

# 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.]

Horizon Charter Schools (HCS) reopened for virtual learning and home study, effective April 13, 2020. We continued to serve our education community through the end of the 2019-2020 school year and into the 2020-2021 school year, using a virtual platform and home study approach. HCS was well-prepared to take on virtual learning, due to the fact that our on-going, non-classroom based learning environment is a flexible and personalized approach to education. For most families, schooling continued routinely toward academic performance and progress. For some families, the transition to virtual learning instruction and home study was, and is, a challenge that will be guided by the assistance of our dedicated administrators, faculty and staff.

The HCS administrative team is committed to working alongside our teaching faculty and staff representatives in determining an evolving staffing plan that addresses the continued safety of all Horizon staff and the families that we partner with in the education of our students.

## Stakeholder Engagement

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

Horizon School values input from all stakeholders to inform school planning and improvement efforts. A variety of opportunities for feedback was utilized and will continue to be utilized as we navigate the important decisions as a result of the COVID pandemic.

The following are efforts made to acquire stakeholder feedback:

- Spring 2020 parent surveys sent from Roseville Learning Center and Lincoln Montessori
- Fall 2020 parent surveys sent to all families and staff from Horizon Charter School
- Spring 2020 Ongoing 1-1 teacher-student-parent check ins to obtain needs in order to realize the personalized learning plan for students (at minimum, monthly

but often times more)

- Fall 2020 1-1 teacher-student-parent check in to obtain needs in order to realize student's personalized learning plan. (Beginning of year routine and at

minimum monthly thereafter.)

- Spring and Fall of 2020 Staff meetings, Horizon Teacher Leadership Meetings, Classified and Certificated Negotiation Meetings, Administrator Leadership

Meetings, Department Meetings, and Cabinet Meetings

- Horizon School Board Meetings open to public comment meetings to check in and respond to staff needs.
- Horizon ELPAC and PAC meetings

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

Horizon Charter School welcomes community participation and has made available the ability to engage in public meetings and public hearings through Zoom interface and speaker cards. At the top of each agenda the public can find a link to the board meeting via computer and phone. Directions for the process to speak are outlined in the agenda and public participation times are indicated.

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

Feedback provided by stakeholders included the following:

Disappointment with 2 week school closure in Spring 2020, especially considering the options that were already in place for virtual learning.- Staff and Families

Satisfaction with the ability to easily pivot and adjust to virtual learning with the support of devices and connectivity. -Staff and Families

Disappointment with online limitations of enrichment and academic vendors. -Families and Teachers

Need for revised educational systems to address accountability systems within the organization with accompanying training. -Staff

Zoom meetings were well received by families to maintain teacher and social connections. - Families and Staff

Transition to existing online curriculum mitigated learning losses because of the smooth transition to access. -Teachers

Generally, staff expressed satisfaction with the decision for stable program models through the Fall Semester. -Staff

Staff has provided ongoing feedback for the need to adjust work schedules to better meeting the needs of organizational demands. -Staff

Parents of students with exceptional needs have expressed the desire to offer in person assessments and services while being mindful of safety measures- educators concur with this.

Through the negotiation process, certificated and classified staff have come to agreements on Memorandums of Understanding to adjust working conditions based on current conditions.

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

Stakeholders groups have influenced the Learning and Continuity Plan in the following ways:

In-Person instructional offerings are being addressed as health and safety issues as well as accountability measures evolve.

Devices and Connectivity needs are being addressed in order to deliver Distance Learning, Home Study options and work from home needs.

Professional development is provided based on new demands for students, parents and teachers in order to deliver instruction and routine services in a virtual environment.

Professional development and curriculum resources are provided to address student's learning needs online as well as mitigate learning loss.

Specific resources have been obtained to address the targeted learning for our students with greatest needs.

Supports for Mental health and Social Emotional Well Being are addressed proactively and in response to expressed needs.

Systems are being revised and supportive resources are being obtained to address the needs for virtual engagement and teacher-student-parent interaction needs.

School Nutrition is offered for classroom based students who are in need and are now engaged in Distance Learning.

Increased and Improved services are designed in anticipation of increased and improved services needed for our most impacted groups of students and based on evidence of targeted learning needs.

## 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.]

Horizon Charter School has committed to virtual Home Study and Distance Learning (Montessori students) for at least the first semester.

Consideration for in-person instructional offerings:

- driven by students at greatest risk for learning loss
- work with the guidelines/mandates for health and safety
- prioritized by examining the possibility for in person assessment and limited services for our students with special needs
- physical distancing ability, intensive cleaning practices, appropriate personal protective equipment, adequate access to COVID testing

Models for a return to in person instruction:

- will be evaluated by staff using stakeholder input from surveys, public meetings, and parent teacher communication
- will include the possibility of hybrid models, full return, distance learning and home study
- will consider the social emotional needs of students as indicated by survey responses, public meetings and parent teacher communications

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Placer County has provided additional personal protective equipment to be used in the event that in person student activity resumes.   |             | Yes          |
| Accommodations to physical spaces have been installed including but not limited to plexi-glass barriers to define physical distancing space and inhibit the spread of the virus. |             | Yes          |

## 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.]

At Horizon Charter Schools, the Lincoln Montessori Program is the only instructional program that aligns with the Distance Learning criteria from the CA state guidelines. All other Horizon students are engaged in a Home Study Program with parents serving as their primary instructor.

Lincoln Montessori students attended in person instruction on a daily basis prior to COVID-19, and are now engaged in distance learning through a comprehensive virtual learning approach. What makes the Lincoln Montessori (LMCC) distance learning program different from Horizon's Independent Home Study Program is that LMCC students engage in direct instruction, in all their core subjects, through Acellus. In addition, they receive daily support from a classroom teacher. This support includes monitoring for understanding, small group instruction, 1-on-1 help, and extra assignments/projects to aid with learning. Parents act in the capacity of a teacher's assistant. They help ensure their student attends all required classes and meetings, and completes all assignments. Parents also support their student's learning by clarifying concepts, answering questions, helping their student be prepared with necessary supplies, and supervising and overseeing their student throughout the day. Parents work positively and collaboratively with the teachers and the program to ensure their student's success. Students are expected to engage in Acellus daily, complete all assigned work, and attend required classes and meetings. Students are expected to keep their daily school obligations aligned with a typical school day (8:00-3:00).

In the Fall of 2020, a process will be used to determine the possibility and the transition process to resume in person instruction that meets the safety and learning needs of staff and students. The Superintendent is engaged in weekly county health meetings with local Superintendents to receive updates and current conditions related to health and safety. Horizon examines possibilities for the second semester as public health information presents options for resuming in person instruction safely.

## **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.]

Horizon Charter School responded swiftly to student and staff needs for devices and connectivity in order to allow for minimal disruption to teaching and learning.

- students were notified by the school and teachers that Chromebooks and mi-fis would be available for pick up and upon request if the need arose.
- activated web based ticketing system to request devices and mi-fi's as needed by parents and students.
- technology is available for pick up at Horizon's warehouse during designated hours
- communication about devices and connectivity is found on the Horizon Hub for families and staff.

Horizon teachers connect with families via phone or email if families seem to have difficulty with connectivity.

Devices and wi-fi's were purchased in advance anticipating the need for all families at Horizon.

## **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.]

In the Montessori (Distance Learning) Program, students are expected to engage in a synchronous and asynchronous full school day designed by the classroom teacher. (8:00-3:00)

- Teachers hold regular class hours delivering direct lessons, small group instruction and individualized support.
- Weekly engagement records are utilized to track student engagement through evidence based practices, including scanned student work samples and synchronous instruction participation
- The on-line learning platform provides reports that measure time spent engaged in learning as well as accomplishments in performance.
- Attendance is tracked daily and work completion is monitored regularly.

If students do not engage, tiered re-engagement strategies are employed:

- adjust teaching strategies to engage students
- parent-teacher trouble shooting
- parent-teacher-administrative trouble shooting
- truancy procedures and/or SST processes.

## **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.]

Professional development for the Montessori teachers providing Distance Learning has been extensive and continues to be a priority.

Teachers have engaged in:

- Virtual Learning Collaboration with each other
- training in Remote Support, Clever, Google Classroom, and Sped/Intervention using Acellus.
- technical training on Weekly Engagement Records
- Summer opportunities for professional learning focused on Virtual Engagement Strategies

Online resources have been made readily available for staff to conduct lessons on line and devices and curriculum resources have been purchased and provided.

Future and ongoing training with Educlimber, a tool to track students progress and intervention targets, as well as Emotional Well-Being Strategies will be infused in staff meetings.

## **Staff Roles and Responsibilities**

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

When Horizon staff pivoted to remote work in the Spring of 2020, staff engaged in a process to develop Memorandums of Understanding in order to adjust work responsibilities while following safety precautions consistent with official public health guidelines to minimize risk. In April, Horizon Charter School reopened operations in a modified format and with the goal that continuity of operations would be maintained to the extent feasible. Horizon staff recognized that this rapidly changing environment required a degree of flexibility. Schedules were created with the intent to provide essential public school services while maintaining a safe working environment. Continued communication was encouraged and supervisors and staff were afforded the opportunity to repurpose work that is reasonably related to their current assignment

and takes into consideration the work environment. As the opening of a new school year began, continuous communication and new Memorandums of Understanding are being developed to adapt to evolving organizational demands and updated health guidelines.

### **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.]

Horizon Charter recognizes the need to offer additional supports for students with unique needs.

All students with IEPs have synchronous learning supports that match the previous offer of FAPE pre-COVID and supplement of asynchronous learning. Devices such as document cameras, mi-fis and Chromebooks were provided when specific needs were demonstrated to address access issues.

GATE education was provided for students through a supported Home Study model and designed with the support of a GATE educator. Students participated in Inquiry/Interest-based learning projects with evidence based outcomes.

Asynchronous online learning platforms specifically targeted for language and reading needs were available for student access.

The Guidance Department provided a multitude of resources accessible on the HUB, as well as offered appointment through an online scheduler to address any social emotional or academic needs.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| [A description of what the action is; may include a description of how the action contributes to increasing or improving services] |             |              |



## **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.]

Horizon Charter School will use a variety of assessment and evidence based sources to determine learning loss of students due to the COVID-19 interruption to learning services.

All students take beginning of year diagnostic assessments in ELA and Math, K-8, to provide current levels of performance and identify learning gaps.

Students who were previously enrolled at Horizon, will have previous years results to compare in order to determine learning loss.

Because of our learning partnership with parents, Horizon staff will elicit input from parents about perceived learning loss.

Targeted resources and instructional options will be offered to accelerate learning to close achievement gaps.

Students who have targeted intervention needs will be placed on a specific learning plan to address identified needs.

Additional materials have been purchased in anticipation of learning loss in ELA, Math and ELD.

Students who have learning gaps will be assessed with more frequency to monitor growth and to adjust learning plans if needed.

## **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.]

In Horizon's Home Study program, Supervising teachers will partner with families as Home teachers to design plans that are personalized to student's needs.

In using asynchronous platforms in addition to a variety of applicable materials, supervising teachers will direct families toward learning targets tied to engagement and pacing goals to accelerate learning that was lost.

Supervising teachers will work with the Guidance department and students to design personalized plans for High School students to achieve graduation requirements in a timely program, as well as encourage students to access opportunities to prepare for college and career readiness while addressing any learning gaps due to COVID-19.

## 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.]

Through Professional Learning Communities and data teams, Horizon educators will evaluate the effectiveness of services and supports to address learning loss by engaging in Plan, Do, Study Act cycles using relevant data and evidence-based indicators.

Through these teams, recommendations will be made to adjust actions to meet the needs of students who are experiencing learning loss.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Summer Academic Recovery Program to allow for Summer graduations and progress toward graduation requirements.  | \$83,000    | Yes          |
| Edmentum ESL Readsmart- Online curriculum to support learning loss in reading and ELD.   | \$4,800     | Yes          |
| Educlimber- Assessment data and tracking system to organize student assessment results with student information systems to disaggregate the data to make informed instructional decisions. | \$10,900    | Yes          |
| Curriculum and Associates- iready diagnostics allows ELA and Math diagnostic assessments and screening for all K-8 students  | \$18,300    | Yes          |
| Mi-fi Smart pops- connectivity for families and staff who experience wi-fi issues  | \$72,000    | Yes          |
| Laptops for new staff- Due to increased enrollment additional teacher laptops were necessary   | \$35,130    |              |

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Additional targeted resources for Learning Loss or targeted needs in ELA, Math, and ELD based on Beginning of Year assessment results | \$108,339   | 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.]

Horizon Charter Schools will support mental health and social and emotional well-being of pupils and staff during the 20-21 school year by making resources available on the Homeschool Hub and at staff meetings and by providing ongoing professional development to all staff using state and local guidance such as Stronger Together - Coronavius (COVID-19) (CA Dept of Education).

### RESOURCES

1. For parents, students, staff, and the public:

- COVID-19 Updates section was added to Hub landing page with links to the Placer County Office of Education COVID-19 Crisis Response page and the California Department of Education Coronavirus Response and School Reopening

Guidance page.

- Information links were posted to Hub landing page such as COVID-19 Child Care Resources, COVID-19 Food

Resources, Social-Emotional Support for Students, Professional Wellness Teams Slideshow, and Headspace for Educators.

- Crisis hotlines for crisis support, suicide prevention, and disaster distress are posted on Hub landing page, High School

page, and Staff page as well as all COVID-19 information pages.

## 2. For staff and teachers:

- A STAFF Covid-19 Updates Hub page was created and is updated monthly with resources to support mental health of staff as well as students and families. Some resources available on the page are Mental Health Resources for K-12 Educators During COVID-19 (from CDE), Help for Students in Crisis (from CDE), Social-Emotional Support for Students (compiled by SPED Department), Helping Children and Families Cope with COVID-19, and Talking to Children About COVID-19.

## PROFESSIONAL DEVELOPMENT

### 1. For all staff:

- To maintain positive relationships among all staff, Professional Wellness Teams (staff support groups) were created in August and received initial training in how to support one another's social and emotional well-being in the workplace. Staff created a schedule to meet regularly--at least monthly--in their Professional Wellness Team to develop staff relationships and coping strategies and to support one another using tools and resources supplied by school psychologists.

- Monthly, school psychologists will share a well-being practice and resource for use in Professional Wellness Teams.
- Staff was provided reminders about Employee Assistance Program (EAP) and how to access the benefits at August 11

Inservice. This information is also posted on Hub.

- Staff was required to participate in online training modules Coronavirus Awareness and Coronavirus: Cleaning and Disinfecting Your Workplace.

### 2. For certificated staff:

- Tools to support the social and emotional well-being of students were shared with staff at August inservice.
- At monthly staff meetings, professional learning and/or training in tools and resources to support social and

emotional well-being of students will be incorporated.

- Mandatory online training modules in Youth Suicide: Awareness, Prevention and Postvention was assigned to all

certificated staff to be completed by 9-22-2020.

## 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.]

Horizon Charter School is fortunate to have a staff administrator serving as Parent Liaison. Because of this role, we are able to identify trends based on stakeholder input and address parent education needs in a prevention model.

Horizon Charter School will also engage in tiered reengagement strategies when students are absent from learning or not participating in instruction. In both the Home Study program and the Distance Learning program, teachers have been trained to adjust learning plans to increase engagement through a personalized approach. If this adjustment does not bring about a change in engagement, families will be contacted to create a collaborative plan. If students are still struggling to engage other support services will be considered through a process with the Regional Administrator. Options include, but are not limited to, MTSS social emotional supports, Guidance counselors, Truancy processes and SSTs.

## 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 predominantly serve students in Home Study programs in multiple counties, we are not obligated to provide wide-spread Nutrition services according to our charter. However, students who attend the Lincoln Montessori program do have access to Nutrition

Services supplied by Western Placer Unified School District with Horizon Charter School support. Notifications are sent to families through the Lincoln Montessori School with information about how these meals can be accessed.

## 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 |
| 45.86%%                                    | \$152,470  |

### 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.]

Needs of foster youth, English Learners, and low income students will be considered first by a process to disaggregate the student achievement data according to identified subgroups first. Next action plans will be put into place reflecting these needs as priority, and finally resources will be allocated to address the needs of these students in the first position.