



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.]

As a result of the COVID-19 pandemic and under the guidance of the Placer County Public Health Department and the Placer County Office of Education, Harvest Ridge Cooperative Charter School closed its on-campus hybrid program and transitioned to remote instruction on March 17, 2020. This involved the discontinuation of students receiving in-person instruction at school. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital and paper packet/curriculum means. Because students were unable to participate with in-person instruction in classrooms during this time, the progression of learning grade-level content across all subject areas was affected. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children’s instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students’ social wellbeing, emotional wellness, and physical health. Even

though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions were hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level.

The first announcement to families was sent on July 17, 2020, from Gavin Newsom announcing no schools were to open prior to being removed from the waitlist. On July 31, 2020, the Executive Director of Harvest Ridge Cooperative Charter School announced plans to start the 2020-21 school year fully in Distance Learning and to continue until the status of the Placer County watchlist allowed for a return to in-person learning.

Stakeholder Engagement

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

HRCCS's efforts to solicit stakeholder feedback to inform the school's reopening plan and the Learning Continuity and Attendance Plan began in June and continued throughout the development process. Harvest Ridge's reopening plan emphasized the importance of parent input through surveys and data collection as a foundation of planning. Engaging in outreach and surveying stakeholders have provided and continue to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, those who attended Board of Directors meetings addressing reopening were able to ask questions and learn about the plan as it gets tweaked pursuant to local health guidelines and legislation.

As the 2019-20 academic year came to a close, the school administered a survey to families in June 2020 to gain their feedback on distance learning. This survey was administered to families via Google Forms. With over a 70% percent response rate, the survey and detailed results assisted teachers and administration in developing a Distance Learning model that really addressed what our families and students were seeking in the Distance Learning environment. The detail yielded from such responses showed that our students and families wanted more interaction with between teachers, students and peers with an increase in live instruction; a weekly schedule posted ahead of time; flexibility for due dates and assignment completion; and opportunities for fun and stress-free activities to lighten things up.

On August 14, 2020, HRCCS families were given an additional survey through Survey Monkey to gather further input to guide our Learning Continuity and Attendance Plan. This survey had a 44% parent response rate, and included information from both classroom-based and home study student families. The data from this survey indicated the following trends: weekly expectations and assignments posted at the beginning of the week; flexibility for families; predictable schedule for live interactions with whole group and small group meetings; independent work opportunities for students; a return to live instruction when possible; technology support; and support for social-emotional needs for students at home and on campus, with a big emphasis on increasing student motivation & establishing routines and structures.

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

HRCSS engaged with stakeholders by using the Zoom virtual meeting platform such as Zoom. The platform provided a link to join the meeting with camera and microphone, or by phone. In addition, the Learning Continuity & Attendance Plan Draft was made available online to the parent community at the Public Hearing on September 3, 2020, along with an e-form where they can provide written feedback.

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

- Praise for teachers and staff for a timely and effective response to distance learning 2019-2020
- Accommodated, flexible workload was requested for families that faced challenges in completing all assigned work
- Need for more robust synchronous learning opportunities should distance learning occur in 2020-2021
- Desire to return to school full time for seat-based instruction in 2020-2021
- Desire for home-based options in 2020-2021 for those unable or unwilling to return to seat-based instruction
- Additional allocations of Chromebooks for families with multiple children sharing devices
- Majority of students and families were actively participated in distance learning (some teachers estimated 95%)
- Addressing safety and social-emotional needs of all stakeholders upon the return to school in 2020-2021
- Developing relationships and classroom community should 2020-2021 begin with distance learning
- Assignments posted weekly so families could adequately plan
- predictable schedules for live instruction and teacher office hours
- technology support to facilitate online learning opportunities

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

HRCSS actions related to the specific aspects of the Learning Continuity and Attendance Plan as influenced by stakeholder input are described in each proceeding section.

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.]

Harvest Ridge Cooperative Charter School has created a School Reopening Guidance document that outlines safety procedures and protocols for the reopening of school in 2020-2021. The guidelines within this document are based on state and county public health recommendations. Harvest Ridge plans to reopen schools to students once cleared by the state and county to do so. In response to stakeholder feedback, for those students and families unable to (due to medical need) or unwilling to return to seat-based instruction, the school will be providing an Independent Study option with teacher support throughout the 2020-2021 school year. HRCCS has been in regular contact with the Placer County Public Health Director. Should a confirmed COVID-19 case occur on one of HRCCS's school sites the Public Health Director will be notified and provide guidance as to what level of closure is required. HRCCS plans to follow the directions provided and reopen the classroom or school once allowed to do so. During the closure distance learning will be provided to all affected students.

PPE is stored on site and will be provided to individuals who come onto school campus. All visitors will be required to complete a temperature check, wear a mask and fill out our visitor log for contact trace purposes. Once we transition to a hybrid or in person model, school purchased PPE will be distributed to all students and staff members. The school has established a check in/out system for everyone who comes onto campus, so that we can trace infection if it occurs. We will limit the amount of family members/visitors who can attend meetings, and conduct as many as possible via Zoom.

In order to address learning loss that occurred during the 2019-2020 school closure period HRCCS will provide diagnostic assessments to all students at the beginning of the school year. These assessments will allow the school to identify and target learning for students who have experienced significant learning loss during school closures. Additionally, support services through the HRCCS resource/intervention teacher, school counselor, special education providers, and site administrator will continue to work with students and families with individualized needs.

Should a continued need for distance learning arise in 2020-2021 the school plans to continue support services for those students with significant learning loss. Additionally, high quality distance learning will be continue to be implemented for all students.

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

Description	Total Funds	Contributing
School Reopening Protocols and Procedures: Requires the following additional items at an increased cost for HRCCS during the 2020-2021 school year <ul style="list-style-type: none"> • Face shields for staff 	\$5,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • Face masks for students and staff • Possible Individual desk dividers (plexiglass) for students • Plexiglass dividers for service providers/office • Thermometers for daily temperature checks • Additional custodial supplies (hand sanitizer, soap, disinfectant, etc) • Water bottle filling stations • Cleaning supplies for playground/lunch/outside campus areas • Outdoor Hand washing station 		
<p>Instructional Aides to assist with cohort/recess/lunch supervision, small group instruction for learning loss support, additional cleaning protocols</p>	\$10,000	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.]

- Use of Schoology (Grds 3-8) and Seesaw (Grds. K-2) as learning management platforms for students and parents. These platforms provide consistent access for communication between teacher/students and between students, access to all assignments and curriculum, lessons, gradebooks, and calendars
- Staff directed professional development based on teacher and staff needs
- Dedicated time for professional development, staff meetings, and grade level collaboration
- Use of adopted, core curriculum for daily classroom lessons (to be used in class as well as virtually to allow for seamless transition between in person and distance learning)
- Academic conferences (virtual or in-person as circumstances allow) to review student progress and plan for appropriate intervention and progress monitoring
- Regular communication from both the site and school district regarding updates and resources for families
- Letter grade and Standards-based grade reporting

- School site information events to continue through virtual setting (PTC meetings, Back to School Night, Parent-Teacher conferences, etc)
- Offering outreach and support through individualized services to students as needed (English Learner, foster and homeless youth, counseling, etc)
- Providing accommodations, modifications, and services to students as appropriate through IEPs, 504s, and intervention
- Technology support for families in need of access
- Free and reduced lunch services

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 have been assigned a device to facilitate distance learning. Students in Kindergarten received iPads, students in grades 1-4 received a Chromebook, and students in grades 5-8 received a MacBook Air. Ongoing technology support will be offered throughout the school year, and IT support will be available for students and staff.

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.]

Daily attendance will be taken by certificated teachers during all synchronous sessions, with a daily follow up for students who may not be attending. Independent Study instructional requirements for engagement will continue to be followed and tracked according to HRCCS's adopted Independent Study policy.

Synchronous and asynchronous instruction occurs daily for all students. Students attend classes for their morning meeting, where teachers take attendance, review an overview of the learning goals for the day, provide a brief introduction or review of concepts, and engage in discussions and activities designed to support school connectedness. All students will participate in differentiated small group synchronous instruction throughout the week as well. Small group instruction will enable students to participate in discussions with peers, receive targeted support, and participate in other meaningful learning activities which deepen and clarify their understanding of the material. To support asynchronous learning, teachers upload assignments to Schoology and Seesaw, with recorded lessons and links to additional supports for student success.

Student work is turned in either through the Schoology or Seesaw portal, or collected during scheduled drop-off times at the school. Teachers assess student work and provide regular feedback, and keep a grade book to monitor progress.

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.]

Harvest Ridge will provide professional development collaboration opportunities in the areas of student engagement, community building, virtual platforms, core curriculum, assessments, and addressing unfinished and social-emotional learning. Teachers will have regular opportunities to engage in peer-to-peer professional development, support distance learning best practices, support students of concern and implement interventions for specific sub-populations, delivery of academic content, implementation of instructional strategies, ensure continuity of content vertically amongst all courses. and problem-solve new challenges as they arise.

Staff Roles and Responsibilities

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

The roles and responsibilities of staff during the COVID-19 pandemic are ever changing. As always, HRCCS staff collaborate in order to learn from one another and best serve our students. During COVID-19 this collaboration has increased in frequency and duration. In addition, although roles have not changed formally, the focus of individuals has shifted from the traditional approach of seat-based instruction to one focused on providing high-quality virtual instruction and supports that meet the unique needs of our families during distance learning. Now, more than ever, educators have become learners first and practitioners second. Additionally, while administration has always been aware of the need to address the social-emotional needs of staff, the COVID-19 pandemic has made this work even more critical.

Classified support staff duties have been reallocated to work with teachers to support students' engagement, attendance, academic success, parent outreach, additional cleaning, and support for distance learning resources and supplies.

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.]

For the 2020-2021 school year during Distance Learning, the daily schedule has been modified so that students have a mixture a synchronous and asynchronous learning between the hours of 8:30 and 11:30 am. This will allow teachers to spend more time in

providing additional opportunities for differentiated and scaffolded instruction to all students, engage in weekly small group and 1:1 instruction, and the ability to provide regular feedback to students and parents.

The Special Education team is connecting with families to review (IEPs) to support distance learning needs and services. Students' services will reflect individual Offers of FAPE, including related services (e.g., counseling, speech-language service) as appropriate. The team will also consider additional services and supports to address unique needs during distance learning. Students with IEPs have access to their assignments through a virtual platform as well as appropriate accommodations and services through support providers as needed utilizing telephonic and digital communication. If an IEP amendment is warranted, one would be provided to families for review describing temporary

changes to service as set forth in the last signed IEP. HRCCS anticipates continuing with annual and triennial IEP meetings virtually in order to collaborate with families during school closure, as well as once in-person learning resumes to provide maximum safety for all parties.

Students with 504 Plans will be provided access to their assignments through a virtual platform as well as appropriate accommodations provided by the general education teacher and support providers as needed. Communication will be provided to families regarding temporary programmatic changes and supports for students during distance learning, if needed.

Supplemental learning resources/curriculum to address skill gaps and learning loss include:

- Reading A-Z
- i-Ready
- Zearn
- Khan Academy

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

Description	Total Funds	Contributing
Additional Technology Devices (i-Pads/Chromebooks/chargers) for student and staff use	\$3,500	Yes
Zoom accounts to facilitate whole group, small group, and 1:1 supports	\$2,640	Yes
Upgrading virtual platform for Seesaw to allow for additional features that will support students	\$500	Yes

Pupil Learning Loss

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

HRCCS plans to address inequities head on by prioritizing the most critical prerequisite skills for ELA/Math and utilizing diagnostic assessments to determine students’ unfinished learning. Adaptations to the scope and sequence will be made to reflect the needs of the

students as determined by diagnostic assessments. During the 2020-2021 school year, grade level content is the academic priority with embedded scaffolds and review of past grade level standards spiraled throughout the year on an as needed basis.

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.]

HRCCS will provide professional development collaboration and coaching support for teachers and staff during the 2020-2021 school year with a focus on strategies to address learning loss and accelerate learning progress. For example, creation of classroom structures and schedules that allow for small group instruction with whole class time focusing on major grade level standards. Formative assessments will be used to inform teachers' next steps and instructional design. In addition to core subjects, all classroom teachers will incorporate social-emotional learning and check-ins with their students in order to best meet the needs of students. Collaboration time will continue to be provided throughout the school regardless of whether students are in-seat or distance learning in order to allow teachers to thoughtfully plan lessons and address both new and unfinished learning.

Students in all grades will complete at minimum two rounds of test administrations i-Ready during the school year. The data will be analyzed to determine the extent to which there is cohort growth i.e. if students are growing from fall administration to spring administration in ELA and mathematics. Data will be used to identify additional instructional supports for students. In the assessment program, students are provided a typical annual growth goal for their achievement and an individualized pathway for personalized learning. Students will work on their learning plans during their asynchronous instructional time, and can use the i-Ready individualized lessons for practice and review.

If Harvest Ridge receives any English Learners throughout the school year, the teachers will work with students during small group instruction, modeled lessons, and staff development opportunities in order to meet the individual needs of English Learners.

Students with IEPs and 504 plans will continue to be provided with access to their general education curriculum with accommodation and/or modifications through support providers based on individual needs. Regular collaboration between general education and special education staff allows for targeted support throughout the school day.

As additional individual needs arise, school site teams will collaborate with the Assistant Superintendent of Educational Services to provide support for low-income, foster, and homeless youth.

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.]

Regular Student Intervention Team meetings are held monthly to review student assessment data to determine student progress and develop/monitor intervention plans. In this way, the effectiveness of services and supports can be measured and, when appropriate, students can be referred for additional tiered supports. In addition, school sites teams meet regularly during collaboration time and staff

meetings to review behavioral data, outreach strategies, and other supports for individuals. During distance learning, all of these collaboration opportunities will continue through a virtual platform.

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

Description	Total Funds	Contributing
i-Ready	\$10,850	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.]

HRCCS will be assessing student needs during the beginning of the school year to assess supports needed, as well as review available socio-emotional curriculums and resources that will best meet our students' areas of need. Curriculum supports will then be added weekly lessons to allow all staff to address the most pressing social-emotional concerns of students using both a common curriculum and common language throughout the school.

Additionally, professional development and resources will be provided and reviewed through ongoing professional development throughout the school year. HRCCS shares access to resources for teachers related to building positive relationships, classroom culture, responding to trauma, and providing social-emotional supports for use during the 2020- 2021 and beyond. This resource focuses on how to maintain these crucial components during both in-seat and distance learning should the need arise.

Parents are provided a link to resources for support, including mental health and social and emotional wellbeing contacts. As part of these resources, the county's 211 Placer system has been shared with families. 211 Placer provides a 24/7, one-stop shop for referrals to community and health services including food, transportation, senior care, employment services, housing assistance, mental health supports and much more.

HRCCS teachers will continue to utilize daily check-ins with students in order to assess participation and needs related to mental health. This will occur during both in-seat and distance learning. Should students show needs that cannot be addressed in the classroom, referral processes are in place for additional support through counselors or other support providers, such as Kid's First and Lighthouse Wellness Center.

Additionally, if families are not accessing distancing learning, school site staff will continue to reach out individually and determine how to best support students.

To support staff mental health and social-emotional wellbeing HRCCS will continue with a meeting and collaboration format that allows for teacher and staff needs to be heard and addressed in a timely fashion.

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.]

HRCCS plans to utilize the following strategies to reengage students absent from distance learning:

Outreach Strategies:

- Classroom teacher communication directly to the family by email and or phone to discuss barriers to access.
- Executive Director communication directly to the family by phone call should teacher outreach be unsuccessful.
- Email and/or use social media platforms to contact students.
- Conduct Zoom meetings/FaceTime meetings with Parents.
- Potential home visits should communication outreach be unsuccessful after multiple attempts.
- Communication will be made by translators utilizing the home language if the child is a English Learner.
- Depending on need the school would provide resources as appropriate. For example, counseling check-ins for social- emotional or mental health needs, technology resources, and/or referrals to county agencies for resources outside of the school scope (housing or food instability), etc.

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.]

Harvest Ridge will continue to partner with the Newcastle Elementary School District to provide meals to students qualified through the free and reduced school lunch program throughout the school year for both in person learning and during distance learning. Students who do not qualify for free and reduced lunches will be provided free lunches through December as funding allows through the federal government. Lunches will be prepared at Newcastle and the District will adhere to social distancing practices, and all food service workers will wear gloves and masks during preparation and food delivery. During distance learning, families will pick up lunches twice a week through a no-contact, drive-up system. When possible, additional non-perishable items for the following days' breakfast and/or snacks will also be included in each lunch.

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
3.72%	\$54,863

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.]

When addressing significant learning loss resulting from the COVID-19 pandemic, HRCCS has and plans to continue to utilize the following intervention process:

- Identify unfinished learning through diagnosis assessments for all students
- Allow collaboration and planning time for teachers to develop action plans to address unfinished learning for their students, with a focus on English Learners, foster youth, homeless youth, and low-income students
- Provide high quality first instruction for all students with scaffolds and small group instruction as needed
- Monitor student progress throughout seat-based and/or distance learning
- Continue to develop and adjust action plans as needed based on ongoing data collection and analysis
- Throughout this process, maintain open lines of communication between all stakeholders

While this process will be applied to all HRCCS students, staff recognize that those most affected will likely be our English Learners, foster youth, homeless youth, and low-income students. Throughout the school year all teachers will receive ongoing support to address student needs as well as access to referral processes for those students in need of tier II and/or III intervention outside of the classroom teacher. The school has provided a certificated intervention teacher to support students, as well as instructional aides to provide 1:1 and small group support. In this way, the needs of our students most likely to be negatively impacted by an interrupted school year receive timely and effective intervention to address learning loss.

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

Students will have the opportunity to receive additional one-on-one or small group intervention from the Resource/Intervention teacher or instructional aides, and/or they can attend their teachers' daily virtual office hours. Additional math support can be available through collaboration with the math teacher.