

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 affected the Highland Academy learning community in a variety of ways, including social isolation, loss, economic hardship, physical and mental health challenges. We were mindful of these challenges as we set out to prepare for the 2020/2021 school year. On July 17, 2020, updated COVID-19 guidance was released by the state of California for childcare, day camps, and schools that necessitated Highland Academy beginning the 2020/2021 school year on distance learning. Using county health data, Highland Academy will physically reopen again for in-person learning, initially as a hybrid program, when Riverside county has been off the state Monitoring List for 14 consecutive days and as soon as it is safe and viable to do so.

Stakeholder Engagement

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

We initially sent a Google Forms survey to our families on 06/16/20 asking them to choose between Distance Learning or an A-Day/B-Day Hybrid Option that we were planning on offering at that time. This survey, and subsequent communications, were in English and Spanish. We received 287 responses. After receiving updated guidance on 07/17/20 from the state mandating distance learning only, Highland Academy scrapped the Hybrid Option and sent a communication to all our families notifying them of the change to Distance Learning only, explaining the reasoning behind the change, and providing them with another survey to determine their internet and technology needs at home. The data from this second survey was used to distribute Chromebooks and WiFi hotspots to students on 8/3/20 and 8/4/20 during a "Drive-Thru Student Orientation".

In addition to these surveys and frequent email updates to families, Highland Academy has also created a COVID-19 Information page, prominently located on our website highland-academy.org, with school specific COVID-19 information.

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

Since the school's closure, all public meetings have been available to attend remotely via Zoom. This includes our public random enrollment lottery held on April 6, 2020 at 6:00 pm and all Board Meetings since the school's closure. Zoom login information is posted on the school's website, along with the agenda, 72 hours in advance of the meetings.

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

Our stakeholders are understandably concerned about the pandemic and the effect that it is having on students - academically, physically, and emotionally. The following concerns/questions have been brought to our attention during our information gathering over the course of the pandemic and we have addressed these in our school's reopening plan:

- Limited or no technology at home; slow internet access
- How do we help students who fall behind or are struggling academically in their classes?
- Will the school provide extra help in Math?
- What can we do for students who are struggling emotionally during this pandemic?
- Does attendance count and how will attendance be taken? What happens if students don't log on to their classes?
- What safety measures will be in place on campus to combat COVID-19 once we return to school?

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

Regarding the questions/concerns that have been brought to our attention, Highland Academy has implemented the following actions:

- We broke down our class sets and checked-out individual Chromebooks for each student to use for distance learning at home. These were distributed to families during a "Drive-Thru Student Orientation" on August 3rd and 4th.
- Purchase of additional Chromebooks for our increased needs.
- Highland Academy partnered with T-Mobile Education to provide WiFi hotspots to homes with connectivity issues. These can also be checked-out to students who are traveling or otherwise away from home.
- The Master Schedule was adjusted to provide students with more time with teachers and more opportunities for remediation. (no classes on Fridays - replaced by tutoring, class sessions lengthened M-Th)
- Recognizing that math is a challenging subject for many, extra math tutoring has been made available M-Th daily for students.
- Highland Academy has purchased remedial programs - IXL, Freckle, Dibels, and Kiddum - to help students with Math during distance learning. Online access to other programs - most notably NEWSELA, Spelling City, Seesaw, and Studies Weekly - have been purchased for use in classes campus wide.
- Our school developed a "Distance Learning Participation Policy" to inform the learning community how attendance will be taken this year.
- Money has been earmarked in our budget for the purchase of additional cleaning, disinfectant, and personal protective equipment.

- Our Student Mentor will have increased availability for students to meet with her.

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.]

Highland Academy will only be offering distance learning to begin the 2020/2021 school year. Schools in Riverside County cannot open for in-person instruction until they have been removed from the state's COVID-19 monitoring list for 14 consecutive days. Once the decision has been made to begin offering in-person instruction again at Highland Academy, the first step will be to offer a hybrid program, assigning students to an A Day (MW) or B Day (TTh) to limit the amount of people on campus and to allow for greater physical distancing. In this planned hybrid program, students will attend class following our usual Block Schedule, regardless of if they are at school or home that day. School days will be extended by 20 minutes to meet the instructional minute requirements. The Hybrid program will remain in affect until physical distancing requirements have been relaxed and we are able to safely offer full-time in-person school again.

While physically on campus, students will be in classes that are only at half capacity. Desks will be rearranged, where necessary, to promote physical distancing between students. Hand sanitizing stations will be installed in high traffic areas throughout campus and classrooms/offices will be supplied with personal protective equipment, cleaning and sanitary supplies. Temperature checks will occur daily with all staff, students, and visitors at all entrances. All safety recommendations from the CDPH, including the use of face coverings, will be followed. Students will bring their school-assigned Chromebook to and from school everyday to prevent the sharing of devices.

Upon return to in-person learning, all tutoring and additional supports that were being offered during distance learning will continue to be offered to student in one format or another.

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

Description	Total Funds	Contributing
Installation of hand sanitizing stations in high traffic areas throughout campus. Stock each classroom/office with cleaning, sanitizing, and personal protective equipment. Purchase of 3 no-touch thermometers. Paint and/or decals on ground outside to promote physical distancing	\$10,500	No

Description	Total Funds	Contributing
Academic Improvement Program (AIP) - Friday small group help for every subject	\$2,700	Yes
Instructional Aides in Math classes to assist teacher and students	\$28,500	Yes
Increased cleaning/disinfecting on campus	\$5,000	No

Distance Learning Program

Continuity of Instruction

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

Our distance learning program features the same core curriculum and supplemental resources as the in-person program. Highland Academy has purchased pro Zoom accounts for all teachers to virtually conduct their classes during distance learning. Zoom, Google Classroom, and Remind access codes were securely emailed to Highland Academy families before the first day of school so students could get logged on to their classes and so families have the information they need to communicate with their teachers. Every school-issued student device has access to G Suite for Education apps (Google Classroom, Drive, Docs, Gmail, etc.), and these programs will be used by teachers as the vehicles to distribute to and collect materials from students.

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.]

All students had Chromebooks distributed to them during a Drive-Thru Orientation on August 3-4, 2020. Prior to distributing them, all devices were tested to ensure that they functioned properly. Additional Chromebooks have been purchased by the school to replace any that could potentially have issues or need to be exchanged while being used away from school during distance learning. To determine which of our families did not have WiFi access at home, a question was included in the survey over the summer in which parents were able to request a WiFi Hotspot. Highland Academy has partnered with T-Mobile for Education to purchase and supply these families with WiFi hotspots. Additional hotspots were purchased by the school so they can be checked out to any student with unexpected internet connectivity issues.

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.]

California's compulsory education laws continue to apply for all our students. A student who does not participate daily in either in-person or distance learning are deemed absent.

Daily participation in distance learning may include, but is not limited to: evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school employees and student or parents or guardians. The school is documenting daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The school is tracking daily participation in distance learning as follows:

- Taking daily and meeting attendance in PowerSchool
- Monitoring grades as entered by teachers in the PowerSchool grading portal

For synchronous instruction, the school will require students to attend Zoom meetings for their classes to demonstrate student participation. For asynchronous instruction, the school will require students to complete all assigned work to demonstrate student participation.

The school will continue to ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments.

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.]

Staff met before school started on August 3, 2020 to receive training on Zoom, G Suite for Education, and other distance learning tools. A reoccurring weekly staff professional development meetings is scheduled to support teachers in distance learning.

So far this school year, math teachers have attended two professional development trainings (9/11/20 and 9/15/20) - hosted by Kiddom - to learn how to more effectively use our school's math curriculum over distance learning.

Staff Roles and Responsibilities

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

The pandemic has brought a tremendous deal of uncertainty and novel circumstances, necessitating additional planning and even multiple iterations of plans.

- Teacher responsibilities have stayed the same, however all instruction has pivoted to virtual. Teachers are also required to be available one hour on Fridays for tutoring.
- Instructional assistants are now responsible logging on to core academic classes to support both teachers and students. When necessary, the IA is able to take students in Zoom "breakout groups" when additional help is needed. Instructional Assistants are also providing daily math tutoring for middle school students outside of school hours.
- We have temporarily assigned our Campus Supervisor to provide academic support over Zoom for our elementary students.
- School administrators have expanded their roles in teachers support and collaboration.

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.]

Our SAI Teacher and Instructional Assistant are attending Zoom classes with the students on their caseload to provide additional support and ensure that accommodations are being met to the extent feasible. When necessary, breakout groups are formed. All class, IEP's and Special Education Meetings are being held virtually at this time.

During distance learning we are attempting to provide multiple layers of support/intervention for our struggling students. This includes daily Math Tutoring available Mondays and Wednesdays @ 3:00 pm and Tuesdays and Thursday @ 12:25 pm. We are also offering school-wide tutoring on Friday for every grade level and subject. Tutoring sessions are staggered to allow students to attend tutoring for any class they need help in.

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

Description	Total Funds	Contributing
Purchase of Zoom Pro account for each teacher.	\$2,998	No
Upgrade 10 staff computers	\$10,942	No
Upgrade school's Wifi network to address increased bandwidth needs	\$31,817	No

Description	Total Funds	Contributing
Purchase of additional student Chromebooks	\$35,646	No
Purchase of WiFi Hotspots	\$3,600	No
Purchase and implementation of remedial educational programs to support students who have experienced learning loss due to the pandemic or are struggling with the distance learning format: NEWSELA, IXL, DIBELS, Freckle, Lexia, and Kiddum (these programs will be used for both distance learning and in-person instruction)	\$20,500	Yes

Pupil Learning Loss

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

- Highland Academy has a plan to minimize and mitigate any potential learning loss that has occurred with our students during the extended school closure. As such,
- (1) Initial diagnostic assessments will be given to students in Math and Language Arts using DIBELS (K-3) or Edulastic (4-8) to determine current student levels. The new current levels will be cross-checked with the most recent data we have available for each student before the school's closure in March 2020. All universal and individual student-specific areas of significant decline will be identified.
 - (2) Classroom instruction will emphasize the greatest areas of universal learning loss identified in the initial assessments
 - (3) Intensive academic interventions and programs, particularly Lexia, IXL, and tutoring, will be provided for students who had significant academic gaps identified on the diagnostic assessments.
 - (4) A uniform system of student benchmark assessments and monitoring will be implemented during the academic year to track student progress and guide teacher instruction. Assessments will be given 4-6 times per semester.
 - (5) Results of benchmark assessments will be analyzed in professional learning groups. Steps 2-4 above will be repeated as necessary.

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.]

Assessment results are analyzed every six weeks. Parents and guardians are informed of the results and the supports we are providing. The distance learning master schedule includes office hours for students to check-in with teachers. Small group instruction is also embedded into the schedule. Teachers will utilize benchmark assessment results to adapt lesson plans, adjust plans for small group instruction ("break out groups"), and provide/assign additional support as needed.

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.]

We will measure the effectiveness of these services and supports by analyzing results of the benchmark assessments and monitoring students grades on PowerSchool.

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

Description	Total Funds	Contributing
Subscription to Edulastic to administer benchmark assessments schoolwide	\$1,360	Yes

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.]

During this time of distance learning, we have increased the availability and responsibilities of our Student Mentor. Via phone or Zoom, our Student Mentor is now available by appointment to talk and counsel with any student who simply needs to talk. Information about how to request these meetings has been communicated to students and families. Our Student Mentor and school administrators attend all Zoom classes, tutoring sessions, and review student grades weekly. The parents/guardians of any student who is consistently absent, failing to turn in work, or showing signs of anxiety or trauma is contact directly by the school to discuss concerns and develop a plan.

Highland Academy is also offering and Parent Support Hour, scheduled Tuesday evenings at 7:00 pm.

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.]

The school has developed the following tiered reengagement strategies for students who are absent for distance learning for more than three (3) school days or sixty (60) percent of the instructional days in a school week:

- (1) Verification of current contact information for each enrolled student.
- (2) Daily notification to parents or guardians of absences;
- (3) Outreach from the school to determine student needs including connection with health and social services as necessary and when feasible.
- (4) Changing a student's elective class to a study period, supervised by staff, to ensure academic progress is being made.

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.]

Highland Academy has contracted with Schools in Action, Boonli, and Revolution Foods to provide school nutrition services for our students during distance learning. Food is delivered on Mondays and Wednesdays and parents have been given a one hour window on these days to drive-thru and pick up their food.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
2.94%	\$55,036

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.]

38.7% of Highland Academy's students are socioeconomically disadvantaged, 5.7% are English Learners, and 0.3% are foster students. The school first considered the needs of these students and actions within this plan that contribute to the increased or improved services requirement are:

Pupil Learning Loss: Purchase of Kiddom, NEWSELA, IXL; Daily Math Tutoring; Weekly teacher office hours, Instructional Assistants attend classes to provide support

Pupil and Family Engagement and Outreach: Purchase and distribution of Wifi hotspots and Chromebooks; All classes and official meetings conducted via Zoom; all official notices translated in Spanish.

Mental Health: Increased Student Mentor availability

Distance Learning:

- Professional development for staff focusing on distance learning tools and technology
- Provide online learning platforms to allow for self-paced, individualized learning
- Administer benchmark assessments (via Edulastic) to track student progress

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

Providing daily math tutoring and weekly office hours increases the amount of personalized attention and support our students have access to and thereby removes critical barriers to learning. The administrative team reviews referrals and coordinates SST and 504 meetings when needed, where the team works to create and monitor individualized plans of support. Professional development on effectively implementing distance learning increases the capacity of our teachers to provide instruction that meets the needs of these students. The provision having instructional assistants attend classes allows for additional individualized and small group support for our students in these groups. The adopted online learning platforms allow for self-paced, individualized learning in order to effectively fill learning gaps and accelerate learning.