

# 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 Creek Elementary School District	Toby Wait Superintendent	twait@bigcreekschool.com 559-893-3314

## General Information

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

The Big Creek School District is a small, rural school district serving approximately 55 students in pre-school through grade 8. The district is located in the town of Big Creek, sixty four (64) miles east Fresno, CA. The primary employer of school aged children is the Southern California Edison (SCE) company. The "Big Creek Project", for which the town is aptly named, was the largest engineering project in the world prior to the development of the Panama Canal. The Edison company continues to operate one of the greatest engineering feats in the world today, producing hydroelectric power through a variety of power plants, reservoirs and dams. In addition to the town of Big Creek, the district encompasses the towns of Shaver Lake and Lakeshore (Huntington Lake). While all three towns are considered tourist/recreational communities, students arrive to school daily from all three towns. Big Creek School (BCS) has four (3) fully credentialed teachers in grades pre- K-8. Grade combinations are as follows: pre-school; K-1-2; 3-4-5; 6-7-8. Furthermore, the district has one part time Science instructional tutor who teaches Science, and one Technology Literacy Center (TLC) instructional tutor who instructs students in technology related subjects, including Computer Science Coding. In addition to the classroom teachers, BCS employees one para professional who works directly with students with disabilities as a one-to-one aide. The district also has one (1) part time cafeteria server; one (1) office worker, one who is the Chief Business Officer / Attendance/Registrar; one (1) part time Speech / Language Pathologist and two (2) Bus Driver / Mechanic / Custodian positions. The district offers a free preschool for students age three - five. In addition to the core curriculum, the district offers a variety of co-curricular activities not commonly found in primary grade school's today. These activities include snow skiing, archery, bowling, rock climbing (mountaineering), tumbling (gymnastics), and athletics, including swimming, cross-country, football, volleyball, pep and cheer, wrestling, and wood shop, where students in grade 8 build electric guitars. The district believes a "true education" must include life experiences not found in the textbook. Although a small rural school, the district faces the same challenges of the larger, urban districts found throughout California. Due to the COVID - 19 pandemic, Big Creek School transitioned to a remote learning plan for the remainder of of the 2019-2020 school year and the beginning of the 2020-2021 school year. The plan entails teachers using Zoom on a daily basis to instruct their classes. The nature of remote learning requires students to use a district provided chromebook to meet their educational needs. The district has utilized multiple

funding sources, with an emphasis on SB 117, Learning Loss Mitigation Funds, and CARES Act ESSER funds, to mitigate learning loss and provide computer hardware and software.

## Stakeholder Engagement

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

Efforts to receive stakeholder feedback into the re-opening of the single school district have been extensive. The district has utilized Zoom meetings, phone calls, public board of education meetings, and in person meetings to solicit stakeholder feedback. As Big Creek is a close knit and small community, daily, live interaction with parents is common to meet and discuss school operations and school opening. Furthermore, the board of education has held live, in person meetings on June 9, 16, 19, July 13, and August 11, 2020 to inform families of the school re-opening plan and receive input from families. For families unable to attend either Zoom meetings or in person board of education meetings, the Superintendent has physically driven to homes to meet with families and keep those families up-to-date on the re-opening of school. All foster youth and homeless youth families have been in direct contact with the Superintendent. Furthermore, staff meetings have been held on a bi-weekly basis to discuss re-opening. The district has no English learner students; no families who speak languages other than English, and no bargaining units (Certificated or Classified).

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

Public meetings have been offered either live or via Zoom. Student input was received in person during home visits / social - emotional checks.

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

The majority of parents have encouraged to the district to re-open with live, in person instruction. Only two families (four - 4 - students) have requested to receive their learning in a distance model. Through the encouragement of the board of education and families, the district has requested a waiver from the County Health Department to allow the district to open for in-person instruction.

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

Through the input of families and school staff, in addition to chrome books for learning, all students have received headphones. Furthermore, for those families who experienced a financial hardship with providing internet access, the district has arranged and covered the cost of the service. In addition to meeting daily with students, staff has arranged office hours to communicate and work with parents on providing distance learning.

# 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.]

Big Creek Elementary School District will offer in person instruction when the Fresno County Department of Public Health allows. When the opportunity arises, Big Creek will follow all safety precautions, including masks and/or face shields for students in K-2, as outlined in both County and State guidance. Furthermore, one (1) custodian has been assigned to work full-time in the academic wing for cleaning / sanitizing of hallways, restrooms, and classrooms. For students on an Individualized Education Plan (IEP) and for those who are not reading on grade level, the district will follow state guidance and instruct in a 1:1 setting no more than two (2) days per week between 30 and 120 minutes. For students on an IEP, this service will be provided by a Resource Specialist credential (RSP) or a Special Day Class specialist credential (SDC). For students not reading at grade level, the district will deploy the Scientific Research Associates (SRA) Reading Mastery program. To identify students needing Reading Mastery, the district will administer, within the first three (3) weeks of school in an online format, the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) formative assessment in reading and math. Once the results are received, those qualifying will immediately begin the program in a 1:1 setting. The district will utilize the Learning Loss and Mitigation funds to cover the cost of the program.

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

Description	Total Funds	Contributing
Due to COVID 19, our unduplicated students need additional support to reduce learning loss. Teacher support to students and families who are foster youth, homeless and / or socio-economically disadvantaged will be provided. This will ensure continual learning and reduce the learning gap for our unduplicated student groups.	0	Yes
Due to Covid 19, our unduplicated student groups have experienced increased learning loss. Intervention will be provided using the SRA Reading Mastery program for these students. By providing intervention we will reduce the learning loss experienced by our most at promise students.	12,418	Yes

Description	Total Funds	Contributing
District data shows that our homeless, foster, and special needs students have experienced increased learning loss. We will utilize a credentialed RSP and SDC teacher, along with the ParaProfessional aide to work with, special needs, homeless and foster youth students who have experienced learning loss. These additional supports will reduce learning loss for these student groups.	31,160	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.]

1. Zoom will be used to deliver curriculum and instruction and to meet social / emotional standards.
2. Grade level standards will be covered with an emphasis on Essential Standards to ensure a deeper understanding of learning.
3. Google classroom utilized for lesson assignments and student work submission.
4. SRA Reading mastery program for those identified not reading on grade level.
5. District formative assessment using MAP assessments.
6. Chrome books, headphones and internet / hotspots deployed.
7. Special Education accommodations and support for IEP students.

### 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 access to 1:1 district provided chrome books and internet services or hotspot. All students have headphones. In addition, all instructional staff have laptop computers to allow for distance learning. Technology support will be provided to all students and teachers as needed to ensure learning and instruction continues.

## **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.]

Google classroom will be utilized to post assignments and the MAP program will be utilized for assessing students. Student academic understanding will be monitored in synchronous instructional time and through teacher "office hours" at the end of each day. Staff is allotted time to collaborate and analyze student learning. Students are expected to attend all remote learning times each day and complete all assignments during asynchronous instruction time. School staff will closely monitor student participation and student performance on assignments to ensure learning is occurring. Instructional staff is required to meet instructional minutes per week: TK-K = 180 minutes; 1-3 = 230 minutes; and 4-8 = 240 minutes. Instructional staff determines time value for all assignments to equal required minutes as mandated by the state.

## **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.]

The instructional staff of Big Creek Elementary participated in the two (2) day Fresno County Superintendent of Schools (FCSS) Distance Learning Academy August 4th & 5th to prepare for distance learning. In addition, instructional staff has attended additional online teaching resources in preparation for distance learning. Furthermore, as time permits, instructional staff can attend other trainings as they see fit. The district technology coordinator supports instructional staff with meeting their technology needs, either remotely or in person.

## **Staff Roles and Responsibilities**

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

In addition to the shift of instructional staff, instructional tutors have been affected as well. The instructional tutors and certificated RSP/SDC teacher will be working with specifically identified students to implement services and actions in the IEP. Custodial staff has also been trained on additional cleaning and sanitizing procedures and routines.

## **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.]

Students with unique needs will be supported first, by their grade level teacher, as well as through programs and resources offered by the district. The district will offer in-person instruction to students on an IEP and students identified as need additional reading support due to learning loss. For homeless students who have neither a home or access to electricity to power a computer or hotspot, the district will provide print materials and resources.

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

Description	Total Funds	Contributing
<p>The impact of the COVID 19 pandemic has increased the need for social emotional supports for our unduplicated youth. The district has a School psychologist on campus one (1) day per week to support students, parents, teachers, and other site staff with their social / emotional needs. The district also utilizes the Fresno County Office of Education's "All For Youth" program to provide additional social / emotional support. These additional supports will reduce students' social emotional stressors caused by the pandemic.</p>	0	Yes
<p>Due to COVID 19, technology supports are imperative to support student learning. District data shows our unduplicated students have an increased need for ChromeBooks and hotspots. Additional Chrome Books and hot spots have been purchased to be used to support student needs. These technology supports will support learning and reduce the learning gap for our unduplicated students.</p>	6,850	Yes
<p>Due to COVID 19 and learning loss our unduplicated student groups have shown an increased need for additional learning opportunities and enrichment. Virtual platforms have been purchased to support distance learning of all students. These virtual educational resources will reduce learning loss for our unduplicated student groups.</p>	5,000	Yes
<p>Staff training to better serve all populations of our school.</p>	2,500	No
<p>Online speech pathologist and in person speech pathologist meets with identified students weekly.</p>	12,000	No
<p>Big Creek Elementary School District believes that increasing student achievement is the primary focus for a school district.            1. Progress will be measured using the Smarter Balance Assessments in ELA. In ELA, students will increase 3 points.            2. Progress will be measured using the Smarter Balance Assessments in math. In math, students will increase 2 points.</p>		No

Description	Total Funds	Contributing
<p>Due to COVID 19, the district has identified an increased need for intensive reading instruction. Data shows that additional supports for reading instruction will help support learning loss that our unduplicated student groups have experienced. All teachers will engage in professional development in ELA standards and effective research based strategies in Orton-Gillingham reading strategies and Scientific Research Associates (SRA) Reading Mastery, supported by monthly professional learning and coaching. Classified staff will participate in professional learning for the purpose of supporting the implementation of effective research-based EL instructional strategies in all curricular areas to support students with disabilities and foster youth and homeless youth. By increasing the reading instructional support, the reading proficiency of our unduplicated students will increase.</p>	1,500	Yes
<p>Due to COVID 19, the district has identified an increased need for intensive math instruction. All teachers will engage in professional development in math standards and effective research based strategies in Eureka math. Math strategies will be supported by monthly professional learning and coaching. Classified staff will participate in professional learning for the purpose of supporting the implementation of effective research-based instructional strategies in mathematics to support students with disabilities and foster youth and homeless youth. By increasing math instructional support and strategies our unduplicated students will increase their math proficiency.</p>	1,500	Yes
<p>BCS will use the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) formative assessments three (3) time per year to determine progress toward meeting the goal.</p>	1,000	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.]

Instructional staff has collaborated to work toward teaching with greater emphasis of the "essential standards." This allows for a deeper level of understanding for the student and will benefit the student in future grade levels. Staff will use MAP formative assessments, Edgenuity formative assessments in ELA, math, Social Science, and Science, along with publisher generated formative assessments to measure student learning status.

### Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

In addition to teacher support, students will be utilizing an array of software programs. The software programs are grade level dependent, thus allowing students in the upper grades to accelerate learning. Instructional support staff will be focused on supporting students within learning pods in both ELA and math on an individual basis.

### 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.]

Students will be assessed using the MAP formative assessments along with teacher generated assessments, assessments from the publisher, and assessments using Edgenuity.

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

Description	Total Funds	Contributing
RSP / SDC teacher, along with classified staff, will support students with exceptional needs, including students identified as have significant learning loss due to school closure. The district does not have any English Learners.	0	No
The School Psychologist will provide additional social / emotional support to help identified students meet the goals of the IEP.	0	No
Online and in person speech pathologist will provide services to identified students.	0	No



Description	Total Funds	Contributing
<p>Certificated instructional staff will provide 1:1 Reading Mastery. Focus will be given to special needs students, homeless and foster students and students who have suffered the greatest learning loss due to COVID - 19. The MAP formative assessments will be used to measure learning loss. The 1:1 Ready Mastery support will reduce learning loss for our unduplicated students.</p>	0	Yes
<p>To reduce learning loss for students who are low-income, foster youth, homeless, and students with exceptional needs, the school will bring to campus for individual or small group instruction using Orton-Gillingham and SRA Reading Mastery to bridge the learning loss due to school closure and remote learning. These additional supports will reduce learning loss.</p>	0	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.]

Big Creek School District will work with the FCSS to provide social / emotional health utilizing the county provided program, All For Youth (AFY). In addition to AFY, staff will meet weekly to discuss and make referrals to the school psychologist to work in conjunction with the mental health counselor. Furthermore, the BCS website may be utilized to make referrals to AFY. Staff is able to use the California Risk Management Authority (CRMA) mental health referral system to meet their social / emotional needs. In addition, instructional staff will attend the "Living Works" professional development sponsored by the California Department of Education and San Diego County Office of Education to recognize and support students with social / emotional needs.

## 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.]

The Big Creek School District has develop written procedures for a tiered re-engagement strategy for all students who are absent from distance learning for more than three (3) consecutive days or 60 percent of the instructional days in a week. These procedures include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection to the AFY counselor. Teachers are to communicate on a weekly basis with parents to discuss engagement, achievement, and overall success with the distance learning process.

## 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.]

The district food service will provide weekly meals to families who qualify for the National School Lunch Program. Furthermore, families may also choose to receive a weekly school lunch, provided each Monday. The school district will deliver all school meals to the home of the student. Staff will follow all physical distancing procedures during food distribution.

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

Section	Description	Total Funds	Contributing
School Nutrition	School staff to communicate any nutritional needs to cafeteria staff regarding families unique nutritional needs.	0	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
5.76%	\$18,955

## 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.]

Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups. The district has extended extra duty contracts to the credentialed instructional staff to provide additional hours for one-to-one learning opportunities outside of the school day to support foster youth, homeless youth, special education, and students who have experienced significant learning loss due to COVID 19 school closure.

Learning Loss Actions:

Action: Due to Covid 19 our unduplicated student groups have experienced increased learning loss. Intervention will be provided using the SRA Reading Mastery program for these students. By providing intervention we will reduce the learning loss experienced by our most at promise students.

Action: District data shows that our homeless, foster, and special needs students have experienced increased learning loss. We will utilize a credentialed RSP and SDC teacher, along with the ParaProfessional aide to work with, special needs, homeless and foster youth students who have experienced learning loss. These additional supports will reduce learning loss for these student groups.

Action: Due to COVID 19 and learning loss our unduplicated student groups have shown an increased need for additional learning opportunities and enrichment. Virtual platforms have been purchased to support distance learning of all students. These virtual educational resources will reduce learning loss for our unduplicated student groups.

Other Considerations: The district would resort to using other means to support instruction and learning loss including; packets, current staff, and free resources.

Basis for Schoolwide Implementation: Schoolwide implementation is used because of ease of access to the program. Giving all students access to the services ensures that unduplicated students have access and none will be left behind.

Research: COVID-19 could exacerbate existing achievement gaps., Six Research-Backed Strategies for Remote Teaching

Social Emotional Actions:

Action: The impact of the COVID 19 pandemic has increased the need for social emotional supports for our unduplicated youth. The district has a School psychologist on campus one (1) day per week to support students, parents, teachers, and other site staff with their social / emotional needs. The district also utilizes the Fresno County Office of Education's "All For Youth" program to provide additional social / emotional support. These additional supports will reduce students' social emotional stressors caused by the pandemic.

Other Considerations: Continue with baseline SEL support for students and require teachers to create SEL curriculum and lessons for students during distance learning.

Basis for Schoolwide Implementation: District wide implementation allows for ease of access for students and efficacy when looking at the districts MTSS system of supports to ensure SEL supports for students during COVID-19 and distance learning.

Research: Social and emotional learning: Past, present, and future. "Plays Nice With Others": Social–Emotional Learning and Academic Success

Technology Supports:

Action: Due to COVID 19, technology supports are imperative to support student learning. District data shows our unduplicated students have an increased need for ChromeBooks and hotspots. Additional Chrome Books and hot spots have been purchased to be used to support student needs. These technology supports will support learning and reduce the learning gap for our unduplicated students.

Other Considerations: The district would resort to using other means to support instruction, including independent study packets and phone calls.

Basis for Schoolwide Implementation: Utilizing schoolwide implementation for this action will allow us to operate efficiently and effectively, ensuring that no student is missed. Providing the device ensures that students have an opportunity to collaborate and interact with their peers. This is our way to guarantee that all students have the access they deserve.

Research: Six Research-Backed Strategies for Remote Teaching, Asynchronous and Synchronous E-Learning

## Learning Supports:

### Action:

Due to COVID 19, the district has identified an increased need for intensive reading instruction. Data shows that additional supports for reading instruction will help support learning loss that our unduplicated student groups have experienced. All teachers will engage in professional development in ELA standards and effective research based strategies in Orton-Gillingham reading strategies and Scientific Research Associates (SRA) Reading Mastery, supported by monthly professional learning and coaching. Classified staff will participate in professional learning for the purpose of supporting the implementation of effective research-based EL instructional strategies in all curricular areas to support students with disabilities and foster youth and homeless youth. By increasing the reading instructional support, the reading proficiency of our unduplicated students will increase.

### Action:

Due to COVID 19, the district has identified an increased need for intensive math instruction. All teachers will engage in professional development in math standards and effective research based strategies in Eureka math. Math strategies will be supported by monthly professional learning and coaching. Classified staff will participate in professional learning for the purpose of supporting the implementation of effective research-based instructional strategies in mathematics to support students with disabilities and foster youth and homeless youth. By increasing math instructional support and strategies our unduplicated students will increase their math proficiency.

Other Considerations: Utilization of currently approved curriculum ELA and Math supports.

Basis for School wide Implementation: School wide implementation is used because of ease of access to the program. Giving all students access to the services ensures that unduplicated students have access and none will be left behind.

Research: Orton–Gillingham: What You Need to Know, Eureka math

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

The percentage to increase or improve services has been calculated at 5.76% using the dollar amount of \$18,955. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$\$18,955 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute

towards meeting the increased or improved services requirement:

Big Creek School has purchased additional chrome books and headphones to accommodate distance learning and provide all students with equal access to the curriculum delivery. The district has increased social / emotional support for students by providing services through AFY. Additionally, the district has a contract with the FCSS Psychological services for student support.