

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.]

Olive Grove Charter School – Santa Barbara (OGCS) is a nonclassroom-based, independent study charter school with one learning center located in Santa Barbara, California. The learning center was closed on March 12, 2020 in response to the COVID-19 pandemic. As a result of the blended-learning structure outlined in the school’s charter, OGCS students were already accustomed to a model consisting of primarily distance learning prior to the closure of the learning center. Support services typically provided in person at the learning center, including small group classes, tutoring, and weekly meetings between students and teachers, were moved to an online platform. Special education and counseling services also transitioned to a virtual platform, utilizing online resources and/or teleconferencing. OGCS students are customarily provided a Chromebook, so access to devices was not an issue. A small percentage of students who rely solely on the learning center for Internet access were granted resources/assistance to gain that access at home or elsewhere. As a result of the learning center closure, OGCS students experienced some challenges to their learning. These challenges included competing for study space with other family members, finding a workspace conducive to learning, and increased anxiety and/or stress connected with social isolation and COVID-19.

Stakeholder Engagement

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

OGCS recognizes the importance of stakeholder engagement, despite the fact that its independent study model was not substantially impacted by the COVID-19 pandemic. The primary method for collecting stakeholder feedback was via surveys. Surveys were distributed in English and Spanish. Teachers provided the links to their families, including parents/guardians and students. A survey was also emailed to all staff members and members of the OGCS, Inc. Board. Links to these surveys as well as one for community members were posted to the school’s website. A call for survey input was posted on social media.

Organization wide, there was high level of participation in the surveys. The number of stakeholder responses is as follows:

Board: 3

Community: 0

Parents/Guardians: 130

Staff: 29

Students: 165

Total Responses: 327

Survey responses were gathered through Google Forms, the data was sorted and analyzed, and the results were used to inform this report. Survey results will also be shared with school staff and the OGCS, Inc. Board.

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

Per Governor Newsom's Executive Order N-29-20, public hearings and meetings of the OGCS, Inc. Board are currently conducted via teleconference. Members of the public have the opportunity to call into the meeting by phone or listen via YouTube. Recordings of the meetings are maintained on a YouTube page. Board meeting agendas are posted to the organization's website in accordance with the requirements of the Brown Act and SB126. Public comment is welcomed by email or verbally during the meeting.

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

Stakeholder feedback was overwhelmingly supportive of the school's efforts to support students in their educational pursuits. Comments expressed satisfaction with the services provided by the school in general and specifically called attention to the efforts of teachers to support their students. The vast majority of parents and students do not foresee any issues with attending meetings with their teachers and live support classes online. Ninety-seven percent of students and 93% of parents/guardians indicated they are comfortable with the online learning platforms, StrongMind and Edgenuity. Parents/Guardians of students with unique needs are fairly evenly split as to whether or not they would choose to participate in in-person services if they were made available ahead of the full reopening of the learning center, though a slight majority would do so. Ninety percent of parents/guardians of students receiving special education services are satisfied with those services in a virtual format.

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

Survey responses indicate an interest and willingness in returning to small group in-person services prior to the full reopening of the learning center. 57% special ed parents, 40% of those experiencing homelessness, 67% of parents/guardians of foster youth, and 53% of parents of English Learners said yes, they would choose to resume some small group, in-person services for their child before the learning center fully reopens, if given the option to do so. Therefore, OGCS will investigate a tiered reopening plan, potentially allowing for in-person, cohort-based individual and/or small group instruction/services for students with unique needs, including those who receive special education services, English Learners, and students who are experiencing homelessness. These plans will be made in accordance with guidance from and approval by (if necessary) the county public health department and SBCEO.

Despite the fact that the model consists primarily of online coursework, a fact which was not altered by the pandemic, survey results indicate a small portion of our students who do not have reliable Internet access at home or where they are staying. Staff indicate that students have addressed this issue by coming into the learning center to complete their coursework and/or by going to a location where they can access free Internet, such as a library or restaurant. Since these are not currently viable options, OGCS will supply Internet access to students who do not currently have it.

Survey responses from staff indicate that mental social and emotional health are a top priority, primarily for their students but also for themselves in order to be better able to support their students and be successful in their work. With students in mind, OGCS will be offering additional counseling opportunities, including increased group session offerings as well as individual counseling opportunities. Students were asked to identify topics of greatest interest and meaning to them, and those survey results will help inform our plans for the counseling sessions and groups. Additional training and support will also be planned for staff members, in an effort to enhance their capabilities to care for the social and emotional health of their students and for themselves.

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.]

OGCS is a nonclassroom-based, independent study charter school which offers limited in-person instructional offerings at its learning center pursuant to the charter petition. The learning center will reopen upon approval of the state and county public health departments and in consultation with the Santa Barbara County Education Office. OGCS is prepared to reopen the learning center in phases, as health and safety guidelines permit, with the goal of first returning to in-person services for students with the greatest identified needs, such as those with IEPs, English Learners, and foster and/or homeless youth. Staff and students will be scheduled to be at the learning center in a manner conducive to small group or one-on-one interaction, allowing for physical distancing and plenty of airflow.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| 1.0 Increased health and safety protocols will be implemented. As long as there is a mask mandate in the county, this will require the use of face masks. The purchase of other health and safety equipment may be necessary, including plexiglass dividers and air filters, as well as additional cleaning supplies to provide for more frequent and thorough cleaning and disinfecting. | \$17,5000 | 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.]

OGCS is a nonclassroom-based, independent study charter school. As such, the continuity of instruction has only been minimally disrupted with the moving of in-person support services to an online platform. As they did prior to the pandemic, OGCS students will continue to receive instruction via online curriculum platforms, including StrongMind for grades 6-12, Edgenuity for grades TK-5, and Google Classroom. Weekly meetings between the student and the teacher will be held via Google Hangouts until the time in-person interactions may resume. Student engagement is monitored, and when a lack of progress or engagement is identified, students are contacted via Google Hangout, phone call, email, and/or text message, much the same as before the pandemic. Academic intervention meetings with students, parents, and school staff are held via Google Hangout until the time in-person interactions may resume.

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 OGCS students are issued a Chromebook. In the case where a student does not have access to the Internet, OGCS will offer resources/assistance to gain that access at their home or elsewhere. Survey responses indicate approximately 3% of students organization-wide do not have access to reliable Internet at home or where they are staying.

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.]

OGCS is a nonclassroom-based, independent study charter school, and as such, will continue to follow the independent study statutory requirements and regulations in lieu of the distance learning requirements. The school already has in place methods for assessing pupil progress and measuring participation in daily engagement and work product completion.

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.]

OGCS is a nonclassroom-based, independent study charter school, and as such, will continue to implement its independent study model in lieu of a distance learning program. Therefore, distance learning specific professional development is not necessary. However, OGCS

provides additional training and through weekly organization-wide meetings, daily learning center staff meetings, drop-in help times, and one-on-one coaching and support.

Staff Roles and Responsibilities

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

OGCS is a nonclassroom-based, independent study charter school, and as such staff are accustomed to supporting students with limited in-person interaction. Therefore, OGCS staff roles and responsibilities have not been greatly affected as a result of COVID-19.

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 LEA across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The supports for pupils with unique needs have not been altered to a great degree as a result of the pandemic, with the exception of special education students for whom the virtual provision of services has been mostly satisfactory. Survey results indicated general satisfaction with the special education services provided to students to date. Ninety percent of responding parents/guardians who have children who receive special education services answered “yes” to the question, “Have you been satisfied with how those special education services are being provided virtually/remotely?”

Survey responses indicate an interest and willingness in returning to small group in-person services prior to the full reopening of the learning center. 57% special ed parents, 40% of those experiencing homelessness, 67% of parents/guardians of foster youth, and 53% of parents of English Learners said yes, they would choose to resume some small group, in-person services for their child before the learning center fully reopens, if given the option to do so. Therefore, OGCS will investigate a tiered reopening plan, potentially allowing for in-person, cohort-based individual and/or small group instruction/services for students with unique needs, including those who receive special education services, English Learners, and students who are experiencing homelessness. These plans will be made in accordance with guidance from and approval by (if necessary) the county public health department and SBCEO.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| 2.0 Internet access for approximately 3% of student population (Hotspots + monthly service) | \$1,270 | 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.]

OGCS is a nonclassroom-based, independent study charter school. As such, there has only been minimal disruption to the program with the moving of in-person support services to an online platform. Therefore, pupil learning loss will be addressed continuously and as usual through our independent study model.

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.]

OGCS is a nonclassroom-based, independent study charter school. As such, there has been minimal change to the strategies employed in the program. Strategies to address pupil learning loss will be employed continuously and as usual through our independent study model.

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.]

OGCS is a nonclassroom-based, independent study charter school. As such, we will continue to follow the methods outlined by our independent study model and in our charter document to measure the effectiveness of our educational program.

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

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
| 3.0 None | N/A | N/A |

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.]

OGCS recognizes the impact of the pandemic on the mental health and well-being of students, parents/guardians, staff, and the community as a whole. In an effort to provide necessary support in these challenging times, we foresee that collectively, at minimum 10% of our

counselors' efforts will shift to COVID-19 support. Counselors will run small groups virtually to support students and keep them connected to peers. Topics of greatest interest and meaning to the students were identified in the recent survey and those survey results will help inform our plans for counseling groups.

Staff will be offered additional opportunities for professional development and training as they become available.

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.]

OGCS is a nonclassroom-based, independent study charter school, and as such, the educational model was not substantially altered as a result of the COVID-19 pandemic. Therefore, tiered reengagement strategies are not necessary. OGCS will continue with its established strategies for student and parent/family outreach in the situations where students are not demonstrating success in the model. OGCS will renew its contract with ParentSquare, in order to provide an efficient platform for schoolwide communication and outreach.

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.]

OGCS is a nonclassroom-based, independent study charter school, and as such, the school does not provide meals on a regular basis. Statue specifies that the school is required to provide meals to those who are eligible for free or reduced-price meals when those students are scheduled to be at the learning center for two or more hours. With the closure of the learning center, no student is scheduled for any length of time. When we return to the learning center, we will continue our practice of offering snacks, and we will make available grab & go meals to eligible pupils. We will continue to inform families of food distribution sites within the local community.

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

| Section | Description | Total Funds | Contributing |
|-------------------|---|-------------|--------------|
| 4.0 Mental Health | Counselor support, additional group and individual sessions | \$12,800 | Y |

| | | | |
|--|--|---------|---|
| 4.1 Mental Health | Professional Development and Training | \$2,500 | Y |
| 4.2 Pupil & Family Engagement Outreach | ParentSquare communication platform for outreach, connection | \$760 | N |
| 4.3 School Nutrition | Snacks and grab & go meals | \$1,800 | 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 |
| 9.94% | \$164,808 |

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.]

OGCS is addressing the needs of foster youth, English learners, and low-income students first by providing access to technology in order to ensure students are able to access curriculum and instruction in the entirely remote setting. OGCS will prioritize access to a mobile Internet service to identified students, including those experiencing homelessness, foster youth, and low-income students.

Access to school counselors and additional support services are essential for supporting our unduplicated student population, and OGCS provides additional training and resources focused on supporting English Language Learners and the social and emotional well-being of all students including those identified as homeless or foster youth and low-income students. The implementation of integrated and designated ELD is ongoing and is enhanced through training of school leaders and teachers.

OGCS continues to focus on ensuring success in course work by examining the needs of students such as foster or homeless youth and low-income students. To that end, we have increased our outreach to families to assist in providing adequate support and coordinating efforts to ensure our students with the highest levels of need are achieving academic success.

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

Utilizing resources and supports outlined above along with existing student support personnel allows OGCS to further customize instruction and support for our unduplicated student population. In addition to the services provided to all students, OGCS foster youth, English learners, and low-income students receive the following additional services/support:

Additional counseling support;
Mobile Internet access;
Ongoing targeted instructional support for foster youth, English Learners, and low-income students based on formative assessment;
EL Coordinator provides additional training for staff;
and EL Coordinator provides targeted support to English Learners.