### General Information

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

Success One! Charter School, an adults only charter school, is located in Glenn County, which is on the California "watch list" at the time of this writing. All on-site classroom instruction is prohibited. Since Success One! is, and always has been, an independent study program, the conclusion of the 2019-20 academic year was concluded in mostly the usual manner. However, our current academic year concerns is since there will be no on-site classes for K-12 students in the county, many of our adult students may not be able to continue their own education as they will be forced to stay and home to do distance learning/home schooling for their own children.

### Stakeholder Engagement

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

As Success One! is already a non-seat based, independent study charter school, we are exempted from the new SB 98 ruling regarding the new "distance learning" standards. Success One! has received stakeholder input via our Facebook page/s, our school website, and input that was sent to the teachers' emails and texts.

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

All GCOE Board meetings have been available to the public by video and/or phone zoom conferencing. Success One! School Advisory Board met on February 26, 2020.
Public viewing response also on August 19, 2020.
Continuity of Learning

In-Person Instructional Offerings

Success One! Charter School will continue to offer one to one student - teacher experiences wherever possible in accordance with current Covid safety measures. This independent study program will further make use of these online programs: Odysseyware, Edgenuity, Burlington English, Edmentum, Khan Academy, Google Classroom, Zoom and/or other Face time equivalents. All students have guidance and access to the free CTE online website for further CTE Pathways and research. Our program also features quick episodic lesson modules, "Tools for Distance Learning" as well as OTAN (Outreach and Technical Assistance Network) certified lessons. New this year is the assessment program MyPath.

Actions Related to In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Pro 14 licenses</td>
<td>$2,568.72</td>
<td>Yes</td>
</tr>
<tr>
<td>MyPath diagnostic/assessment program</td>
<td>$3,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Edgenuity online program</td>
<td>$9,500.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

Since Success One! Charter School is a fully accredited, independent study program, the continuity of instruction will remain consistent as any other academic year.

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.]

Success One! has purchased 60 Chromebooks and 30 Hotspots for any student needing a device and/or free internet connectivity.

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Edgenuity--professional development</td>
<td>$1,500.00</td>
<td></td>
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<tr>
<td>Zoom meeting monthly contract (per month)</td>
<td>$14.99</td>
<td>Yes</td>
</tr>
<tr>
<td>Docu-sign, ability for students to register and sign documents for online registration (per month)</td>
<td>$15.00</td>
<td>Yes</td>
</tr>
<tr>
<td>60 Chromebooks</td>
<td>$12,857.38</td>
<td>Yes</td>
</tr>
<tr>
<td>Hotspots for internet access (30)</td>
<td>$900.00</td>
<td>Yes</td>
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</table>
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.]

As always, student (online) work will be viewed daily by their teacher of record for progress. Workbooks, text notes, consumables will be turned in every 10-20 days, as per board policy. As always, students have the contact email, phone, or even teachers' personal cell numbers for regular contact, questions, verification, etc.

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.]

Every teacher at Success One! Charter School has attended: Google training, familiar with Zoom meeting face-to-face contact, "Anywhere School", and the access to the Chromebooks and Hotspots. Every teacher has also attended the CCIS (California Consortium for Independent Study) compliance conference regarding laws specific to independent study and distance learning annually. Some of the adult education staff is also trained for CTE online development as well as OTAN (Outreach and Technical Assistance Network) workshops and certifications.

Staff Roles and Responsibilities

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

The Success One! program is an exclusively independent study program, however, the (Covid) inability for teachers to meet one on one with students loses the "relationship" between the two parties. This relationship, is what often times, makes or breaks the students' success.

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.]

The teachers and staff are still on campus each day and available to call, zoom, face-time or make other connections, five days per week. Many on staff are bilingual and readily available to translate instructions or provide guidance. Special Education services are provided by GCOE as well. We are in regular contact, as her office is on our campus, with our Foster Youth and Homeless Coordinator to make certain the unique needs of this population are served appropriately.

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

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<th>Description</th>
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<tr>
<td>See previous section</td>
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</table>
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.]

All students begin with a MyPlan Assessment in ELA and Math. Students are then placed into the program based on these results. The program is standards based and then provides the adult student with the curriculum, and lessons targeted for each individual student’s needs. Assessments take place three months to track progress and shaping further grade level goal setting.

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.]

Using the MyPlan program (above), plus ELD materials, special education materials provided by our specialist and a wide array of other materials that are used annually within the Success One! program, student needs are individually addressed on their monthly assignment sheet.

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.]

Students that are having difficulty with content completion or comprehension may be recommended for a Student Success Team meeting (via zoom or other) as a strategy to help with student progress. After that, targeted interventions may be introduced by a credentialed education specialist.

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

GCOE has a new SEL (Social Emotional Learning) Coordinator, and all Success One! staff have easy access to the informational resources that have been shared at this time. Success One! has a fully credential Academic and Mental Health Counselor on campus two days per week. She provides support via phone, email, text, zoom and off site meetings when warranted. Success One! staff is well trained and versed with adult education strategies, recognizing trauma, and writing resources and interventions into the students' individualized learning plan.

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.]

As part of the Success One! annual Master Agreement, this contract mandates that the teacher of record, and the adult student must complete the work at their level in order to maintain attendance at this school. Thereby, if the student needs help in this process, the student and school work together to build a plan during an SST meeting. Weekly work samples must be given as proof for attendance, be it online or on paper. If one instruction delivery model doesn't work, then many other options are available at Success One! Charter School. Teachers maintain regular contact with their students. There are multilingual staff members to translate when necessary, and the targeted interventions available from the Education Specialist.

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 completely independent study program, the lunch program does not apply.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
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</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.58%</td>
<td>$65,422</td>
</tr>
</tbody>
</table>

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.]

Academic and emotional supports are always a main focal area for Success One! Charter School planning. Supports are continually put into place for these most at risk and vulnerable adult students. Some of these supports are: regular contact, devices for students and staff, professional development, parent/family education & coaching, online learning platforms, social connections, and progress with the new SEL (Social Emotional Learning) program.

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

Most of the student population at Success One! Charter School falls into the Low-Income and English Learners categories. Thereby, much of our professional development is geared toward services for these two main subgroups.