Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 Pandemic has impacted Higher Learning Academy (HLA) and our community in a variety of ways. We have had to:
- increase our technology resources (computers and wifi hotspots)
- develop new ways to educate our scholars (virtual learning)
- develop new ways to connect our families to school (use of online platforms based on parent feedback)
- create innovative ways to engage our staff, families and scholars (Google classroom, See Saw, Class Dojo, Engagement Logs, etc.)
- work hard to ensure equitable access to school and learning (individual parent phone calls, increase technology, individual student virtual learning plans, etc.

HLA has worked hard to create a safe educational environment for all stakeholders and we made it a priority to continue to do this virtually.

Stakeholder Engagement

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

At HLA we sent out four different surveys in the 2019-2020 school year in an effort to improve our virtual learning for the rest of the school year and to help provide us with information to successfully start the year off with virtual learning if we did not open. The school sent out a survey to our families and another to our staff. The district also sent out surveys to our families and staff. We also had our teachers survey their students (grades 3-8) and our K-2 grades had more focus group conversations with their scholars so we could incorporate their feedback as well.

When we knew that HLA would start the year off virtually, we held a Virtual Back to School Night Forum that provided us with more direct feedback from families and staff. This information and the information from the surveys helped HLA get prepared and organized for this current school year.

HLA also used social media and other online platforms (Aeries Communication, our school's website, and Class Dojo) to engage stakeholders and receive feedback. These tools helped HLA communicate to families over the summer to ease anxiety and are currently used to communicate with our stakeholders.

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

The public had an opportunity to attend a public hearing on this document on September 14, 2020. The Public Hearing was held as part of the regularly scheduled board meeting and was conducted via Zoom and live simultaneous broadcast on You Tube. Comments during the public hearing were accepted prior to the meeting and read to the Board during the public hearing portion of the meeting.

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

The feedback from stakeholders was:
- the need for student computers to access the classes (more were purchased and all families who needed a computer were provided with a computer)
- the need for improved wifi internet access (the school ordered 50 T-mobile hotspots and they have been given to families)
- the need for individual supports for both families and scholars (all teachers called each family and created an Individual Student Virtual Learning Plan to help support equity)
- We had a lot of mixed responses regarding returning to campus or staying home (we created plans for all options)

All of our plans were influenced by our stakeholder groups (staff, families and scholars). All plans were co-created by all HLA staff. The plans were then influenced by our parent and scholar feedback we received. The data received by HLA was discussed with staff during the creation of our plans. We also had staff bring other feedback to the table as well. The plans were influenced in these ways:
- the multiple plans we created (all virtual, all back on campus, cohort groups, blended virtual for those who did not feel safe coming to school and in person for those who wanted to be back on campus)
- the times spent in virtual classes
- the communication tools we use
- the incorporation of our school spirit activities and student government
- using Zoom instead of Google Meet for our virtual classes
- ensuring we had technology (computers and hotspots) for our families
- small group intervention services for our ELL, IEP, 504, and SST scholars
- the creation of office hours for families and students to check-in with teachers and staff
- our implementation of continued counseling and mindfulness

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.]

When we are able to have kids on campus we will offer our families a blended model. We will live stream our classes and post recordings for families who do not feel comfortable sending their scholar to school. For students who return to class we will follow all directions from the county.

We have already prepared for our return and have individual student desks in each classroom that are 6 ft. apart. We have many face masks (both disposable and reusable) to make available to all on campus. We have hired a 3rd custodian to help ensure the school is disinfected multiple times a day. We have signs all over campus to support with the 6 ft. spacing, walking directions in our hallways, hand washing routines in restrooms, and reminders to wear face masks. HLA also has plexi-glass barriers for individual testing (IEP, ELPAC, etc.) that can be used for other individual interactions too. Our office has also been equipped with plexi-glass barriers for our clerks to support the public safely.

At HLA to address significant learning loss we will administer our K-8 assessment, Renaissance. This tool will help us identify any learning gaps. We also have our ELD para and our RSP staff working with our IEP and ELL scholars to identify and address gaps. Our communication to individual families has helped us identify and support our foster and homeless scholars. We have a school counselor who supports our efforts and our families get resources. We have four para educators and our ASES staff who support small group, or 1:1 intervention.

When we return to school we will have a staggered start and end time to help ensure social distancing. We know families with multiple students will arrive and leave together. We will offer classes to all our families (based on parent feedback) but with staggered start and end times. We will require face masks to be worn and require social distancing while on HLA campus (arriving to school, recess, walking in the hallways, going home, and having teacher or para support).

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

Description	Total Funds	Contributing
PPE, Plexiglass and custodial supplies	10,370	No
3rd Custodian	45,000	No
Tutoring for all students	11,000	Yes
Chromebook Computers and Carts	50,000	Yes
HotSpots	1,500	Yes
Yoga/Mindfulness	0.00	Yes
School Counselor	0.00	Yes
		Yes

Description	Total Funds	Contributing

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.]

HLA has modified what we did last school year to support our stakeholders more efficiently and equitably. For our Kindergarten and 1st grade families we provide our students with either or both virtual assignments or packet assignments. We require all our K and 1st graders to meet with their teachers daily in addition to requiring school work daily. These grades ensure the instructional minutes are met on a daily basis by providing the right amount of synchronous and asynchronous instruction. The online tools used are Google Classroom, Class Dojo and SeeSaw.

Our 2nd-8th grade scholars have all instruction virtual and all assignments virtual. We provide packets on a case by case basis, based on family needs. We have a very small number of 2nd-8th grade families needing packet class work as we were able to provide families with IT support to help alleviate anxiety and stress. The packet work provided are for families with IEP students who need modifications on assignments. The online tools used in these grades are:

Wonders (K-5 ELA, including ELD-specific components)
SeeSaw (K/1 distance learning supplemental)
Savvas Envisions (formerly Pearson, K-5 Math)
Eureka/Engagency (6-8 Math)
StudySync (ELA 6-8)
Amplify (Science 6-8)

Other:
Google Classroom (1st-8th)
Renaissance (school-wide assessment)
Dojo (school-wide communication)
Aeries (attendance & gradebook)

Free version used by some:
Mystery Science (K-5)
NewsELA
Epic Books

When we return to the school site, HLA, based on parent feedback, will bring all K-8th grade students back at the same time. We will stagger the start and end times to support our families and staff with social distancing.

If we move back to full distance learning we will communicate this to families and support with the transition. We will have students take their assigned computers home and meet with our scholars via Zoom and assign work via SeeSaw and Google Classroom. HLA will communicate with our families via Aeries, Class Dojo, Facebook, and our school website. HLA will use the same distance learning plan during this time to help staff, scholars and families during the transition.

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.]

HLA has called each of our families individually and provided them with the devices needed to access online school. These calls were made by our teachers and other staff. We had a sign-up Google Form for computers, hotspots and iPads. All families who needed a device or a hotspot were provided with them from the school.

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.]

All our teachers and staff who interact with our scholars (RSP, Yoga, PE, Spanish, intervention, homework help) take attendance every day. We have weekly engagement logs that we use to mark if scholars were present in class and if they completed their online assignments. This is updated daily by teachers. Every Friday students who miss online class and/or online work is then place on an Admin Call log. We use the teachers weekly engagement logs and the Admin Call Log to enter attendance in our school's data system, Aeries. Calls are made to families each Monday to connect with and support getting students attending classes and getting class work done. This provides HLA with additional information to ensure we are meeting the needs of our families and scholars.

We have already sent out and communicated with our truant families. The Principal calls truant families each week to ensure supports are provided and needs are met.

At HLA we also have teachers create weekly equity engagement goals to support student voice in the engagement in the classroom and support our families. We know that online school is not as engaging as attending school in person and we are working hard to create more engaging and interactive online experiences for our scholars.

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.]

At HLA we had our summer PD virtually and have our Friday PD session meetings virtually too. All meetings are held via Zoom and the agendas and powerpoints are on our HLA Staff Google Classroom as well as in our shared Google PD folder. All our staff has computers to do their work from home and an additional funds are given to staff on each paycheck ($30) to support them with providing online learning for our scholars.

Our PD has been on:
- International Baccalaureate (IB) both through IB and at the site level. At the site we work on our Program of Inquiry (POI) and IB Unit Development.
- Equity both through GCC with the Hanover Group and at the site level. At the site we are working on engagement equity to ensure our families and scholars have what they need to access school.
- Capturing Kids Hearts (CKH) with both the CKH Organization and at the site. At the site we work on collaborating and norming our CKH procedures.
- Coherence work with both Lead Teach Learn 360 (LTL360) and at the site level. At the site we are working on our Instructional framework, norming on our guided reading, structured collaborative conversations and expository writing.

Staff Roles and Responsibilities

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

Due to COVID HLA has had to make some changes to staff responsibilities. We have our:
- playground assistants, guided reading paras and ASES paras support specific grade levels with small group interventions guided by the classroom teacher
- we have our custodians getting classrooms set up for our return by moving furniture and putting up signs.
- we have our admin staff calling and supporting families with technology needs and SEL needs
- our front office staff also supports technology needs, checks out technology to families and communicates needs to all staff

We know that COVID is an additional trauma to our families and staff so we have continued with our yoga/mindfulness program, have our school counselor who supports our SEL work, and our teachers have created SEL goals to support their scholars and families. All HLA staff has made ourselves available in a multitude of ways for our families so families have options on how and with whom they want support.

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.]

HLA English Learners are receiving support from both their classroom teachers, our ELD para, and our support paras to ensure they have weekly 1:1 check-ins and access to the necessary curriculum to enhance their academic skills and English skills. Family translation support is given by HLA/GCC staff to support our home-to-school communication to ensure parents are also provided with the necessary support needed from HLA.

The RSP and Speech Team at Higher Learning Academy will implement the following plan to ensure student success and support during distance learning. Students' goals and minutes will be met in a variety of ways, including:

Elementary:
- Google Classrooms for each grade level group, specifically for speech and RSP scholars, with assignments geared toward the goals listed in their Individualized Education Plans.
- Each student will have RSP/Speech assignments that are only assigned to them; no other students in the Classroom will be able to see work they have not been assigned. This is for confidentiality and student support.
- Work that is assigned through Google Classrooms may be done independently or with the assistance of the RSP teacher, para, or speech teacher via Zoom, depending on difficulty and student need.
- Weekly individual Zoom meetings with RSP and speech students to review general education assignments, RSP/speech assignments, and goals.
- Speech will meet once weekly with students, with the possibility for adding more meetings as needed. Speech goals will be addressed in these meetings.
- Modifications on their general education assignments as needed.
- The RSP and Speech Team will access their GenEd assignments via the general education teachers' Google Classrooms and communicate any modifications that are made in order to meet the accommodations listed in each students' IEP.

Middle School:
- Individual Google Classrooms per grade level group, specifically for RSP and speech scholars, with assignments geared toward the goals listed in their Individualized Education Plans.
- Each student will have RSP/Speech assignments that are only assigned to them; no other students in the Classroom will be able to see work they have not been assigned. This is for confidentiality and student support.
- Work that is assigned through Google Classrooms may be done independently or with the assistance of the RSP teacher, para, or speech teacher via Zoom, depending on difficulty and student need.
- Weekly individual Zoom meetings with RSP and speech students to review and modify general education assignments. As time permits, the team will also review RSP/speech assignments in Google Classroom for "pull-out" instruction.
- Speech will meet once weekly with students, with the possibility for adding more meetings as needed. Speech goals will be addressed in these meetings.

- Modifications on their general education assignments as needed.
- The RSP and Speech Team will access their GenEd assignments via the general education teachers' Google Classrooms and communicate any modifications that are made in order to meet the accommodations listed in each students' IEP.

For the purposes of distance learning, "push-in" time is considered to be time spent reviewing and explaining general education assignments and reviewing general education lessons. "Pull-out" time is considered to be time spent working on assignments given by the RSP and Speech Team to RSP/speech students for the sake of meeting specific goals. A specific emphasis on individual student goals remains.

IEP Minutes will be met via a combination of Zoom meetings, Google Classroom assignments, and modifications of general education assignments.

Homeless and Foster scholars are receiving support from both their classroom teachers, our school counselor and our support paras to ensure they have weekly check-ins and access to the necessary curriculum to enhance their academic skills and SEL skills.

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

Description	Total Funds	Contributing
Student Computers	see previous action - in person instruction	Yes
Staff Computers	40,000	No
Hotspots	see previous action - in person learning	Yes
Yoga/Mindfullness	0.00	Yes
yoga/mindfulness	0.00	Yes
School Counselor	0.00	Yes
Para professionals/tutoring services	see previous action - in person learning	Yes

Description	Total Funds	Contributing

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.]

To look at and remedy learning loss from March 13th, 2020 to now, HLA will use Renaissance testing to determine gaps and intervention services to fill in these gaps. Renaissance tests are part of our charter and we use BOY, MOY and EOY data to create plans for individual scholars. We will continue to do this virtually and get the support from the assigned grade level para, with teacher direction and support, to fill in the gaps. We also have our teachers tutor after school for a stipend and the tutoring time is spent with students who need the extra support from our teachers. Teachers will use additional classrooms data (from both SeeSaw and Google) to determine if our interventions work and create new actions to further support scholars.

For ELA instruction, HLA will use the online Wonders curriculum to fill in gaps and ensure students are using grade level standards to both fill in gaps and accelerate learning. The paras and teachers will use small group intervention time to fill in gaps and class time to accelerate learning for our struggling scholars.

ELD will be taught by our ELD para who meets with ELD scholars weekly to fill in gaps and accelerate English Language Development. Teachers and paras also use the ELD Wonders curriculum to support ELD scholars in the class setting.

Mathematics gaps will be filled in by the online curriculum Savvas Envisions Math. C Teachers will support scholars during class time, in small groups with the support from paras, and have tutoring to remedy mathematics learning loss.

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.]

ELL: HLA has hired an ELD para this year who is directly supervised by the VP of academics and instruction. Together these two and the classroom teacher support the English Language development of each individual scholar at HLA. Each scholar has his/her own growth goals and specific actions to meet these goals. Learning loss data is provided through Renaissance data and supported by our ELD curriculum.

Low SES: Most of our HLA scholars are in this category. We use Renaissance data to identify learning loss gaps and our curriculum to fill in the gaps. We have our teachers and paras who support students fill in learning gaps.

SPED: We use Renaissance data and IEP goals to identify learning loss gaps and our curriculum to fill in the gaps. We have our teachers, RSP TEAM and paras who support students fill in learning gaps.

Foster: We use Renaissance data to identify learning loss gaps and our curriculum to fill in the gaps. We have our teachers and paras who support students fill in learning gaps.

Homeless: We use Renaissance data to identify learning loss gaps and our curriculum to fill in the gaps. We have our teachers and paras who support students fill in learning gaps.

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.]

At HLA we are working on increasing our use of data to support our educational efforts. We will use Renaissance and classroom data (grades, attendance,classroom engagement) to support our decisions with regards to interventions and delivery of curriculum. Our IEP students will have progress on their goals as an additional data point to support our educational efforts.

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

Description	Total Funds	Contributing
Renaissance	8,000	Yes
Paraprofessional Staff	0.00	Yes
ASES Staff	0.00	Yes
Staff time to support student learning (teachers, para professionals, school psychologist)	0.00	Yes

Mental Health and Social and Emotional Well-Being

Mental health at HLA is a top priority. Because of the importance we implement Capturing Kid's Hearts Program (CKH) and were awarded the CKH National Showcase School Award last year. We are continuing to use CKH virtually to help us build relationships with scholars and families and to help students take ownership in their classroom. We also continued our yoga program at HLA and offer yoga classes virtually. These classes not help our students exercise but also supports mindfulness strategies. HLA has also continued our employment of our school counselor to help counsel our scholars. She works with students who we know in the past need SEL support and current students who need SEL support.

Pupil and Family Engagement and Outreach

At HLA we have each staff member keep record of student virtual attendance, student work completion, and parent contact in their weekly engagement logs. Each Friday teachers are given 30 minutes to finalize their engagement logs and enter students names and information in our HLA Attendance Admin Phone Log Google Form. Our approach to engaging students is a multi-tiered approach to engage and also reengage our scholars. Teachers and paras make daily phone calls to families when students are not present in class. They also call to give positive messages to families. If a family is not answering or returning calls we also send out emails and Class Dojo messages (this is all recorded in the engagement logs). If teachers do not get a response they send the information to Admin who then make calls and send home messages. Every Monday Admin calls all the families on the HLA Attendance Admin Phone Log Google Form to connect with, hold accountable, and offer support to our families. This process has been very successful as we have been able to help our families get the support they need to support their scholar(s) at home.

School Nutrition

Twin Rivers Unified School District is our food service provider. TRUSD provided free same day lunch, and next day breakfast, to our families every day from 11:30-1 PM at our school. We communicated this service to our families and have many families use this service. We also provided our families with additional school sites that offer food from TRUSD as well as provide information on local food banks and other community programs.

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
35.80%	1,210,698

Required Descriptions

At HLA most of our scholars are low SES. We prioritize our actions by ensure we have equitable access to the curriculum and learning opportunities by providing computers and wifi hotspots to families in need. We also have our para support staff to help meet the instructional needs of our low SES students.

Our ELL students now have an ELD para who meets with our scholars weekly to support their English language skills on a personalized level. The curriculum we have adds additional supports to our ELL scholars as the ELD components are part of the curriculum.

We have very few foster scholars and we provide counseling and individualized supports from paras to help meet their individual needs.

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

HLA will offer the services to all enrolled students in an effort to continue providing the most effective learning environment and use of funds. These services include, but are not limited to expanded field trips, leveled reading books and professional development, increased technology, and STEM Kits. School-wide implementation of these programs, services and training days are intended to foster a positive and inclusive learning environment, especially for the unduplicated population, as well as increase stakeholder knowledge and opportunities to engage in decision making.

HLA serves a very at-risk population, with approximately 95% of the students eligible for a free or reduced price meal. With almost 100% of the students low income students, all additional and improved services are focused on these students. HLA has a small but growing number of English Language Learners. HLA will utilize funding for direct services (e.g., specialized curriculum and curriculum support) as well as professional development for all faculty that will increase and improve our services for these students.