

Learning Continuity and Attendance Plan Template (2020–21): Revised 12-15-2020

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.]

As a non-classroom-based school, we offer various learning delivery opportunities for our students within our Independent Study programs. These delivery models include online/remote and in-person instruction and learning. The COVID-19 pandemic has impacted our LEA and community in aspects involving in-person services and supports for educational benefits for our students. The following programs have been affected tremendously; school enrichment programs, facilitation of in-person state testing supports, school-wide community outreach programs for the benefit of student and family interactions and valuable cultural experiences, teacher-led family meetings supporting every family’s needs in their child’s educational plan, and progress towards their learning goals. Additional impacts include our in-person Special Education evaluations and Extended School Year (ESY) for students with IEPs. As a school and community, we have faced challenges in providing the in-person opportunities through a distance learning model which has led us to reassess and adjust our programs and resources in order to continue to develop effective and measurable, academic, enrichment, and social emotional supports.

Stakeholder Engagement

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

Blue Ridge Academy has been deeply concerned with the well-being of students, parents, and staff during this time of COVID-19. In March 2020, clear communication and feedback was imperative with our stakeholders, including assessing feedback via surveys to determine any need and impact of school closure. Our immediate engagement has been to maintain communication between the Homeschool Teachers (HSTs) and the families on their rosters. Through phone calls, video conferencing, text messaging and emails, the HSTs and Special

Education teachers have remained the main point of contact the students and parents have with the school to gain information and share input. In addition, school administrators have continued to provide immediate updates and communication with our stakeholders. Blue Ridge Academy promptly gathered resources for families, staff and students to utilize during the the early stages of the pandemic and sent them out to families via email, social media, a school-wide email communication platform, and through posting updates and guidelines to the school web page. Additional resources such as free online websites, subscriptions, and social emotional learning support were added to the school website titled Online and Virtual Resources. The web page was then shared with homeschooling families to help with the transition in March and April as other schools were having to shut down due to COVID-19. The family response, according to HSTs, phone calls, and emails, was very positive and appreciated, as they were quickly equipped with accessible information to help get through this difficult shift. The resource link to the school website continues to remain available and is regularly updated to the public and to our homeschool families. The email address and phone number to the Principal and Vice-Principal along with the Assistant Directors is made available to stakeholders to contact directly with comments, concerns, or ideas regarding the pandemic, COVID-19 resources, school resources, and any other school matters. Due to COVID-19, all Board Meetings have been held virtually. They are pre-scheduled and listed on our school website and usually held at least once a month. The meeting agenda and board packet are regularly posted and made available on the school website within 72 hours. Teachers and families are encouraged to attend.

Addition: In efforts to continue soliciting stakeholder feedback and supporting all of our parents, inclusive of non English speaking families, Blue Ridge Academy has created additional material in Spanish for the Parent/Student Handbook, Handbook Signature Page, HDC Form, CHYA Form, Parent Portal, I Can Statements, Enrichment Guidelines and Procurify Instructions. The school continues to monitor additional language needs with our families in order to provide materials translated in various languages to further address and support student/parent engagement and needs efficiently and effectively. Based on our Language Survey we have identified families who are non English speaking and translating communication in a language accessible to them.

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

Board meetings, public meetings, and public hearings have transitioned seamlessly to an online platform, via Zoom. Meetings are held at least, once a month. Stakeholders and the public are provided an opportunity for input. Blue Ridge Academy posts the school board meeting agenda and board packets on the school website seventy two hours prior to the meeting date. The board meetings all have a zoom link attached, to allow any person of the public to attend and participate.

Addition: For the additional support of our parents as stakeholders, we also provide translation opportunities during public hearing board meetings. Stakeholders have the opportunity to communicate in language other than English, the information is then translated prior to the board meeting in order for the board to receive the request, during the public comments portion of the board meeting.

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

Stakeholders indicated Blue Ridge Academy being a non-classroom based charter school facilitating homeschool learning was slightly equipped to handle the immediate change to a full distance learning model for all students in comparison to brick and mortar schools. Students at Blue Ridge Academy began distance learning prior to the pandemic so their learning was not drastically interrupted for those accessing instruction online. However, students involved in any in-person and on-ground instruction, community field trips and programs were impacted immensely. Though families maintained distance learning, careful consideration was taken in regards to issuing final grades

specifically to high school students based on stakeholder input. As a result, an adjusted grading scale system took immediate effect to help alleviate the stress and anxiety that families underwent due to families being directly affected by the pandemic such as loss of income or sick family members.

Addition: There were no written questions or comments received by the superintendent from DELAC, therefore no written feedback was provided. The school continues to ensure effective communication and input from non English speaking families. In efforts to maintain equal input from all parents, Blue Ridge Academy has continued working diligently in developing a DELAC.

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

Due to the nature of the ongoing relationships formed between the stakeholders, parents indicated they were more likely to share their personal information with their teacher in regards to how they are dealing with the pandemic and/or any challenges they may be facing. As a result, teachers remained in continuous contact with their families by offering online check-ins in between learning period meetings to ensure the family felt supported during this difficult time. The school's leadership team received continuous support from upper administration through weekly check-ins and kept the team updated on state guidelines and procedures.

Teachers indicated the need for continued support in the area of mental health to aid in supporting the students and families.

Blue Ridge Academy has now adopted a Social Emotional Learning program and provided additional mental health staff to support a larger school wide program accessible to the stakeholders.

The school will conduct additional in depth surveys to continue to solicit feedback and input from all stakeholders.

Addition: The initial presentation to The Blue Ridge Academy Board and stakeholders took place on September 8, 2020 during the regularly scheduled board meeting at 6:00 pm. The presentation was to allow an opportunity for the board and stakeholders to review, comment, and provide feedback on the Learning Continuity Plan draft. The adoption of the Learning Continuity Plan took place on September 21st, 2020 during The Blue Ridge Academy Board meeting scheduled for 6:00 p.m. The board and stakeholders were given time to review and comment on the plan. No additions were made to the draft plan based on comments and feedback provided during the board meeting.

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.]

As a non-classroom-based independent study work charter school, we provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the

time value of independent work, and the quality of contemporaneous work samples. We discussed with each family the additional curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families as additional provisions during the extended impact of COVID19:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model ·Instruction provided through district-licensed online content resources (e.g., Edgenuity)

- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through district licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

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

Description	Total Funds	Contributing
In-person Special Education Services following state CDC and CA Public Health guidelines - purchase of PPE items, equipment	\$3430.49	Y
Special Education IEP evaluations following state CDC and CA Public Health guidelines - purchasing of PPE items, equipment, purchasing of online evaluation instruments and accounts	\$9000	Y

Distance Learning Program

Continuity of Instruction

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

- 1) Identification of learning needs- Through surveys and discussions, we solicited shelter in place specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.
- 2) Establish a communication plan- We informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, video conferencing, and text messages. For families of our ELs, we made a concerted effort to communicate our plan in a language most accessible to them.
- 3) Identification of learning outcomes- Given the context, we prioritized learning goals, identified course sequence changes, implemented an appropriate grading policy, and identified professional learning needs. Staff learning focused on the identification and use of specific resources to support students as they continue their distance-learning format.
- 4) Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff checks in with students more frequently for support and assistance. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-30 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students, including providing additional mental health resources and consultation where required.
- 5) Blue Ridge Academy has purchased PPE items and equipment to ensure all students requiring 1-1 in-person supports are continuing to remain safe under the CDPH and CDE's safety guidelines.

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.]

The Blue Ridge Academy has worked directly with families to ensure they have access to devices by offering chromebooks, tablets, and laptops, and hotspots for each student to ensure they are able to receive their educational access to materials, online accounts, and communications with the school. These arrangements are made with the technology department, so the computers can also be updated and accessed remotely by the school technology department in order to assist families. Internet connectivity is also one of the aspects we work with the families on as they enroll with Blue Ridge Academy.

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.]

We are a non-classroom-based independent study work charter school wherein parents provide a majority of student supervision during ordinary school hours. We work closely with families in the education of their children/teens. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples.

We began proactively reaching out to families and students to support and track participation and engagement in distance learning during the COVID-19 impact. Staff communicates with the parents and students via email, social media, phone, online meeting platforms, and texting. We used translation applications such as TripLingo to translate texts as needed. As mentioned, we initiated a technology needs survey to ascertain what students and families are in need of technological devices to participate in our office hours.

During the Spring 2020 reporting term, the school made accommodations to allow for a modified grading to allow for the option of a pass/fail report card for students instead of the traditional scaled grades to take into account the impact COVID had on the families during this time. The school also adopted a modified grading scale for the Spring 2020 grading period, again to accommodate the impact on the families and students during the pandemic. This included a modified grading scale which followed: Due to the COVID-19 outbreak, the school is recognizing the following percentage adjustments to the student's grades: 79% - 100%: A, 69% - 78%: B, 59% - 68%: C, 50% - 58%: D, < 50%: F. The grade changed and accommodations were only for the Spring 2020 semester.

The Blue Ridge Academy maintains attendance logs eight times throughout the school year, ranging from 17 to 28 school days in the Learning Period. The Learning Period Logs are monitored by the parents, who are the learning coach, signed and submitted by the learning coach and then reviewed by the Homeschool Teacher each Learning Period. This is done to maintain compliance within the Learning Period. Each teacher is supported by a Compliance Specialist who collects, reviews, and uploads student work samples submitted by the HST. The purpose of this is to not only remain compliant but to maintain the integrity of the educational quality that the student is receiving throughout the school year.

During a Learning Period Meeting, (which are now held virtually over zoom or other virtual platforms due to COVID-19), the Homeschool Teacher, student, and parent/guardian would review student work records, discuss what a student has learned, review standards/I Can Statements (Which align to state standards/common core standards), discuss community connection events attended, vendor events, family educational trips that were taken, and other educational events that the family did during the Learning Period. Additionally, we began offering COVID-19 specific check-in meetings and office hours to discuss and address COVID-19 related feelings and trauma with our students. For parents who are essential workers and need childcare, we provided a list of external resources, including the new California childcare website. Similarly, we communicated the availability of community resources, including food and childcare to families with children with particular disabilities or special health care needs, and to those who or are homeless or in foster care.

The Special Education Department continues to provide daily synchronous instructional minutes per each student Individualized Educational Plan (IEP). This includes the delivery of parent support and consultation before and or after student instruction as required. A review of

student progress is conducted on a daily, weekly and monthly basis to determine continued level of need, development and implementation of goals based on student's needs.

For the 2020-2021 school year, students are also being offered additional support by being given access to a variety of office hours provided by The Blue Ridge Counselors and Single Subject Content Specialists in Core Subjects such as English, Math, History and Science. Students also have access to The Blue Ridge Yearly Subscriptions of: MobyMax (TK-8th), BrainPop (TK-8th), Touch-type, Read, Spell (TK-12th), Net Tutor (7th - 12th) and Adobe Cloud (7th - 12th). These are additional resources beyond the curriculum that the parents choose to access for the student's learning. These accounts can be monitored by the HST as well as the parent to help track student progress.

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.]

A variety of training and support are offered to the Homeschool teachers and staff to help with preparing for COVID and other areas to grow the strength of the school. Staff have been trained in Concurrent Enrollment, Current Curriculum Offerings in TK-8th, Current Curriculum Offerings in High School, Procurify, Organizing Your Google Drive, Assigned Work Records (AWR) for Elementary School, Assigned Work Records (AWR) for High School and Special Education, Professional Learning Communities, Enrichment, Renaissance and STAR 360, Individual Graduation Plan, and more trainings are planned throughout the year. The school is already planning on presenting a monthly training for all stakeholders on each topic on the LCAP and get feedback from stakeholders through a survey feedback form.

All staff members are provided with a computer, printer, email, and google Education suite are provided by the school to help support the families and students during their homeschooling journey. This is especially helpful to support during the time of COVID because all family learning period meetings are being held through virtual meetings and zoom.

The Teacher Handbook has been updated and has been provided with information relevant to the school and new information regarding COVID-19. This includes the safe-schools training, which included training on COVID-19 safety measures, PPE, disinfecting, and cleaning procedures. The Teacher Handbook contains information to share with parents, such as the parent/student handbook, high school catalog, and other information which contains live links to help guide the families in their choices to make during their time as a homeschooling family.

Throughout the school year, The Blue Ridge Academy will also be holding office for staff to support throughout the school year to help with questions in the following areas: High School Success Coordinators (HSSC), High School Counselors, New Teacher Trainers, Curriculum, Single Subject Content Specialists in English, Math, History, and Science. An additional resource that was given to students this year are the access to The Blue Ridge Yearly Subscriptions of: MobyMax (K-8th), BrainPop (K-8th), Touch-type, Read, Spell (K-12th), Net Tutor (7th - 12th) and Adobe Cloud (7th - 12th). These are additional resources beyond the curriculum that the parents choose to access for the student's learning. These accounts can be monitored by the HST as well as the parent to help track student progress. This additional resource and access to technology helps the HST assign students intervention or additional enrichment assignments based on the Learning Plan needs.

Staff Roles and Responsibilities

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

During the time of the national pandemic, the safety of the staff and families is the number one priority. No families and staff are to meet in person, so the monthly learning period meetings are to take place virtually over zoom. This allows all parties to maintain the safe distance, but still share in their learning experiences during the learning period. Staff have been monitoring technology devices to support continued effective instruction and learning remotely.

The Blue Ridge Academy is practicing social distancing measures as much as possible. Staff meetings, regional coordinator meetings, board meetings, learning period meetings, most school testing, and other items when possible are being held online and through zoom conference calls. Community Connections events have changed from an in person event throughout the school, to virtual meet ups and virtual field trips until full clearance is given. The Lending Library currently does not provide in person drop off at this time, however, materials can be mailed in.

If there is a need to meet in person, such as for Special Education services and or evaluation purposes, PPE must be worn by the staff, examiner and the student. Plexi glass has been ordered so there is a partition between the tester and the student. The participants must remain six feet apart to maintain the health guidelines and safety of all.

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.]

We realize the COVID19 crises adversely affects all students, particularly those who are considered most vulnerable. To mitigate these effects, we have:

- Proactively communicated the availability of community services and resources, including meals and childcare for students
- Added social-emotional learning (SEL) (See next section) to our curriculum,
- Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy, and
- Administered surveys to help identify new needs

Nearly 39.8% of our students live in low-income households, and approximately 2.1% are homeless or are in foster care. Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access and hotspots. From a technology access perspective, the transition to our shelter in place learning options was relatively smooth. However, as mentioned, we nonetheless administered surveys to help identify new needs.

We communicated our learning plan to families of our English learners (approximately 1.5%) in a language they understand to ensure meaningful and equal participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, most

of our ELs can maintain English language development (ELD) supports during this period. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by an appropriately credentialed and trained teacher.

Nearly 13.20% of our students qualify for an individualized education plan (IEP). For these families, we provide virtual or telephone meetings to best support their IEP goals. We will continue to monitor IEP goals and related services and support students and parents via virtual meetings and or telephone meetings. Our non-classroom-based independent study platform for Students with Disabilities includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access and hotspots.

Addition: The school's action for the Learning Continuity Plan contributes to meeting the increased and improved services requirement by providing additional new hires tasked with providing and facilitating the provision and resources based on the specific needs of Foster Youth students, English Learner students and low-income students. Trained Coordinators and intervention staff have been hired to proactively address the on-going needs of the students and families within these population groups. This includes a Foster Youth & Homelessness Coordinator, specifically assigned EL Coordinator, Math and Reading Intervention Teachers. This also includes the addition of a Licensed MFT and school psychologist to provide social emotional support in the area of guidance and counseling. These interventions and strategies are crucial in accelerating the learning of students who are most vulnerable, especially experiencing detrimental effects due to COVID-19. Continued strategies provided by staff include supporting prioritization of learning goals for each student, developing and implementing accommodations and appropriate modifications within their curriculum and chosen courses. This also includes scaffolding skills and techniques such as, review, repeat and re-teach strategies, chunking and backward chaining strategies all in support to further increase instructional success through their distance learning program.

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

Description	Total Funds	Contributing
Student Computer Licenses	\$52,509	Y
MobyMax account provided to students in grades TK-8 to meet the needs of all elementary grade students.	\$54,000.00	Y
BrainPop account provided to students in grades TK-8 to meet the needs of all elementary grade students.	\$3,745.00	Y
Adobe Creative Cloud provided to students in grades 7-12 to meet their needs with software program availability.	\$17,220.00	Y
NetTutor accounts provided to students in grades 7-12 to support tutoring needs.	\$14,000.00	Y
Touch-type, Read & Spell accounts provided to students in grades TK-12 to improve in keyboarding and literacy skills.	\$6,391.30	Y
Smore newsletter account access to all staff members to facilitate school communication with families.	\$3,500.00	Y
Hot Spots for students without internet	\$8000	Y

Pupil Learning Loss

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

- 1) Identification of learning needs- Through surveys and discussions, we solicited shelter in place specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.
- 2) Establish a communication plan- We informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, video conferencing, and text messages. For families of our ELs, we made a concerted effort to communicate our plan in a language most accessible to them.
- 3) Identification of learning outcomes- Given the context, we prioritized learning goals, identified course sequence changes, implemented an appropriate grading policy, and identified professional learning needs. Staff learning focused on the identification and use of specific resources to support students as they continue their distance-learning format.
- 4) Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff checks in with students more frequently for support and assistance. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-30 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students, including providing additional mental health resources and consultation where required.

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.]

Throughout the school year, The Blue Ridge Academy will also be holding office for staff to support throughout the school year to help with questions in the following areas: High School Success Coordinators (HSSC), High School Counselors, New Teacher Trainers, Curriculum, Single Subject Content Specialists in English, Math, History, and Science. An additional resource that was given to students this year are the access to The Blue Ridge Yearly Subscriptions of: MobyMax (TK-8th), BrainPop (TK-8th), Touch-type, Read, Spell (TK-12th), Net Tutor (7th - 12th) and Adobe Cloud (7th - 12th). These are additional resources beyond the curriculum that the parents choose to access for the student's learning. These accounts can be monitored by the HST as well as the parent to help track student progress. This additional

resource and access to technology helps the HST assign students intervention or additional enrichment assignments based on the Learning Plan needs.

In the High School Catalog, the parents and students have access to the AG guidelines for all core subjects and electives to allow families to follow the common core standards for each subject. These guidelines ensure that the curriculum that a student is learning from is maintaining the rigor of the common core standards and the material can be supplemented in other ways, like from the free subscriptions or online resources that the school provides.

Content Specialists have been hired to provide additional support for high school students and skill sets training, content knowledge, additional curriculum lessons and increased office hours.

Addition: Additional supports for English Learners, Blue Ridge Academy hired an EL Coordinator as an assigned facilitator to be able to move across and work with staff members in different departments such as our General Education teachers, Student Support Team (SST) Special Education teachers, and Testing Team. The EL Coordinator will be using various resources when providing live English Language Development support classes using a synchronous effective model. The goal is to help ELs acquire language skills in reading, writing, listening and speaking and to apply those skills to meet standards in all academic areas. English language learning support classes are developed by grade bands using 'Google Classroom' and 'BrainPop ELL' language learning supports and strategies. Other supports used are MobyMax, Touch-Type, and Read & Spell, which are additional support resources for our EL students and families to utilize. Students are encouraged to access a minimum of thirty minutes of MobyMax weekly in addition to their content curriculum to help gain access to English Language Resources.

Additional supports for Low Income, foster youth, and pupils experiencing homelessness, Blue Ridge Academy hired a Family Youth and Homelessness Liaison to work closely and facilitate the needs of each individual student and their family. As an assigned facilitator, the liaison is able to move across and work with staff members in different departments such as our Student Support Team (SST), mental health department, technology department, Special Education Department, General Education Department. This also includes providing additional resources provided by the state and federal programs that are made accessible to our students. The Coordinator has also been trained to make mental health referrals where necessary for each student and family's social emotional needs and well-being.

Additional supports for pupils with exceptional needs include a well organized and specifically designed Special Education program, 504 support, Multi-Tiered System of Supports (MTSS) program and close staff collaboration with the general education departments to provide individual education plan meetings to offer support and services to students with special needs, struggling students, and those with exceptional needs requiring higher tiered instructional supports. Our Case Managers provide classes in specialized academic instruction in all ranges and grade levels for mild/moderate and moderate severe students. The MTSS team continues to tailor intervention supports and curriculum based on individual student needs, while implementing and providing transitional resources for parents to continue the effective programs by providing additional resources, training, and continuous follow-up meetings which includes the student and parent(s)/guardians.

All students receive access to free resources for students who are working at or above grade level. Students are encouraged to enroll concurrently with the community college for exposure to the academic challenges of college while remaining in their supportive high school environment as a full time student

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.]

As a non-classroom based independent study work charter, the families and students were prepared for the distant learning model in March because they already had their curriculum for the entire school year. The change that occurred was moving the monthly in person Homeschool Teacher (HST) meetings to being in person, to virtual, in order to maintain the social distancing. The other aspect that changed was the community connections events, they were also shifted to virtual meetings and field trips online, instead of in person. But overall, the pupil learning loss for the 2019/2020 school year was minimal because the families already had their full curriculum. There was no period of shift in March while the school and families waited for devices or the internet because those problems were solved at the start of the school year. The school did have adjustments for the high school students to allow for the change in their potential electives that might not be able to be taking place in the same capacity, since they were not meeting in person. So accommodations, different types of assignments, and adjusted requirements were made to help to accommodate the high school students who might not be able to have met the full required semester time or class requirements for electives that meet in person through a vendor (such as dance, theater, music, choir, etc).

The current 2020/2021 school year has seen effects of COVID due to the delay of the curriculum options being delivered to the students in a timely manner because of the shipping delays, or high volume of requests from certain vendors. Again, adjustments and accommodations are being made to help address the families who have not yet received the ordered curriculum at the start of the school year. The free resources, online yearly subscriptions, or other supplemental materials have been provided to the families while they wait for their main curriculum to arrive for the school year. But the pupil learning loss is minimal and it will be regained with the use of the I CAN statements and communication support between the Homeschool Teacher and the families.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
Student Computers at additional costs to ensure all students have access to technology in order to continue their learning plan.	\$35,988	Y
Addition: Additional staff hired for Student Support Team (SST), Mental Health, 504 Coordinator, and Multi-tiered System of Support (MTSS) intervention teams in the areas of ELA and Math to facilitate additional intervention for struggling students, pupils with exceptional needs, Foster Youth, EL, and low income students. The staff members are provided with additional software programs for targeted skills and small group intervention instruction for this student population.	\$1,277, 502,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff checks in with students more frequently for support and assistance. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-30 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students, including providing additional mental health resources and consultation where required.

The mission of our Blue Ridge Academy Mental Health program is to promote the mental health, well-being, and academic achievement of all Blue Ridge Academy students. The Blue Ridge Academy Mental Health program promotes academic and social-emotional development by providing the following supports to all students:

- Risk Assessment and Crisis Response
- Coordination of Student Support Team
- Community Liaison and Social-Emotional Resource
- Social-Emotional Learning (SEL)
- Student and Family Intervention
- Identification of Higher Level Needs

We look forward to offering support to Blue Ridge students, staff, and families to further enrich our school and community. We may be meeting with students in small groups, conducting classroom counseling lessons including Social-Emotional Learning curriculum, meeting with parents and learning coaches, collaborating with teachers and staff, and consulting with community organizations when necessary to benefit and meet the needs of all Blue Ridge students. Our Mental Health program reaches to meet the needs of all students in our independent homeschool program through many various ways, including those listed above. We are here to support and advocate for all students.

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.]

We are a non-classroom-based independent study work charter school wherein parents provide a majority of student supervision during ordinary school hours. We work closely with families in the education of their children/teens. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. We began proactively reaching out to families and students to support and track participation and engagement in distance learning during the COVID-19 impact. Staff communicates with the parents and students via email, social media, phone, online meeting platforms, and texting. We used translation applications such as TripLingo to translate texts as needed. The School will include translating school wide communication in languages other than English. As mentioned, we initiated a technology needs survey to ascertain what students and families are in need of technological devices to participate in our office hours. Additionally, we began offering COVID-19 specific check-in meetings and office hours to discuss and address COVID-19 related feelings and trauma with our students. For parents who are essential workers and need childcare, we provided a list of external resources, including the new California childcare website. Similarly, we communicated the availability of community resources, including food and childcare to families with children with particular disabilities or special health care needs, and to those who are or are homeless or in foster care.

Vendors are part of the Blue Ridge Academy community. Students have access to hundreds of vendors from vendor courses (VCI) to educational materials (EMR) and the school encourages families to participate in helping to add more vendors. During the COVID-19 stay at home order, vendors quickly shifted their classes and instruction to a remote learning platform to help encourage consistency for student enrichment. They continue to follow state guidelines and continually update the school on their status by staying in constant communication with the enrichment department families they service. Consistent messaging has been followed across social media platforms to be able to provide families with the latest school updates and information. The Blue Ridge Academy Facebook Page continued to be managed by the school’s family liaisons who field questions and provided resources to the homeschooling community. The Blue Ridge Academy also has started a “Vendor Only” Facebook page for the Vendors of The Blue Ridge Academy to be able to post the services they are offering and to allow parents to join and learn about the ways they can participate and enrich their student’s learning.

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.]

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School

Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

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

Section	Description	Total Funds	Contributing
LMFT	Counseling services provided for all students, to include family supports.	\$81,088	Y
SEL Program	Social Emotional Learning program adopted for additional mental health supports for students.	\$1400	Y
EL Coordinator	EL Coordinator providing EL intervention instruction to EL students	\$75,130	Y
Homeless Youth Liaison	Homeless Liaison to support homelessness, including the provision of resources and aide to students and families impacted.	\$59,367	Y
Content Specialist	Content Specialists providing additional support for high school students and skill sets training, content knowledge, additional curriculum lessons and increased office hours.	\$718,756	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
FY2020 - FY2021 0.18% Foster Youth, EL, Low-income	<p>With an increase of 0.18% for Foster Youth, English Language Learners and Low-Income student enrollment in FY20 to FY21 indicating a nominal increase in student enrollment and funding, we continue to dedicate additional funds in the following areas:</p> <p>Additional access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access, hotspots, and tech support, the additional hiring of specific school staff (Homelessness Liaison, ELL Coordinator, Licensed Marriage & Family Therapist, and additional Content Specialists to monitor, support, and provide instructional and social emotional programs to meet the continued needs of the students.</p>

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.]

We realize the COVID19 crises adversely affects all students, particularly those who are considered most vulnerable. To mitigate these effects, we have:

- Proactively communicated the availability of community services and resources, including meals and childcare for students
- Added social-emotional learning (SEL) (See next section) to our curriculum,
- Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy, and
- Administered surveys to help identify new needs

Nearly 39.8% of our students live in low-income households, and approximately 2.1% are homeless or are in foster care. Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access and hotspots. From a technology access perspective, the transition to our shelter in place learning options was relatively smooth. However, as mentioned, we nonetheless administered surveys to help identify new needs.

We communicated our learning plan to families of our English learners (approximately 1.5%) in a language they understand to ensure meaningful and equal participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, most of our ELs can maintain English language development (ELD) supports during this period. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by an appropriately credentialed and trained teacher.

Nearly 13.20% of our students qualify for an individualized education plan (IEP). For these families, we provide virtual or telephone meetings to best support their IEP goals. We will continue to monitor IEP goals and related services and support students and parents via virtual meetings and or telephone meetings. Our non-classroom-based independent study platform for Students with Disabilities includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access and hotspots.

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

- Blue Ridge Academy has hired a new English Language Support Coordinator to support the English Language Learners students, families, and teachers. Staff training and parent training provided related to our English Language Development program.
- The school has also hired staff to support the needs of the homeless and foster youth. Blue Ridge Academy liaison supports Foster Youth, Low-Income families, and homeless families, this includes access to community - based resources. Continued close liaison contact and collaboration with family and students experiencing homelessness are created between the Homeless liaison. Devices to access the distance-learning curriculum, which includes and not limited to ensuring hotspots and high speed internet are provided

- We have developed an effective and efficient mental health program specifically offering a social emotional learning curriculum, this allows us to provide immediate and long-term additional student supports and family supports for all students.
- Staff and parent training related to Mental Health and Crisis intervention will be provided.
- Access to the Multi-Tiered Systems of Support (MTSS) providing direct intensive instruction. Staff training for MTSS and its educational benefits has also been provided and will continue on an on-going basis.