

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
Big Sur Charter School (BSCS)	Aimee Alling	director@bigsurcharterschool.org ; 831-324-4573

General Information

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

Big Sur Charter School is a non-classroom based, public school that offers a blended learning program to approximately 100 students in K-8. Students attend classes at the learning center, attend an environmental studies class in the community (Coastal Stewardship) and receive instruction at home working with their parents. In March of 2020, when school campuses in Monterey County were closed due to the coronavirus, we closed our learning center as well. There was very little to no interruption to student learning or attendance. During the first two weeks of the learning center closure, we relied heavily on home education. During this time our teachers and staff become experts on remote learning. We also made certain all of our families had access to the internet and to a device. Week three saw all learning center and Coastal Stewardship classes being delivered remotely.

We did not see any changes in our attendance trends after the closure of the learning center. Nor did we see any significant changes in student's ability to complete work, in quality of work, or in individual grades.

Stakeholder Engagement

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

In response to the learning center closure, the first was to ensure that each family had a device and could connect to the internet from their home. This was done through surveys, phone calls and in person meetings in March and again in August. In August we held an all school orientation meeting and grade level orientation meetings to ensure all families knew what to expect this year and how to receive assistance. Those families that did not attend were contacted by phone or email and recordings of the meetings were post on ParentSquare. All families were given a copy of our Remote Learning Guide which further lays out what was covered in orientation. In August and September teacher and administration office hours were increased to assist families, all teachers held grade level meeting to walk the parents through how to use the various platforms and devices in LP2. We created how to guides as questions arose regarding how to use the various platforms and devices, and how to trouble shoot. The first Home Educator Learning Program meeting topic was Educating your Child at Home.

Given the nature of our program, the staff communicates at least weekly with all families, especially those whose students are struggling or falling behind. All of our families speak English; however, materials are made available in Spanish as needed.

All of our staff have school computers. Initially staff input regarding reopening was requested via surveys and during meetings via Zoom meetings. During the school year we meet weekly as a team to reflect and readjust as needed, to discuss specific family/student needs, and engage in professional development.

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

All of our board meetings are being held via teleconferencing or telephonically. No in-person meetings are been held at this time. The board packet is available on our website. Hardcopies are available by request.

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

Discussion in public meetings, with staff and families has focused on technology, expanding some of our learning platforms, and improving our social emotional support for students.

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

Based on stakeholder input, we have purchased hotspots with contracts, webcams and microphones for staff, an education package from Zoom, increase the school internet infrastructure, participated in professional development, and implementing a school wide social emotional learning curriculum.

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.]

All students received curriculum the week prior to the start of school. This includes textbooks, workbooks, journals, and any other materials needed to complete home education assignments. Parents receive teachers guides and answer keys to support them as the home educator.

When we are allowed to bring all students back to the learning center, we will follow all protocols set forth in our 20-21 Reopening Plan which can be found on our website: www.bigsurcharterschool.org.

Our maximum class size is 15. With our small classrooms, we will bring students back on an A/B schedule to ensure proper physical distancing. We will follow a set sanitizations schedule between groups, provide necessary PPE to all students and staff, provide hand sanitizer for all classrooms. Desk shield will be installed when physical distancing cannot be ensured.

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

Description	Total Funds	Contributing
Ensure that all students are making adequate academic progress by conducting MAP assessments twice a year and the CASSPP summative assessment at the end of the year.	\$1,000	N
Ensure that those who score below the 30 th percentile on MAP assessments and our vulnerable students are being monitored and interventions and support are being provided.	\$8,000	Y
Ensure a safe learning environment for students and staff at the learning center.	\$14,550	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

In addition to the home education curriculum, this year, we provided students/families with the textbooks and materials typically used during learning center classes to ensure that they have everything they need during remote classes. The curriculum and instructional resources used during remote learning will be the same as those used when we return to in-person learning.

Teachers will provide extra support via Zoom for all students that are demonstrating regression, or are performing below expectation. This includes English learners, students with learning differences, or any student the teacher deems at risk of learning loss. We will continue to conduct schoolwide benchmark assessments in September and January. Additional monitoring and support will be provided to all students who score in the 30th percentile or lower.

The first step in our stakeholder engagement process was to ensure that each family had a device and could connect to the internet from their home. This was done through surveys, phone calls and in person meetings in March and again in August.

All learning center and Coastal Stewardship classes are being taught remotely following the school schedule that was developed for in-person instruction with no restrictions. Class times have been shortened to reduce the time spent on devices. The flipped classroom model is being used for some of your classes and may be expanded based on teacher and parent input. We have not changed the curriculum we use. We have expanded the grade span of some of our learning platforms in the event that a student may need extra support.

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.]

Initially, Chromebook and hotspots were distributed to families based on requests via surveys, phone calls and in person meetings. Teachers will collect connectively data based on connectivity during classes. Admiration will reach out to those families to provide the needed devices.

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.]

We will continue to meet all attendance requirements and maintain all contemporaneous records set forth by the CDE for independent study. This includes, but is not limited to daily engagement to be measured by assignment turn in for both remote classes and home education and time value evaluation. If a student falls below the 80% requirement of assignment turn in any given learning period, a Report of Missed Assignment meeting will be held to identify barriers and create a plan to overcome those barriers.

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.]

Required Professional Development: Google Classroom, Zoom, supporting students with dyslexia in remotely. Teachers have access to distance learning resource provided by Monterey County Office of Education and CDE. They have also been given the freedom to find resources that are relevant to their styles of teaching and vision for their remote learning classes and their students. The Report of Missed Attendance meeting are part of our independent study policy. Teachers are all trained on how to identify and support those families.

Staff Roles and Responsibilities

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

Teachers and staff have not had any new roles assigned; they have only enhanced what they already do. There has been an increase in the need for technology assistance, and for a bit more one to one support. In response, the teachers have increased their office hours, added monthly grade level meetings. Administration has created various how-to documents related to technology, is hosting bi-weekly Coffee with the Principal meetings and bi-monthly Home Educator Learning Program meetings to support parents.

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.]

Our student population is so small that we do not always have students with unique needs. We meet all students where they are so that all students get what they need to be successful in school and life. Materials are made available in Spanish as needed. We reach out to our most vulnerable students individually to ensure they have what they need.

We have purchased licenses for Edgenuity to provide extra language or math support, increase our licenses to Learning Ally to provide grade level audio books and audio texts, increase our licenses for Lexia for reading and reading comprehension support. Teachers, parents/guardians and specialists work together to provide individual support and find resources depending on student need. We meet with English learners and students with learning differences one on one as needed to provide additional support. Teachers will continue to implement UDL principals to the remote learning environment.

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

Description	Total Funds	Contributing
Ensure that all students have the devices needed to attend remote classes and engage with internet-based learning platforms through surveys and data collection with emphasis on reaching our most vulnerable students	\$20,860	Y
Ensure that all families have the support needed to participate in remote learning by increasing staff availability and holding parent meetings with emphasis on reaching our most vulnerable students.	\$9,600	Y
Provide in-service to certificated staff on best practice in remote learning with emphasis on reaching our most vulnerable students	\$1,740	Y
Provide technology in-service to classified and certificated staff with emphasis on reaching our most vulnerable students.	\$870	Y

Pupil Learning Loss

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

We will continue to conduct schoolwide benchmark assessments in September and January. Students in K-2 will be assessed using DIBLES and other curriculum-based assessments. Students in 3rd-8th will be assessed using the MAP assessment. Additional screening and monitoring will occur for students who score below the 30th percentile.

Attention will also be paid to students who score significantly below last year’s scores and to those who are performing below expected, especially at the start of the school year.

Student progress will be reported during public board meeting and via the dashboard.

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.]

Collaboration is key to supporting our English learners, low income families, foster youth, students with learning differences, and those experiencing homelessness during distance learning and throughout the transition to reopening the learning center. We will use remote instruction, telephone calls, meetings held on digital platforms, and documentation of services, supports, and accommodations provided. We will closely monitor all the above mention students including students who were reclassified as fluent English proficient to evaluate whether students need additional services or supports. This additional monitoring will allow us to ensure that their social-emotional needs are being met. Interventions will be planed and implemented appropriately.

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 our strategies will be measured by student attendance to remote classes, home education work turned in, grades, and benchmark testing scores. In addition, staff will check in bi-weekly with students and parents/guardians to see how things are going.

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

Description	Total Funds	Contributing
Ensure that all students complete benchmark testing by collecting data and scheduling make up sessions.	[\$ 0.00]	N
Provide tutoring and targeted intervention to our most vulnerable students.	\$10338	Y
Increase subscriptions to Lexia and Reading Ally.	\$1,800	Y

Mental Health and Social and Emotional Well-Being

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

Given the nature of our school, we are in contact with parents weekly. This gives us the opportunity to check in not only regarding academics, but mental health issues as well. We are participating in the SHAPE program to improve our mental health programming and sustainability. Professional development will be done using New York Community Schools Webinar. Restorative justice strategies are used to help support students. We are looking into purchasing the Ripple Effect program.

The staff has access to mental health support through our insurance group. We will also be participating in the STAT program. Each weekly staff meeting starts with a personal check-in and an "I am thankful for..." statement.

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.]

Given the nature of our school, we are in contact with parents weekly. Teachers send weekly updates to families that have missed assignments or remote learning classes. As patterns of absenteeism begin to emerge, the school director reaches out to discuss what support is needed.

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.]

We supply those eligible with a snack and a meal on the days they are at the learning center. During school closure, students have been going to their district of residence to receive meals.

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

Section	Description	Total Funds	Contributing
Mental Health and Social-Emotional Well Being.	Ensure that all students have access to mental health support by offering habits of mind and social emotional learning opportunities to all students.	\$ 10,000.00	Y

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
4.5%	\$29,746

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.]

Decision making is always conducted through the lens of our most vulnerable students. This is true for curriculum, access, tutoring, enrichment programs, etc. Using that as the baseline, we can make adjustments for the rest of the students if needed. Typically, what works for our most vulnerable students works for the rest!

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

- Adding habits of mind and social emotional learning opportunities for all students to ensure that regardless of need have access. By providing a self-paced curriculum our most vulnerable students have access to supports they not have access to in the home.
- Increasing subscriptions to Lexia and Reading Ally to ensure that regardless of test scores have access.
- Keeping in contact with our most vulnerable students to ensure continued connectivity and adequate learning environment.
- Provide tutoring to our most vulnerable students.