

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
The Heights Charter	Diana Whyte, Director	DWhyte@heightscharter.com , (619)792-9000

General Information

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

The COVID-19 pandemic has had wide-spread effects on our educational community in a variety of areas. Besides the obvious impact of the fear and uncertainty that our parents and children have felt, many of our families who live in more rural areas did not readily have consistent access to internet connections. Our Resource Center and other viable areas of electronic connectivity such as the public library became less accessible or not accessible at all. Even with the promise of WiFi Hot Spots, they were not easy to obtain with such an increase in demand in such a short period of time.

Families that had multiple siblings did not always have enough electronic devices for each student to be participating in Distance Learning at the same time.

Additionally, we have many parents who are essential workers, especially in the healthcare field. Those parents were less able to provide home support for any younger children who were doing distance learning because of the demands of their job and the age of their children.

Many of the families expressed concerns about the socio-emotional well-being of their children who were negatively impacted by their continued isolation and lack of interaction with their peers. Many parents expressed their concern that the “anxiety” that will be caused by students not beings able to “socialize is a normal way” is far more harmful than any virus risks.

Finally, the majority of the parents who responded to our electronic survey indicated that they had some real concerns about the negative impact of children wearing masks all day. They made comments like “My son won’t be able to tolerate wearing a mask the entire school day” and “Wearing a mask all day isn’t healthy...” and “I don’t see kids keeping a mask on” and “I am reading that there are negative effects from wearing masks for long periods of time.”

Overall, about 75% of the families surveyed felt that they were more concerned about their children not having regular interaction with other children and that this could be socially and emotionally damaging.

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

The regular LCAP Survey was sent to stakeholders electronically in May, with an option to pick up a paper copy. This addressed general satisfaction and concerns with the school. An additional survey was sent on July 16, 2020 to parents and staff electronically. This survey specifically addressed issues resulting from COVID-19.

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

All meetings were conducted using ZOOM meeting software. The public was provided with access information.

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

Regarding safety, parents in general would like to have their children return to school with as few restrictions as possible. They feel this is imperative for the social and emotional well-being of their children.

Regarding education, parents in general are concerned that their children will not receive the same quality of education if nontraditional teaching methods are implemented. Parents would prefer at least some on site classes, with 100% distance learning/ZOOM as their last choice. A consistent schedule is a high priority. The vast majority of parents would like direct instruction in core subjects.

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

While the majority of parents prefer their children be allowed to return to onsite learning, some are understandably hesitant due to the potential risks involved. The Heights has devised a plan which initially requires all learning be through the Digital Learning Model (distance education) to comply with government restrictions. As these restrictions are lifted, The Heights will go to a Hybrid Learning Model which includes some onsite learning but will still have the majority of classes delivered digitally. Once all distancing restrictions are lifted, The Heights will return to their Traditional Learning Model, which allows students flexibility to attend classes onsite and/or receive packets to complete their studies at home. This will allow those children whose parents are concerned about the negative impacts of distance learning (both socio-emotional and learning loss) to attend onsite classes as soon as safely possible. It will also continue to provide necessary resources for distance/digital learning to the children whose parents are concerned with potential safety issues in returning to onsite classrooms.

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.]

Due to county and state regulations, The Heights will not be able to offer onsite learning opportunities as the parents requested when we start the 2020-21 school year. The Heights plans to begin transitioning to onsite learning opportunities as soon as the County allows. Since San Diego County came off the State of California’s watch list on August 18 2020 and they have authorized the re-opening of all schools on September 1, 2020, waivers were no longer accepted as they were deemed unnecessary. We are currently monitoring the County’s announcements regarding safe opening requirements. Once we feel there is a comprehensive plan from the County we will begin working with staff and the Board to develop re-opening procedures in compliance with the County’s requirements and move to the Hybrid Learning Model which combines both onsite and distance learning. This will eventually transition into the Traditional Learning Model which will offer students the opportunity to attend onsite classrooms for up to five days a week once the social distancing requirements are lifted. This will allow flexibility in the event we are required to transition back to distance only learning.

Our current goal is to transition to the Hybrid Learning Model by September 23, 2020.

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

Description	Total Funds	Contributing
Purchase of masks, thermometers, disinfecting supplies.	\$1,400.00	N

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.]

The Heights will begin the 2020-21 school year with their Digital Learning Model due to County restrictions on in person learning. Every class/grade level will have an individual Google website which allows access to direct learning and online resources. Each teacher will have a direct email to facilitate communication. There will be direct instruction via one-half hour ZOOM meetings in core academic areas multiple times a week. Teachers will also teach digitally through pre-recorded videos. Packets will be provided every two weeks with student schedules and learning materials.

When on site instruction is approved, The Heights will implement their Hybrid Learning Model. This will be a transition period between Digital Learning and onsite learning with no social distancing requirements. This will allow us to revert back to digital learning should the County reimpose restrictions with minimum impact to the students. During this time students will have the option of attending classes in core subjects onsite for two half-day sessions, which will replace the ZOOM sessions. Pre-recorded videos will still be available on the Google websites.

Once classroom learning with no social distancing requirements is allowed, The Heights will return to the Traditional Learning Model where children are allowed to attend onsite classes in core subjects for up to five days a week. Since The Heights is an independent study school parents will have the flexibility to allow their children to come to the learning center for as many or as few days as meet their comfort level.

As always, onsite attendance is optional. Students, at any time, can elect to complete their coursework digitally from home. Learning packets and resources will continue to be provided.

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.]

Laptops/tablets are available for students to borrow if they do not have one. While the vast majority of the parents have a reliable internet connection, The Heights will work with the few rural families that need help in this area.

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 students will have access to their teachers through ZOOM meetings and direct email addresses. The Heights is a non-classroom based, independent study charter school and, as such, credentialed teachers assess and record the time value of their students' work as it is submitted. In addition, teachers will track students' attendance at ZOOM meetings and reach out to those who are not staying engaged.

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.]

Teachers have received technological training to assist them in working with students via Google classrooms, creating pre-recorded instructional videos, and conducting ZOOM meetings.

Staff Roles and Responsibilities

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

The distance learning models require more pre-planning in preparing learning packets for the parents to pick up every two weeks. The teachers must also closely monitor student participation and emotional stability and reach out to any students who may need assistance.

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 Education Specialist will reach out to the families of students with exceptional needs to devise a customized plan for delivery of services outlined on their IEPs. English learners and low income students will receive support from credentialed teachers and support staff through one-on-one help and small group tutoring, both to be conducted in a manner consistent with current delivery methods, including digital, hybrid, and onsite. The Heights currently does not have any pupils in foster care or any pupils who are experiencing homelessness.

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

Description	Total Funds	Contributing
Set up Google classrooms, zoom meeting rooms for each classroom, and pre-recorded instructional videos.	\$2,500.00	Y
Develop comprehensive instructional materials to be included in bi-weekly packets. Print and distribute packets to parents in a timely and consistent manner.	\$2,500.00	Y

Pupil Learning Loss

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

Students are required to turn in completed school work every two weeks. Certificated staff then reviews the work for accuracy and completion. If a student fails to turn in required work, or does not meet certain benchmarks in completion of their work, certificated staff will contact the parents to assess the situation and take appropriate corrective action. This can take the form of online one-on-one help and group tutoring, assistance with internet access, and assessment of and support for any potential socio-emotional issues.

In addition student’s progress will be measured quarterly through the use of NWEA MAP assessment software.

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.]

Student participation in online resources will be closely monitored. Personalized learning material packets will be distributed to each student every 2 weeks. Certificated teachers will review student work returned for accuracy and evidence of comprehension of materials. Learning deficiencies will be identified as quickly as possible and the next set of student packets will contain personalized materials which will provide additional instruction in areas of weakness. Classes conducted via ZOOM will address any overarching deficiencies. In addition, on line one-on-one tutoring will be available. The Heights will purchase a one year subscription to Lexia Learning software, an online learning platform that allows students to develop reading and language skills through individualized, motivating learning paths. It allows each student to work at their own pace and alerts teachers to students that need assistance.

English learners will be provided additional tools for language acquisition as needed.

Low income students will be provided with laptops/tablets and directed to low cost or free internet providers.

Pupils with exceptional needs will continue to receive specialized assessments and supervision by the Education Specialist on staff.

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.]

Student progress will routinely be tested using tools such as NWEA MAP testing.

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

Description	Total Funds	Contributing
Purchase of one year subscription to NWEA MAP testing software and Lexia Learning Software	\$8,500.00	Y
Purchase of additional electronic devices to loan to students	\$11,500.00	Y

Mental Health and Social and Emotional Well-Being

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

Staff meetings will be held on a regular basis to ensure the staff feels supported and allow them the opportunity to express any concerns. Staff will be instructed in student behaviors that can be indicative of social or emotional distress. Students exhibiting these behaviors will be referred to the onsite psychologist for analysis. All students will have a direct email address for their teacher. They will be encouraged to contact their teacher with any concerns. Zoom meetings and prerecorded training videos will be used by each Google classroom website to provide students with support.

The Heights plans to transition to the Hybrid Learning Model and then the Traditional Learning Model as soon as it is deemed appropriate, keeping in consideration the desire to maximize consistency for the students. Returning to the Traditional Learning Model, using appropriate safety precautions, will help the students socially and emotionally by providing them with a sense of a “return to normalcy.”

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.]

Staff will monitor student participation in ZOOM meetings and their use of online resources. Students will be required to return their instructional packets biweekly. These packets will be checked for completion. If students are not meeting the minimum participation requirements, their teacher will contact the parents to discuss the challenges the family is facing and to construct a plan to reengage the student.

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.]

The Heights Charter is a non-classroom based charter. Food services are not required per the charter petition.

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

Section	Description	Total Funds	Contributing
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N/A	Provide supplies to students for use in completing their distance learning assignments. This will ensure that low-income students have the tools they need to successfully complete their schoolwork.	\$500	Y
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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
0.0%	\$54,039

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.]

One-on-one tutoring will be provided for those students that are struggling in the core academic classes. Priority will be given to low income and English learners. In addition, low-income students will be provided with any supplies needed to complete their distance learning assignments. This includes the loan of a laptop if needed.

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

Funding for unduplicated pupils decreased in 2020-21, so no additional services are required. However, The Heights will increase the funds used to service unduplicated pupils to provide supplies as needed in their distance learning.