



Learning Continuity and Attendance Plan (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.]

Twin Ridges Home Study Charter School regularly offers a homeschool program with in-person enrichment opportunities for students. The closure, because of the COVID-19 pandemic, has affected our enrichment a great deal. During this last semester, we had to close in-person enrichment classes and instead enrichment teachers produced lesson plans that students could do at home with their regular homeschool curriculum. These lesson plans were e-mailed to all homeschool families. This gave homeschool families more responsibility for student learning than before the closure. Fortunately, homeschool families were used to managing, developing and providing lessons to their home school students before the closure and therefore after the closure, families continued on with their learning as usual. The closure did change the way students and families were able to meet with their supervising teacher. Previous to the closing, parents, students and families would meet with their supervising teacher in-person. Teachers were then able to help students with learning concepts or future curriculum and lessons. This has changed and now teachers communicate with their families through technology. Teachers used the phone, zoom and facetime as some of the ways to connect with their homeschool families. Students used technological resources to present their eighth grade projects instead of presenting them in person. The enrichment portion of our program needed to be changed with the closure but the homeschool portion of our program did not change too much. The parents are the day to day teachers in the homeschool program and the supervising teachers are there for guidance, support and knowledge in regards to curriculum, standards and instruction. Our special education team was also able to use technology to provide services for our special education students. The special education teachers used zoom etc. to work with students so special education services were not interrupted.

Presently, we find ourselves creating a path for the new school year using the same COVID-19 pandemic lens. Fortunately, this year began with our students becoming engrossed in their homeschooling program. Families began and will continue to provide homeschool curriculum to their students. We will not be providing in-person enrichment classes due to the COVID-19 safety guidelines provided by public health. This does negatively impact the social and emotional learning that occurs for so many of our students during in-person enrichment. Students will be taught all curricular content at home with parental guidance from a supervising teacher. The supervising teachers will continue to guide homeschooling families through the use of technology. The teachers will use technology such as zoom, facetime, email, text and phone to meet with their homeschooling families.

The COVID-19 pandemic has not affected our homeschool as much as it has seat based schools because our students are used to learning at home. The teachers are used to guiding the families with their curriculum and instruction. Although many parents, students and staff are awaiting the reopening of enrichment classes we will not do so until it is safe for all who participate.

Stakeholder Engagement

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

Twin Ridges Home Study Charter is currently a school of 169 students therefore, the students, staff and families are in close communication. There are many ways in which TRHS solicites stakeholder feedback.

First, three different parent surveys were sent out in 2020 using email. These surveys were meant to take the pulse of homeschool parent thoughts and opinions regarding the school and its program offerings. The first survey was meant to capture parental thoughts regarding the overall effectiveness of TRHS. The second survey was aimed at enrichment options and the third survey was created to find out what parents thought about the options available for enrichment with COVID-19 safety guidelines in place. These surveys were very important in collecting ideas and thoughts that parents might have regarding our program and its level of success.

TRHS also gathers input from the school's Board of Directors. Currently the board members consist of four parents and two TRHS supervising teachers. The Board of Directors is also an extremely important entity in providing feedback. They not only approve budget and policy at TRHS, they provide an opportunity for the board members and visiting members of the audience to present thoughts, opinions, ideas and concerns. Many ideas have been brought to the Board of Directors for discussion and review. These meetings are currently being held in a zoom format.

Staff present valuable feedback in regards to all aspects affecting TRHS students, families and staff. TRHS staff meetings occur monthly and incorporate the ideas, concerns, questions and decisions that help TRHS continue to thrive. Staff are also encouraged to bring forth any feedback they may find important at any time. Staff does this through email, phone and in person. The director has an open door policy and believes in collecting feedback to inform decisions regarding all aspects at TRHS. The staff meetings are currently held through zoom as well.

The TRHS Leadership Team creates discussion and provides valuable feedback as well. Staff are also asked to communicate a great deal with each homeschool family and bring any feedback to the staff meetings. Supervising teachers meet at least once a month with their homeschool families. This is productive because it allows all parents to provide feedback even if they do not have access to a technological device. During COVID-19, teachers are in contact with parents by phone, text, email, and by computer. TRHS homeschool families also email staff directly, including the director, in order to provide feedback.

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

Beginning in April 2020, public meetings and public hearings are being held by zoom and therefore can be accessed remotely. Before COVID-19, Board of Directors meetings were held in-person at the Nevada City School Site with audio remote participation from the Wheatland and Truckee sites. During all board meetings, the public has been able to ask questions or make comments during agenda items as well as during public comment. The agendas for these meetings are placed on the school's website. Public notice of these meetings are posted 72 hours in advance along with the agenda.

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

TRHS received a great deal of feedback from stakeholder groups. A parent survey was sent out to gather the interests of the parents regarding our enrichment program. First, while looking at in-person enrichment classes we found that masks were not popular with some homeschool families for students to wear during enrichment. The parent survey also suggested that only 35.85% of families would send their children to enrichment with the COVID-19 guidelines in place. 32.08% of families might send them but would limit the amount of enrichment and 32.08% of families would not send them to enrichment with Covid-19 safety guidelines in place. These guidelines include wearing safety masks and staying 6 feet apart from one another. This survey consisted of 53 responses. TRHS found through the parent survey that 5.66% of the 53 responses indicated that they rely on in-person enrichment in order to attend work. This left 50 out of 53 families indicating that they were able to provide at home instruction without in person enrichment classes because at least one parent was home or they tweaked their work schedules to accommodate.

The Board of Directors expressed interest in making sure that our school staff work on ways to support the families since in-person enrichment would not be occurring during the first semester of the 2020-2021 school year.

Staff were interested in having free online resources available to students to use as a supplement to their homeschool curriculum. Staff also wanted to make sure that assessments were in place so teachers could use that data to decide which students need extra academic support. Staff also expressed the need to add a tutoring piece to the TRHS program in order to provide this extra support for students.

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

TRHS solicited feedback regarding the enrichment program. Since we are a homeschool program, enrichment is the only part of our program that is usually in-person. Based on feedback from a parent survey, TRHS will offer enrichment classes via zoom during the COVID-19 pandemic. 77.36% of families that completed the survey did not wish to use their homeschool stipend money on enrichment classes via zoom. That means that 22.64% of families would like the opportunity to use their educational allowance on zoom led enrichment classes. Therefore, a zoom enrichment program will be implemented.

The Board of Directors expressed concern about supporting TRHS students since in-person enrichment will not be occurring for the first semester. We made sure to add tutoring to our plan for students that need the extra academic support. Supervising teachers will provide these tutoring opportunities for students through zoom. Students are chosen for tutoring based on assessments given three times a year.

Staff suggested that TRHS provide students and families with online resources to supplement curriculum that is being used at home. TRHS is in the process of securing online resources that will be free for students to use to supplement their homeschooling program. Examples of these resources are Reading Eggs and Prodigy. Most assessments are in place for K-8 except for K-2 math assessments. TRHS staff will work on creating K-2 math assessments.

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.]

Since we are a homeschool program, we do not operate classroom-based instruction. The parents teach their children at home and prior to COVID-19, TRHS provided an in-person enrichment program. The enrichment program involved students who wished to participate in classes in order to supplement the academic program they were receiving at home. During the COVID-19 pandemic, a zoom based enrichment class program will be implemented instead of the in-person enrichment program. TRHS will be adding an academic focus to several of the zoom enrichment classes in order to supplement student's home curriculum and instruction.

Once TRHS is able to open up the in-person enrichment program, students will attend enrichment classes at one of the three TRHS sites. Several of the in-person enrichment classes will focus on academics and will therefore, support the academic instruction being done at home. All students who are interested in attending the enrichment classes may use their educational allowance to do so.

TRHS has developed a School Site Specific Protection Plan (SSPP) which describes the safety measures that will be taken once TRHS is able to open up the in-person enrichment program at the Nevada City, Wheatland and Truckee Sites. This re-opening plan or SSPP will be given to all staff as well as all parents so they may become aware of the planned specific safety measures as well as the focus on student and staff health. The TRHS school nurse has trained the TRHS School Director in how to do symptom assessment and contact tracking if a student or staff member has symptoms while on campus. Parents will be directed by TRHS staff to complete temperature checks and a symptom checklist with their student before sending them to the school site. Staff members will also complete a temperature check with individual students as they enter each school site.

Nevada County is not on the "watch list" at this time and therefore, special education staff may choose to assess students in-person if needed. Supervising teachers may need to assess students in-person if assessing through zoom or at home is not feasible. Safety measures will be taken during any in-person student interactions. These safety measures include wearing masks, sanitation of work areas, social distancing and the use of plexiglass dividers. These safety measures are based on guidance from Nevada County Public Health.

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

Description	Total Funds	Contributing
Teachers are provided a plexiglass barrier so they may assess individual students when it cannot be done using technology. These plexiglass barriers are used when proper physical distancing cannot be maintained. CARES Act funding is used to support this action.	\$500	No
Instructional materials are provided to students for their homeschool program. Supervising teachers help homeschool families choose curriculum and other instructional materials needed to develop and implement a well rounded, standards based program. Lottery funding is used to support this action.	\$35,000	No
COVID-19 safety signs are posted.	N/A	No
Personal Protective Equipment (PPE) equipment is provided for staff by Office of Emergency Services. Additional supplies purchased with CARES Act funding.	\$1,000	No
Enrichment teachers choose an enrichment focus, develop lesson plans and then teach the enrichment class.	\$99,500	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.]

Twin Ridges Home Study Charter is a homeschool program and therefore, students receive continuity in academic instruction during the school year even when in-person enrichment instruction is not available. Since the in-person enrichment program will not be offered at this time, a zoom enrichment program will be offered instead. Curriculum and instructional resources will be picked up by a parent or delivered by the supervising teacher. Safety protocols will be used when these interactions take place. TRHS teachers, families and students are using the same curriculum and instructional resources as they did prior to COVID-19. Supervising teachers will meet with their homeschool families using technological devices. If necessary, in-person meetings occur using safety protocols. These safety protocols include the wearing of masks, staying at least six feet apart and disinfecting surfaces and items.

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.]

Twin Ridges Home Study Charter School has made sure that any TRHS family needing a chromebook to assist in their academic program at home has one. TRHS has made sure of this through the purchase of twenty new chromebooks. Making sure that students have a chromebook will also allow students to take part in the online enrichment classes offered while the in-person enrichment program is not available. Students who are identified as needing a "hot spot" (portable wireless internet connection) may receive one from the school to use for access to the internet and therefore, a variety of educational experiences.

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.]

Since TRHS is a homeschool program, supervising teachers will continue to collect work samples and meet with students and families online. Parents will continue to complete attendance online as well. This is the same as during pre-pandemic practices. Supervising teachers will provide homeschool parents with the assessment materials needed to complete STAR Math and STAR Reading for grades three through eight as well as kindergarten through two assessments as appropriate. Those students who are unable to assess at home or through technology may assess at the school site using safety measures.

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 opportunities have been provided through the Nevada County Office of Education. These opportunities have included professional development in technology. For example, a couple of supervising teachers attended a google webinar. Professional development opportunities have also been presented by CAASPP. Many professional development opportunities are sent to the director of TRHS and then sent out to the rest of the teachers and staff. Staff and teachers are encouraged to take part in these opportunities and request funds if needed. TRHS will continue to provide professional development opportunities for staff so they are equipped to deliver appropriate support and guidance during the COVID-19 pandemic.

Staff Roles and Responsibilities

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

Supervising Teachers that previously taught enrichment classes, now tutor students that are not showing academic progress or growth over time. Several enrichment teachers that previously taught enrichment in-person are now teaching zoom enrichment classes.

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.]

Due to the nature of the homeschool program, supervising teachers are in close communication with their homeschool families. Therefore, supervising teachers are able to become aware of student and family needs and communicate those to staff or outside resources that can assist families. TRHS prides itself in reaching out to resources outside the school for additional support for families in need. Special education teachers will continue to offer services and conduct assessments through a technology device. If that is not feasible, they will conduct services and assessments in person while following COVID-19 safety guidelines. TRHS does not presently have any students who are English Learners.

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

Description	Total Funds	Contributing
Chromebooks are provided to any TRHS family needing one so students may access all online supports and resources. CARES Act funding is used to support this action.	\$9,000	No
Supervising teachers will provide tutoring for homeschool students that show a lack of academic progress or growth. Cost is included with teacher salary.	\$0	Yes

Description	Total Funds	Contributing
Enrichment teachers will teach zoom enrichment classes for students who are interested in taking classes online. CARES Act funding is used to support this action.	\$4,000	No
TRHS will offer families online resources. Reading Eggs, Prodigy and Headsprout are three of the online resources provided by TRHS to address learning gaps and to continue student progress.	\$1,000	Yes
TRHS will provide a "hot spot" (mobile internet connection) to students at no cost. This will allow for access to the internet, online curriculum and other resources to support students in academic progress. CARES Act funding is used to support this action.	\$2,500	No

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.]

Supplemental online resources are offered to families that are interested. Supervising teachers encourage the use of these online resources to students that have experienced learning loss or need additional academic support. Supervising teachers will provide homeschool parents with the assessment materials needed so learning gaps may be identified. Students will complete the STAR Reading and STAR Mathematics online assessments if they are in third through eighth grade. Kindergarten through grade two students will complete BPST as well as the San Diego quick assessments. TRHS teachers will be working to creating a mathematics assessment for grades K through 2.

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.]

Online resources will be provided to families who are interested. Supervising teachers will provide tutoring for students who have shown need through academic assessments given. TRHS has many vendors that provide enrichment activities in a virtual manner. TRHS enrichment teachers will provide virtual enrichment classes. These services have the opportunity to address student learning loss and provide for accelerated growth.

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.]

The effectiveness of providing online resources and tutoring will be measured through tri-annual assessments. This will allow practitioners to intervene if students are not demonstrating success and/or growth.

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

Description	Total Funds	Contributing
TRHS will provide standards based curriculum so students may access instruction and content and make academic growth and progress toward standards. Costs are included with teacher salaries.	\$0	No
TRHS will implement and create assessments to monitor student academic progress and assess the need for tutoring intervention. Costs are included with teacher salaries.	\$0	No

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.]

Twin Ridges Home Study Charter School will be implementing the TRHS Student Study Team (SST) process to create strategies and curriculum to address student academic needs. The SST process will also generate ideas to provide targeted and intensive support for both mental health and social emotional well-being. TRHS will be forwarding any webinars, flyers and other information regarding social emotional well-being and mental health provided to TRHS on to families so that students and staff can benefit.

Since TRHS is a homeschool program, supervising teachers work closely with each family and are privy to the academic, social emotional and mental health of students. The supervising teachers can then implement the SST process as needed. Through this process, TRHS staff will provide information regarding outside agencies that can assist students and their families. TRHS does not have access to counselors on site to assist students so the SST process is imperative in the role of providing access to resources. The TRHS school psychologist will also be a great resource for students and staff during the COVID-19 pandemic and beyond.

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.]

With only 169 students, TRHS supervising teachers reach out to families on a regular basis. Supervising teachers, as well as special education teachers, reach out to the director of TRHS in order to implement a Student Study Team or a Student Attendance Review Board Process when students become disengaged in their process of learning. TRHS reengagement strategies start with teacher outreach and then if needed, the Director of TRHS becomes involved in discussing the issue with family. Attendance and work samples along with assessment results becomes a large part of assessing student learning loss as well as student disengagement.

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.]

TRHS is a non-site based charter school and is not required to offer meals to students unless students are required to attend a site-based activity for more than two hours a day (Assembly Bill 1871).

Although students are not attending the sites for in-person enrichment, TRHS will be offering meals for families once a week. Families will pick up food from the school site on a pre-determined and advertised day.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	TRHS bought document cameras for certain Chromebooks. The document cameras support special education students to use real world manipulatives and materials during virtual service sessions. CARES Act funding is used to support this action.	\$500	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.71%	\$128,480

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.]

Twin Ridges Home Study Charter School continues to spend supplemental and concentration funding on a school wide basis as it is the most effective way to ensure that low income, foster and EL students have access to the services. TRHS is a non-classroom based independent study charter school and all materials purchased that are targeted towards unduplicated pupils are housed in a central lending library available for all parents to access based on their home schooling philosophy. Supplies and services are principally directed to the unduplicated population on a targeted basis to meet individual needs. This year teachers will provide additional tutoring. The school purchased multiple online curricula to help mitigate learning loss during Distance Learning. TRHS also offers an enrichment program. These enrichment classes are offered to all students but are principally directed to the unduplicated pupils to encourage increased engagement and supplement the core academics taught at home. Teachers continue to be trained in best practices to assist parents in educational options.

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

Services are principally directed towards low income, foster and EL pupils and are increased with supplemental online resources, enrichment classes on campus and assessment tools. Services are improved through additional tutoring provided by certificated teachers based on student needs. Each unique student's needs will be met with highly qualified teachers, individual student budgets and a focus on developing meaningful local assessments. TRHS is an individualized home study program and will meet the specific needs of all students in order to improve student achievement school wide.