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.

<u>Local Educational Agency (LEA) Name Contact Name and Title Email and Phone</u>

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<u>Principal</u>

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

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General Information

Tehama eLearning Academy is a non-classroom based, online learning school. Many students come to our school because they have experienced previous school failure, or are challenged in some way attending the traditional school. Some students need a more flexible program because they work or have other demands at home. Some students desire to accelerate their program and graduate early. While our online courses facilitate students accessing their core curriculum, our onsite offerings have been developed to meet the needs of our students. Many students desire the social interaction they may miss from an online program and others need support from an instructor to keep them on track in their learning. While our students still have full access to our core curriculum, many are struggling with the increased stress caused by the pandemic and the reduced social contact and regular structure brought by regularly attending in-person classes.

The Covid 19 pandemic has certainly caused increased levels of stress, anxiety, and uncertainty among the staff, students, and families of the Tehama eLearning Academy. As an online, non-classroom based Charter School, we were in a much better circumstance to deal with closing our school campus during the stay at home order. Our students were already set up and familiar with working online in all core academic classes. Our staff was able to quickly switch tutoring and intervention to online formats so students could continue to get the support that they used to receive by coming on campus and working face to face with a teacher. Our students faced very little downtime and academically, they have performed in a very similar fashion that they might have in a typical format or in a typical school year. Some students have expressed disappointment at the cancellation of onsite elective classes because they miss socializing with their friends and teaching staff. Some students are experiencing difficulty with engagement without the accountability that comes with regular face to face contact with a teacher.

Stakeholder Engagement

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

During the early stages of school closure in March and April, a survey was sent out for parents to complete regarding their needs and reaction to the plan of closing the school campus and students continuing to work online at home in their core courses. This survey was used to provide resources to families identified as needing support or assistance. We also asked both parents and students about their feelings and desires about the possible return to school and the conditions of if they would be favorable to returning. We had begun soliciting input on a traditional LCAP survey beginning in August 2020, which included questions about an agreement with the COVID plans. We have responses and feedback from parents on that survey. After our reopening plan was approved by Tehama Public Health we shared the plan with families and staff. As school has gotten started, we have surveyed families and staff about their agreement with the plan, their ability to follow the plan, and their perceptions about the level of safety at our school. Additionally, we have discussed the plan with staff and taken feedback and input in making adjustments to school protocols based on their feedback. The enrollment process was completely re-designed to follow safety protocols, and the design was adapted based on suggestions and feedback from staff. Staff input sessions were held June 10, 2020, August 11, 2020 and September 1, 2020.

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

All Governance Committee meetings have been held on schedule for the 2019/2020 and 2020/2021 school year. We have followed all posting requirements and made a virtual link available. We also have allowed in person attendance by appointment. The Governance Committee reviewed all input surveys, reviewed and approved the Reopening Plan and Return to school Plan as well as gave input to the Learning Continuity and Attendance Plan. During the COVID crisis, these meetings were held on April 9, 2020, June 18, 2020, August 20, 2020, with a Special Public Hearing on September 16, 2020 and a Special Meeting for approval on September 17, 2020.

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

Students and Families have reported an increased level of stress and uncertainty due to to pandemic. Some families have reported economic hardships. Many families report concern for their students academic success without the benefit of required, onsite interaction with teaching staff. Staff and parents alike express a deep concern about safety and proper protocols to increase safety and reduce the likelyhood of spread of the virus among the school community. Families and students have expressed concern about the effects of social isolation.

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

Our return to school plan was created with input from the staff. Due to staff feedback, the staff is working from home on a rotating basis to limit the number of people on campus and decrease opportunities for possible virus spread. Our re-opening plan includes all of the recommendations to reduce the risk of virus spread including staying home when sick, health checks at arrival and during the day, increased hand hygiene and sanitation practices, social distancing, and face coverings. We have reduced the number of people on campus to very small cohorts. Additionally, we have canceled all non-essential onsite offerings for the first semester. To address concerns about student disengagement and need of support, our plan includes online intervention to replace onsite intervention, and weekly virtual meetings with the teacher and a small group of classmates to ensure connectedness and SEL support. In-person or virtual tutoring sessions have been scheduled weekly for our most vulnerable population including students with special needs, foster youth, English Learners and others who

have demonstrated the need. In-person or virtual tutoring sessions are available to any student who requests. Teachers communicate student progress to parents weekly. Mental Health counseling sessions are also available in person, or virtually by request. Our Mental Health Clinician regularly checks in on students who have struggled socially or emotionally in the past. The enrollment process was completely re-designed to follow safety protocols, and the design was adapted based on suggestions and feedback from staff.

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.]

Our school is a non-classroom based online Charter. As such, all core courses, including elective and vocational courses are available to students in their online curriculum. For the first semester of this school year, we have temporarily suspended the traditional onsite elective, enrichment and intervention offerings for students. We hope to offer some of these options for voluntary participation in the Spring semester if it is safe to do so. Students continue to express a need and desire for in-person socialization opportunities. We continue to see a need for intervention and tutoring support. While we have online opportunities for intervention and virtual tutoring, many students are having challenges remaining engaged without the accountability of regular, in-person interactions with teaching staff. We are working on plans to incorporate more in-person opportunities in the coming weeks as it can be done safely. When a student is identified as being in need of in person support, teachers schedule appointments on an individual basis. All safety protocols are followed including wellness checks, hand hygiene, social distancing and masking. Regular weekly virtual and In person tutoring sessions have been scheduled for those students demonstrating the need for this support. In person support sessions have been scheduled for students with disabilities, foster youth, English learners, and other students who have previously demonstrated the need for extra support. Home visits are being conducted by some teaching staff as a way to make a special connection and build relationships in this challenging time. Home visits are also being utilized for students who are disengaged. Any student can request an in-person tutoring session if needed.

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

Description Total Funds Contributing

2 Part-time Para educators to provide one-on-one tutoring services to help mitigate learning loss. sessions for at risk students and students needing additional $15,828.00   Yes support. 25% of the para educator time will be providing tutoring

Purchase 2 document cameras to allow for appropriate social distancing during tutoring. $386.98   No

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.]

Because we are a non-classroom based, online school, our students are already enrolled in an online curriculum offering standards-aligned, college preparation courses in all core and elective subjects. Additionally, students have access to vocational and career technical courses, fine art, visual and performing arts, foreign language, and physical education courses. Our system provides for tracking of daily engagement and teacher monitoring daily for student academic progress. Additional online offerings include the use of I Ready or MyPath for targeted intervention for those students demonstrating the need for intervention based on assessment. Students are assessed at the beginning of the school year and if they show that they are below grade level in math or reading, they are assigned intervention. Students participate in 30 minutes of daily intervention in math or reading, or both if needed.

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.]

Every student enrolled in our school is provided with a device to use to access the online curriculum. We have a 1:1 student to device ratio. Students are required to have access to high speed internet to enroll in our school as we are an online Charter. Those who are challenged with connectivity temporarily are provided with resoureces for accessing it. We allow students to access our wifi or provide them other community resources for access. Additional student devices, license and carry cases will be purchased to replace those that are aging out, have been lost or damaged, and to ensure we remain at a 1:1 device ratio as new students enroll.

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.]

Our online curriculum provides for real time monitoring of student progress. Teacher monitor student progress daily. Our attendance system, as an online, non-classroom based school is based on engagement. Students are online, completing lessons daily demonstrating attendance. Our minimum engagement for attendance is that students must log in daily and complete a minimum of ten lessons per week. If a student fails to log in or complete the minimum amount of lessions, they will receive an absence. Students who do not meet the minimum

requirement for attendance are placed on academic probation. This process includes notification to parents and if needed, a meeting with the teacher and administration to ensure a good plan for reengagement. The student may be required to come on campus for supported learning or other interventions may be incorporated as needed. SARB is utilized for students who are challenged by truancy.

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.]

Technology support is provided to staff by the Tehama County Department of Education. All teachers have school-provided devices and appropriate software to be able to monitor students online and provide the needed online meetings and communications. Teachers have been trained in the online learning platforms and refresher training is provided as needed. Our focus for the past several years has been on trauma informed practice and social emotional learning for staff and students. We will continue this year with professional development around social emotional learning and character development. Staff have committed to a two hour weekly, in person meeting time. During this collaborative time, staff may discuss and identify additional professional development they may need. This need is evaluated by administration and provided when appropriate. Staff are encouraged to attend webinars and other offerings in the community when they see a training of interest to them.

Tehama eLearning Academy staff members will participate in the Community of Practice at the Tehama County Department of Education for Social Emotional Learning. Staff will attend the Mental Health Wellness Conference to learn up to date resources and strategies to support our focus on Staff and student wellness and Social emotional learning for this school year. Professional Development will be provided to all staff in utilization of the software we will use includeing IReady, MyPath, OW, and Schools PLP

Staff Roles and Responsibilities

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

Teachers are no longer actively preparing for weekly onsite classes with students. Instead, they are learning to engage students virtually with Google Meet weekly meetings with all students. Also, they are learning to provide virtual tutoring utilizing online tools. Teachers are working from home part time and learning to balance this new work environment. Paraprofessionals are also learning to provide virtual tutoring. We are all learning to effeciently collaborate together utilizing online tools such as Zoom meetings. Office staff have learned to adapt enrollment processes to include virtual components. Everyone is working together to adapt and take on their necessary new roles.

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.]

In person or virtual tutoring sessions, one on one or in small groups have been scheduled for those students demonstrating the need for this support. In person or virtual support sessions have been scheduled for students with disabilities, foster youth, English learners, and other students who have previously demonstrated the need for extra support. Any student can request an in-person or virtual tutoring session if needed.

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

Description Total Funds Contributing

Description	Total Funds Contributing
Odysseyware License for High School provides a feature to read to students. This is especially helpful for students with special needs, English Learners, etc.	technology support to ensure appropriate access for distance learning for students and staff
Character Counts Training and Program Materials for SEL Learning and support and Character Education	Google Voice License for key staff members to reach out to and engage dis-engaged students and families. $3000 Yes $881.11 Yes $3520.00 Yes $486.24 Yes
15 student devices, required licenses, and carry cases will be purchased to ensure continued 1:1 student device ratio	$12078 Yes $400 Yes
Professional development for staff to attend Mental Health Wellness Conference to meet the varied needs of our students.	
MOU with Tehama Co Dept of Education will be maintained for	

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 will be assessed within the first month of school beginning utilizing I Ready or MyPath. Students who demonstrate significant learning loss or levels below current grade level, will be assigned pre-requisite skills in I Ready. This special program analyzes the previous assessment taken by the student and assigns modules to re-teach the specific skills that have been lost. The program then re-adjusts to continue with previous intervention. Teachers will emphasize utilization of the intervention program for students who demonstrate levels below their grade level. Students will be encouraged to set goals and "work their way out" of required intervention by reaching grade-level status. MyPath will be utilized in a similar manner for high school students.

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.]

Students are assessed at the beginning of the school year and if they show that they are below grade level in math or reading, they are assigned intervention. Students participate in 30 minutes daily of intervention in math or reading, or both if needed. Additionally, teachers monitor on line work of students. If a student fails a quiz or test, or is demonstrating a challenge in a particular course, the teacher will reach out to the student to see what support or instruction can be provided to support the student in leaning the needed material. Students who are at-risk such as students with disabilities, English Learners, foster youth etc., will be monitored closely. Difficulties will be addressed and supports increased to support student success.

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 will be re-assessed mid year to determine if progress has been made. Student study team meetings may be held for those not making adequate progress. Students failing classes will be assessed to see what changes or supports can be made to provide needed support for student to be successful in improving their grade prior to the completion of the course.

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

iReady online program for assessment to see if students have gaps in learning or learning loss. The program assigns lessons to fill those gaps and reteach skills needed to progress toward grade level learning. 24,111 Yes

Description Total Funds Contributing

My Path from Edgenuity will be used for High School students to assess learning loss and provide the pre-requisite skills needed to improve reading and math levels and support students in accessing grade-level material. 3500 Yes

Emotional Well-Being

Mental Health and Social and

Our surveys have included questions relating to the levels of stress families, students and staff are experiencing and their ability to appropriately manage this stress. Staff meetings will include time for discussions on self-care and stress management. Our Mental Health Clinician will check in with each student, parent, or staff member who shares high levels of stress or feeling inadequately equipped to appropriately manage the stress. Additionally, weekly Google meets will focus on Social-Emotional Learning and conversations about how students are managing the stress and challenges in their lives due to COVID-19. A new curriculum to address social emotional well being will be utilized during these meetings with students. Staff will participate in professional development around Social Emotional Learning. Our Mental-Health Clinician is available for counseling sessions for anyone in our school community in need of emotional support. He has been regularly checking in with students who are likely to struggle or have special needs.

Pupil and Family Engagement and Outreach

Students who have previously struggled with good attendance or independent learning, or those who have previously demonstrated a need for individual tutoring have been set up with weekly, individual tutoring sessions. Teachers will closely monitor student progress and if a student demonstrates difficulty with a course, the teacher will contact them with an offer of tutoring. Teachers contact each parent weekly for

communication regarding student progress and needs. If a student is not making adequate progress or is not meeting the requirement for

attendance, we will follow our current procedure for Academic Probation. During week 1 the teacher will notify both the student and parent verbally and in a letter in the mail. If engagement does not improve by week 2 a second warning letter will be mailed and verbally communicated to the parent. and the student. The teacher will discuss with the parent and student any challenges the student may be having and how those issues could be mitigated. By week 3 if the disengagement continues a meeting will be held with the teacher, student, parent, and administrator to create a plan for student improvement. The student may be required to come to campus for support to increase success. Students who do not get caught up by the end of week four, are not meeting the requirements of the Master Agreement and may be exited from our program. Given the impact of COVID 19, our goal is to work with our families who are experiencing challenges related to the Pandemic in a proactive engaging manner rather than punitive. Our Mental Health Clinician will also engage families and students to provide a positive interaction and support. The SARB (School Attendance Review Board) process is utilized for students who are truant.

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.]

Because we are non-classroom based, online Charter school, we do not provide meals to students. Students are not scheduled for any school activity on campus that lasts longer than 2.5 hours so the provision of a meal is not required.

We will provide referrals to all families and notifications of available food resources to all families should any of our families have a need for this support. All School-Age children in our Community can access daily breakfast and lunch at a school near their home. This information has been provided to all families and families are being encouraged to use this service.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Purchase of needed PPE including plexiglass barriers, masks, face shields, gloves, hand sanitizer, sanitizing wipes, etc for proper disinfection and protection of staff	480.00	No

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
27.16%	249,801

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.]

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

There are several actions that are contributing to the increased/improved requirement that are being implemented by Tehama eLearning Academy. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context. Additional student devices have been purchased to allow for 1:1 access. Additional online curriculum and software have been purchased to meet the specialized need for targeted intervention of our at risk populations including English Learnings, Foster youth, low income and students with disabilities. Targeted outreach is occurring through our Clinician as well as partnership with the Foster/Homeless Liaison. Our English Learners and students with disabilities will continue to have

supports which will adapt to their needs if in-person offerings must be decreased, or allowed to increase. Students within these special

populations need to have intentional instructional time to build the skills necessary through tools that are targeted to those specific practices to improve achievement.