	Yes
Wifi hotspots	4,000	Yes
Canvas software licensing to house all digital curriculum used by SAVA teachers	700	Yes
Curriculum development hours for core contenet and CTE teachers to create lessons applicable to the distance learning setup.	00.00	Yes
Screencastomatic presentation and video creation software licensing	390	Yes
Take home CTE learning kits for students	6,000	Yes

Pupil Learning Loss

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

SAVA will:

- Utilize Renaissance STAR reading and Math assessments as well as teacher created assessments across core content areas to identify missed learning standards and content that are prerequisites to future learning.

- Create modified student schedules once we return to campus for the first few months with focused attention on addressing missed learning standards and content that are integral to progressing within specific content areas.

- Create multi-week catch-up courses to address specific critical missed standards and content specifically focused on English learners with additional teacher assistants supporting these classes available for one on one tutoring.

- Build daily extra help and direct instruction intervention time into schedules for students who need it based on assessment scores and identified learning gaps.

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 the strategies listed above, SAVA will implement the following strategies to accelerate the learning process for pupils who are English Learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness:

- Expand EL tutoring and support classes both online and on campus, including one on one tutoring sessions for English Learners

- Offer home/community visits/appointments by counselors and teachers for foster youth, homeless youth and low-income youth who may struggle with transportation to get to the school site.

- Increase tutoring services for students with special needs both online and in-person on campus.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the support provided to address learning loss for the specific student subgroups detailed above will be measured by the following:

- Student Attendance

- Credits completed per semester

- Renaissance STAR Reading and Math scaled score growth

- Graduation rates for specific subgroups

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

Description	Total Funds	Contributing
- Expand EL tutoring and support classes both online and on campus.	0.00	Yes
- Increase tutoring services for students with special needs both online and in-person on campus.	0.00	Yes
- Offer home/community visits/appointments by counselors and teachers for foster youth, homeless youth and low-income youth who may struggle with transportation to get to the school site.	0.00	Yes

Mental Health and Social and Emotional Well-Being

SAVA will provide professional development in the areas of trauma informed teaching strategies, Adverse Childhood Experiences (ACE's), Equity and Social Emotional Learning. The school will provide internal training by school counselors and social workers and also provide opportunities for school staff to participate in deeper learning through webinars and online conferences covering these topics. Students support staff (counselors, social workers and student support specialists) will be available to support both staff and students with mental, social and emotional well-being needs. Virtual group and one on one counseling sessions will be available for all students on an as needed basis. SAVA will expand partnerships with community-based mental health providers by dedicating a point person to find and manage these relationships.

Pupil and Family Engagement and Outreach

All staff will work together to support student learning. School staff will connect with all students multiple times per week as needed to ensure academic progress. Staff will continue to document communications, interventions, etc. through Aeries, and will be available throughout the week to support students. If a student begins to struggle academically, fails to make adequate academic progress or is absent from distance learning, an intervention plan is put in place with the school's student support team consisting of an administrator, counselor, social worker and student support specialist. Multiple steps are put in place to contact the student and their family including but not limited to phone calls in primary language, letters sent home in primary language, and home visits. Once a student is contacted, an individual re-engagement plan will be created by the student support team to help the student get back on track. The student support teams provide the following services and resources to families:

- Partner with teachers to support the social-emotional needs of students.
- Recommend to parents, students and teachers community resources available to support families during the time of the campus closures.
- Follow-up with students who struggle or fall behind on regular academic progress
- Provide developmentally appropriate resources regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning.

- Respond to counseling needs of students, as needed.

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.]

SAVA has been working with Gateway Community Charters and Twin Rivers Unified School District Food Services Department to provide information to families about available meals at SAVA campuses and within the TRUSD District. All SAVA students have access to school meals daily. We have communicated this information to families through email, newsletters, website, and Aeries Communication to direct families to available food and social services options within their neighborhoods. We have also shared information with families about other available food sources in the community such as food banks, County, faith based organizations, nonprofit organizations, and City programs during Distance Learning. Our student support staff have responded to families who have reached out for information on key supports and services they are looking for at this time including school meals and available food resources.

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
25.00%	238,438

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.]

Based on feedback from student/parent surveys and teacher feedback from conversations with students and their families, the biggest concerns with distance learning for our foster youth, English Learners and low-income students were accessibility to all curriculum and classes, social-emotional support and tutoring services for students who struggle without the in-person learning opportunities. Our distance learning plan focused on meeting the needs of all students, but specifically focused on and addressed how we will meet these specific identified needs for our unique populations. Providing free technology (chromebooks and hotspots) to all students, incorporating extra one-on-one and small group instruction with our paraeducators and incorporating home visits to check-in on students who underperform during distance learning ensured that SAVA's distance learning program was structured in a way to meet the needs of these identified students.

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

SAVA's student support teams are responsible for tracking student progress for foster youth, English Learners and low-income students to ensure adequate academic progress is being made during distance learning. The free access to technology, extra tutoring via zoom sessions and home visits are all increased services for students with unique needs.
A. Para educators on campus: Para educator salaries will be funded to provide additional academic support and tutoring opportunities to student on campus.
B. Teacher salaries: Teacher salaries will be funded to increase small group and one on one support for struggling students. This will include extra support classes being offered and lower teacher-student loads.
C. Summer school: Summer school will be available to help credit deficient students graduate on time.
D. Provide wifi hot spots: Low income students will be provided with free access to wi-fi hot spots to ensure accessibility to all school curriculum and supplemental educational resources.
E. Professional development: Professional development will be provided on key initiatives including CKH, Coherence, CCSS, NGSS, and ELD standards to ensure increased academic performance for all students, with an emphasis on unduplicated students.
F. School counselor: Counselor will identify and link families with school and community resources to ensure social/emotional needs are met for each student. Counselor will track student retention and assist with proper work or college placement after high school.
G. Professional development: Training will be proved for teachers and other school staff focused on supporting foster youth attending SAVA and providing the support and resources needed to assist students with a history of high mobility in high school.
H. Parent engagement program: SAVA will create a parent engagement curriculum and program to help parents identify ways to better support their student at home and how to become more actively involved in school governance.
I. Culturally relevant curriculum: SAVA will provide access to culturally relevant learning materials to students.
J. SEL assessments and curriculum will be provided to students to promote social/emotional health for all students.
K. Drop out prevention: SAVA will provide staffing to implement home outreach visits for struggling students or students that have already dropped out of school. Counselors and support staff will provide resources to assist students and families get back on track to graduate.
L. At-Risk Specialist: SAVA will provide funding for an At-Risk specialists who will be responsible as "teacher of record" for students

struggling to stay in school. This teacher caseload will consist of students with extreme behavioral or truancy issues.
M. Professional Development: PD will be given to all SAVA staff focused on cultural awareness and meeting the academic, social and emotional needs of students, with a specific focus on the unduplicated pupils.