

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 impact of the COVID-19 pandemic on Charter Home School Academy (CHSA) and it's community has been significant, to say the least. As a dependent charter of the Visalia Unified School District (VUSD), CHSA is also impacted by the experiences of the larger District. On Friday, March 13th, in accordance with the decision made by the VUSD leadership team and board of trustees, CHSA closed its in-person school operations. Over the next eleven weeks of school, CHSA provided all of the services and supports developed for VUSD elementary schools, including but not limited to: Meal packs including 5 days of lunch and breakfast meals, Curriculum packets for grades K-8, Weekly check-ins and support for students by teachers (telephone), and more. Despite these steps, students' loss of access to the instruction which they would have been exposed to in the final 11 weeks of school was devastating. In planning for the 2020-21 school year, we have regularly returned to this reality, and built a plan that provides continuity of previous programs and services, and includes new programs and services meant to mitigate loss for all students, including English Learners, homeless and foster care youth, and pupils with exceptional needs.

Stakeholder Engagement

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

As a dependent charter of VUSD, CHSA relied heavily on the stakeholder inclusion opportunities provided by the District. These included, but were not limited to the following:

Parent/guardian surveys (Parent/student input survey (June 2020) and Returning to school options survey (July 2020), Teacher Surveys, Public comment at VUSD board meetings, including regularly scheduled and special meetings, Advisory committees including teachers (e.g., learning management system, distance learning, instructional support), Focus groups for parent input.

In addition to these activities, CHSA provided additional opportunities for stakeholders to participate in providing input and feedback, and to influence decision-making. These included, but were not limited to the following: Family resource audit - certificated staff reached out to each family to determine resource needs, including access to Internet and student-specific devices. Optional meetings for certificated and classified staff - At regular intervals during the summer of 2020, certificated and classified staff were invited to optional meetings for the purpose of providing updates, answering questions, and seeking input. Shared decision making with certificated staff - certificated staff were instrumental in deciding on the model adopted by CHSA to provide distance learning to all students.

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

As a dependent charter, CHSA does not have an independent board of trustees. Rather, CHSA falls under the oversight of the VUSD board of trustees. To ensure that stakeholders could participate remotely in VUSD board meetings, the District developed a parallel system for community and stakeholder participation in their meetings. Interested parties could call in to speak during public comment, or they could submit comments in a written format in advance. Once the school year begins and CHSA restarts School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings, meeting notification will be made public on the CHSA webpage and inside the CHSA lobby. Details will be provided for public access to Zoom meetings.

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

An analysis of the specific results from the parent/student input survey conducted by the District in June 2020 revealed three primary concerns among respondents.

Revised instructional plan - Parents and students expressed a clear need for an alternative to the instructional plan that was put into place by the District for the final 11 weeks of the 2019-20 school year. Respondents expressed significant interest in video-conferencing tools (such as Google Meet or Zoom), the desire for more interaction between teachers and students, and frustration with the expectation that parents could serve as children's primary instruction.

Student safety - Parents and students expressed concern for the safety of students and how schools would respond in the event of in-person instruction. Respondents suggested smaller classes, handwashing stations, hand sanitizer, limited use of common buildings, and new restrictions for physical interaction.

Supports for working families - The limitations and challenges faced by families with working parents were a significant concern. These families generally favored in-person schooling with increased precautions for safety, and other measures that would help parents working outside the home.

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

Input from classified and certificated staff, as well as parents and students, influenced the development of the Learning Continuity Plan include, but are not limited to, the following: Adoption of online learning management and instructional tools, such as Schoology, Zoom, and iReady, Professional development for teachers to prepare for distance learning, Additional planning time for teachers to coordinate shared work and support one another, Increased communication with parents prior to and during the 2020-21 school year

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.]

In addition to CHSA's weekly one-on-one meetings with parent, student and teacher, CHSA offers weekly academic classes for every grade-level. These classes give students instruction in both Math and ELA to support the work they are completing at home. This first instruction gives students the necessary information and strategies towards their success at home with the parent. In addition, CHSA offers weekly tutoring sessions for grades 6-8. This is an opportunity for our students to receive additional support on any of the assignments they are required to do at home. Lastly, CHSA offers small group reading intervention classes to grades K-2. These groups meet once a week with the parent present. These groups are built based off of data that teachers gather at the start of the school year. Having the parent present provides the parent with strategies and materials to implement at home.

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

Description	Total Funds	Contributing
curriculum; printing; materials and supplies	4900.00	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.]

Our required weekly teacher meetings with students and families on site have moved into a weekly teacher/student/parent meeting on zoom. In addition, our weekly grade-level academic classes generally offered on site are now being held over Zoom as well. Moving these face-to-face times to Zoom has led our teachers to receive proper Zoom training along with supplying all students and teachers with technology. General materials, supplies and printing have been impacted due to having to change what is being checked out to families to do home instruction. CHSA has always offered students additional enrichment-like classes that have had to be postponed until we are able to return with students on site. Lastly, there has been a significant increase in enrollment at CHSA due to the COVID19 pandemic; families are looking for an alternative to a traditional site setting. That has led us to increasing the clerical staff hours to prepare for the start of the school year: organizing materials, processing technology etc.

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 enrolled with CHSA have received a district ChromeBook. All students and families signed User Agreements as well as Acknowledge and Consent forms regarding technology through distance learning. In addition, internet Hotspots were given to families in need of additional support with connectivity. The purpose of this Acceptable Use Agreement (“Agreement”) is to ensure a safe and appropriate environment for all students. Providing and issuing a Chromebook or Chromebook with WiFi hotspot, (“Device”) for instructional use to our students is an important part of our school’s instructional program. This Agreement notifies parents and students about the acceptable ways in which Devices may be used. VUSD recognizes and supports advances in technology and provides an array of technology resources for students to use to enhance learning and education. While these technologies provide a valuable resource to students, it is important that students’ use of technology be appropriate for school purposes.

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.]

Charter Home, along with Visalia Unified School District, is providing distance learning opportunities to provide your student with ongoing access to learning.

Distance learning is instruction in which the student and instructor are in different locations. Distance learning is being defined by the State of California to include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses or conferences, or other instruction that relies on computer, virtual or communications technologies. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. The aim of distance learning is to allow educators and providers, in collaboration with the District, to provide ongoing instruction and high quality educational opportunities.

The District will be utilizing the following platforms to support students during this period: Schoology by PowerSchool and Zoom by Zoom Video Communications, Inc.

The use of technology for the provision of educational opportunities through distance learning may result in the creation of pupil records not in the District's control, as well as student-generated content, and may result in the unintended revelation of personally identifiable student information beyond the District's control. The District acknowledges that many technology platforms maintain data shared on their platforms and want to provide you notice of the same. The District will attempt to work with the technology companies utilized in the provision of distance learning opportunities to ensure the privacy of students is maintained consistent with all relevant federal and state laws, including the Federal Educational Rights and Privacy Act (FERPA). The District expects these companies will act consistently with common standards of student privacy used when providing educational services. Additionally, the District will make efforts to ensure the collection and use of any student data is limited to educational purposes only and seek to prevent the unauthorized release of student information or use of student data for marketing purposes.

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.]

Charter Home School developed a modified program for opening. This allowed for sanitation and cleaning in between each weekly meeting, academic class and intervention groups. It also provided smaller class sizes that allowed for the appropriate social distancing and timing for passing times between classes and meetings.

When the Governor closed schools in counties that were on the COVID 19 watch-list, all students began school via Zoom and were taught utilizing the Schoology Learning Management System for their academic and intervention classes. In addition, weekly teacher meetings are held via Zoom. Students were all assigned the necessary materials, curriculum and Chromebooks in order for students to begin the year in

a distance model. If and when the Governor lifts the mandate for Tulare county, students and families will come back following our modified program.

Staff Roles and Responsibilities

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

Charter Home School Teachers continue to focus on teaching and providing the best quality education possible students and their families.

Other CHSA staff on campus have had to change their roles slightly due to the pandemic and distance learning mandate. Some have been asked to provide tech support to students, teachers and parents. In addition, they have been responsible for the distribution of the Chromebooks, textbooks, materials, etc. through the drive-thru format.

Charter Home School's support staff, Education Specialist, School Psychologist, etc. continue to meet with students and supporting teachers via Zoom or over the phone.

Charter Home School's principal continues to maintain the budgets and overall management of the school, but there are additional funds and supports that need to be purchased to ensure that students have what they need and teachers have the tools they need to support the students. In addition, the principal has created the master schedule and assigned students to teacher caseload after holding individual orientation meetings with each family, virtually. Lastly the principal ensures that all staff is equipped with the necessary technology, professional development training, and materials needed to be successful virtual teachers.

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.]

Because of the program in place at Charter Home School, weekly meetings and classes in distance learning remained individual or in a small group. Teachers are in Zoom meetings with just the parent/guardian and student or in a class with no more than 6-15 students, which make it possible to personalize the instruction and support. The instructional schedule is designed to provide intervention time weekly. This time can be voluntary or assigned by a teacher. In addition, teachers have additional time provided to support the students in tutorials during after school hours. Additionally, students with unique needs are identified on our Tiered system of support. This helps the site maintain a constant eye on their progress academically, socially and emotionally. The students on the Tier system are reviewed each week by administration, Educational Specialist, School Psychologist and assigned district Social Worker. Data is reviewed and decisions are made regarding follow-up needs and additional interventions. Additional VUSD support staff are contacted to assist when needed as well as Visalia Youth Services and Tulare County Behavioral Health Services.

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

Description	Total Funds	Contributing
Classified time sheets; curriculum; printing; digital video camera (for live online academic classes); document cameras; student school supplies; doc cameras	8150.00	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.]

Charter Home School teachers will collect baseline data the first 3 weeks of school using digital assessments. This data will be used to determine the learning loss and intervention plans will then be developed to support student development. All students will take this baseline assessment 3 times during the year to measure their progress.

CHSA students ranking in the lowest band in reading in grade 2 will receive intervention services weekly until brought to a comparable level as their peers.

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.]

The Charter Home School program allows for individualized and small group, responsive instruction. These opportunities will be utilized to support students' learning loss and accelerate student progress. The continual use of technology based and non-technology based instructional practices will occur on a weekly basis. English Learners will receive additional instruction to support their language and content development. Students in various populations will have specific accommodations made at the school site level to support learning. These may be: additional intervention time, modifications to assignments, additional synchronous instruction, etc.

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.]

Charter Home School will use Progress Monitoring as well as Benchmark Assessments to monitor effectiveness of programming.

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

Description	Total Funds	Contributing
curriculum; technology (doc cameras, headsets); teacher timesheets/trainings; printing; materials and supplies	8150.00	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.]

Charter Home School understands the unique challenges COVID-19 brings to the families in our school. CHS is undertaking the following actions:

A suicide prevention training facilitated by the School Psychologist for all staff members will be presented at the beginning of the school year. It will assist in helping staff members become more comfortable discussing the subject of suicide, as well as to assist staff members in identifying warning signs and discuss ways to get their students assistance.

At Charter Home School, the students are used to learning, and generally prefer, learning in a distance format. At the same time, COVID may have caused other stressors to come into the students home/learning environment through a parent's job loss or reduced income, illness, etc. The general education teachers will be able to contact the School Psychologist if they are concerned about a student through an online request for assistance form. A protocol will be developed which will require the referring staff member (teacher, administrator, support staff) to have a conversation with the child's parent prior to making the request. The School Psychologist will then contact the family member and arrange a meeting to begin the process of determining the level of support needed. Levels of support may include involvement in a counseling group, individual counseling session with the School Psychologist, or a referral to a local mental health agency.

As previously stated, COVID-19 is believed to have brought on increased isolation for Charter Home students who had limited social experiences prior to the pandemic. The Principal, Special Education Teacher, and School Psychologist are collaborating to create social skills groups online for students. These groups will run for eight weeks and provide students with a game or an interactive/collaborative activity and then a skills lesson. The intent would be that the parent then work with their child on that skill for practical application throughout the week.

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.]

For Charter Home School students Absent from Distance Learning; students who meet weekly during zoom instruction but Little/No Schoolwork Submitted/Completed.

If a CHSA student misses the 1 weekly assigned day of contact total for the school year, they will receive:

- Support Step #1: Phone call attempt from school site/teacher

If a CHSA student misses 2 weekly assigned days of Contact total for the school year

- Support Step #2: Non-compliance Letter will be sent out from site

If a CHSA student misses 3 weekly assigned days of Contact total for the school year

- Support Step #3: Meeting between Parent and Administrator (Zoom/Phone Call)

If a CHSA student misses 5+ weekly assigned days of Contact total for the school year

(School site will refer student to District Office team)

Support Step #4: Parent/Guardian Contact and/or Home Visit by District Office Staff. A final letter of termination will be issued. Students would then need to enroll at their school of residence. The CHSA site will follow up with family to ensure their enrollment while keeping in contact with the district office, Student Welfare Department.

Charter Home School students with No Contact or Communication has Stopped (Zoom, phone calls, emails, text, etc.).

Week 1 (After 5 consecutive school days):

- Support Step #1: Non-compliance Letter will be sent out from site

Week 2 (10 consecutive school days) :

- Support Step #1: School site continues communication attempts
- Support Step #2: District Office staff is informed, PowerSchool search for siblings at another school site for additional information CALPADS search for enrollment with another LEA. CDE search for potential private school enrollment.
- Support Step #3: Possible Home Visit by District Office Staff
- Support Step #4: A final non-compliance Letter sent out by site terminating enrollment

Week 3 (15 consecutive school days):

Support Step #1: Home Visit by District Staff

Support Step #2: Welfare Check- Asking for assistance from Law Enforcement (YSOs')

Support Step #3: SARB

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.]

When school closed on March 16th, 2020, CHSA students could pick up a week's worth of meals from any of the multiple lunch distribution locations across the city. Students in rural areas were serviced via school buses. During the summer, CHSA in partnership with Visalia Unified School District continued to provide grab & go meals to the children of our community and CHSA through the Seamless Summer Food Service Program. Although the Seamless Summer Food Service Program ended on July 31, 2020, VUSD will begin providing meals to VUSD students through the National School Lunch Program beginning on Thursday, August 13, 2020. CHSA families will be able to pick up a five-day meal pack consisting of five breakfast meals and five lunch meals per enrolled student. CHSA students must pick up meals from their feeder middle school. Unlike this summer's grab & go meal distribution, buses cannot be used for distributing meals during the school year under the National School Lunch Program guidelines.

CHSA students will receive a meal card that will be scanned by school staff when students pick up their grab & go meals. Students and/or parents, with their meal card in hand, will be able to pick up meals at the student's home school or their feeder middle school. Details on how and when students will receive their meal cards will be shared with families. The District has scheduled meal pack pickups for every Thursday from 10 a.m. to 12 p.m. and from 5 p.m. to 7 p.m. to accommodate students and parents. The first pick up was on Thursday, August 13, 2020. Visalia Unified School District and CHSA are pleased to continue this service to our students.

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

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

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
20%	0%

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.]

Charter Home School provided additional training and support for teachers in multiple programs including Zoom, Schoology, and distance learning as a whole. In addition, CHSA recently has been utilizing Google Docs and continues to improve the usage and train teachers on the skills needed to be more efficient in their teacher meetings and classroom sessions. Policies and Procedures have been created specific to the COVID time that we are living through to help guide teachers to a productive meeting with students. Much of the training times are compensated for staff members. Teachers also receive training throughout the year on social and emotional support and awareness, suicide prevention and relationship building.

The addition of technology for teachers and students has been critical to the successful start of this year. Both students and teachers were all provided with new mobile devices (laptops and/or Chromebooks) with video and audio capability. In addition as teachers began developing online lessons they identified hardware needs such as microphones, speakers and additional monitors to be used to share screens with students while still being able to see their classes. Teachers are utilizing Elmo's and whiteboards as well as self-made instructional videos.

CHSA continues to provide social and emotional services and support to students via the school Principal, Educational Specialist and School Psychologist. CHSA utilizes a tiered system of supports to identify and provide appropriate services and supports for students.

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

While our Increased Apportionment did not change, Charter Home School estimated the increase services for the targeted students by 20%.