

# 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>.

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## General Information

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

In response to the school closures due to COVID-19 in March of 2020, Big Picture Educational Academy worked quickly to adapt its program as needed to continue providing our students with the core components of our program. Each level of our program already had digital components in place, and this greatly aided the transition. We created a schedule for K-8 and 9-12 that includes synchronous and asynchronous learning activities. Our teachers came in over the weekend as needed to create packets and plans as needed, and we had our websites up and running before the first day. Through our collective efforts, we were able to achieve uninterrupted instruction.

At the K-8 level, we quickly shifted to a digital learning program, with supplemental materials and project based instructional components provided in print. Laptops and/or Chromebooks were provided to all students through a checkout system. Direct instruction was provided through Google Classroom and Zoom, as well as the digital capabilities of our core curricula. Our students continued to receive instruction from specialist teachers, interventionists and Special Education services through online platforms according to their IEP/SST or 504. Students were given access to the school counselor and support services through special access phone numbers.

At Big Picture High School, we made changes to our communication with students and families. All teachers made contact with each of their students once a week. We tracked those calls in logs and a master list to identify students who need more contact. We made Chromebooks available to all students if needed, and we checked out devices to over 30% of our students. The other 70% we have confirmed have their own personal device at home to work from.

All CTC Adult students were instructed to continue to work on their classes in the Acellus program from home. Students were already on independent study, but they attended the school site twice a week to meet with the teacher. Moving to full independent study was an easy transition for them. Laptops to work at home were provided to CTC students as needed. Staff worked from home and continued to work their regular hours so that students would have their teachers accessible. Students communicate by phone, email and Zoom with their teacher. Students are still working towards graduation.

Over the summer we took the opportunity to reflect upon our experience in the spring closures and input received from stakeholders in order to develop our 20-21 reopening plans including contingencies for remote learning, partial opening for prioritized student supports, and a full hybrid model of instruction.

At the time of drafting this plan, we have an increasingly high rate of Covid-19 positivity in Fresno county. The three most common zip codes of our student residences represent some of the highest concentrations of Covid-19 in our area. Many large districts had already stated their intent to begin the school year using Distance Learning when Governor Newsom introduced new requirements limiting on-site instruction according to criteria related to the statewide Covid19 watchlist. Within this context and in line with the appropriate guidance, we will open the school year in a distance learning model. We have also created plans for select in-person support structures and a full hybrid instructional model where students attend in-person part-time and work remotely part-time. We will maintain readiness for these models and monitor the public health guidance and the needs of our community in order to determine whether and when we move to in-person instructional offerings.

This plan was designed to address the impacts of COVID-19 on our community. It addresses how we will effectively deliver our program in response to the impacts of the pandemic. Our plan describes how we will deliver a comprehensive distance learning program as long as necessary, including additional supports for students with unique needs, addressing learning loss, ensuring full and equitable access to technology, food service offerings the school will provide whether in-person or remote, and with teachers well-prepared to support students with distance learning and with additional social emotional needs due to the pandemic. To these ends we have strategically allocated additional COVID-19 funds in support of this plan. They will be used for campus cleaning and supplies, hardware and software in support of distance learning, and summer preparation by teachers.

## Stakeholder Engagement

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

Surveys were conducted with parents, students and staff regarding comfort with distance learning, access to technology, need for more support, etc. Parent outreach was conducted in Spanish and English. A School Site Council meeting was held on August 18 to solicit input. Several round table discussions have been held with academic staff to determine need for future supports and to assess concerns regarding safety measures.

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

We conducted public meetings and public hearings virtually during pandemic-related closures. Options for participation included live video conferencing, telephone conference calls, and for submission of written comments, with translation as needed. We posted the agenda for the public hearing on this plan 72 hours in advance of the hearing and included the location where the plan is available for public inspection. The plan was adopted by the BPEA governing board on 9/10/20.

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

Parents were split on their desire for distance learning, with 30% wanting fully digital instruction, 30% wanting fully in-person instruction and the rest wanting some type of hybrid schedule. They also had concerns about the stability of the schedule, access to Special Education resources and what would happen regarding our After School Program (ASP). Students miss their friends and want staff to reach out to them. Some students had a hard time focusing due to environmental factors. Staff wanted to know what safety measures would be in place for on-site learning and also how we would hold families accountable if they do not participate or attend live sessions.

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

Administrators reflected on all stakeholder feedback before finalizing this plan. Stakeholder feedback influenced all major areas of the plan, including plans for in-person and distance learning, social emotional supports, progress monitoring and re-engagement strategies, and supports for students with unique needs. Parents wanting/needing a fully digital option will be able to receive that regardless of distance learning/hybrid/or onsite programming. Our school schedule was stabilized and the hours spent on synchronous Zoom instruction and independent work was built on a predictable scale from K-12. Our Special Education services will continue as promised, with those students having prioritization when our next step into hybrid learning is safe to take. We have built our After-School Programming as a scaffolding around our academic program. Students will have access to a live online tutor from 8am-6pm every day. In response to our students, we have built in live social hours for them to connect with peers. Every grade level from K-12 will begin each day with a 45-minute advisory period to attend to SEL needs, assess risk/need and allow students to connect as they begin their day. We will be making headphones with microphones available to students, so that they can create their own quiet space no matter their environment. Staff have been included along the way to be sure their voices were heard during our reopening planning. A committee of 12 teachers helped to build the infrastructure of our plan. The operations team worked with the state to secure PPE, and they arranged for specialized filtration and cleaning in classrooms. Lastly, we built into our program a new team of people called the Family Support Team who will help to reconnect anyone who has not been attending class. They will be the first step to re-engage them by assessing the root of the issue causing the lack of attendance. We will continue to seek stakeholder input and use it to inform the development and refinement of our plans.

## 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.]

We have designed a flexible plan that is adaptable to possible changes in public health guidelines for three possible versions of our program—distance learning, hybrid learning (combining remote and in-person instruction), and in-person learning with appropriate precautions. All iterations of our program will be comprehensive and of equivalent quality to in-person instruction. Initially, in-person instruction will be prioritized to support exceptional learners, English Learners, and students who have experienced significant learning loss by bringing small groups back to campus by appointment. Instructional methods draw strength from flipped classroom and micro-schooling models.

#### **In-Person Instructional Offerings as Allowed**

K-8

The site on Glenn has been surveyed for on-site instruction, following physical distancing requirements. This can be achieved by dividing the student body into 2 cohorts. When allowable we will transition to this cohort-based hybrid instructional model with Cohort A attending on M/T and Cohort B on Th/F for direct instruction in all subjects. Classes will average 10-14 students per class. The campus will be disinfected on Wed. and teachers will engage in professional development and have Professional Learning Community time on Wednesdays. Students will continue digitally on days not on campus. Instructional methods in this model draw strength from flipped classroom and micro-schooling models and incorporate components designed to support students' social emotional well-being and continue learning, described later in the plan.

### 9-12

The site on Trinity has been surveyed for on-site instruction following physical distancing requirements. This can be achieved by dividing the student body into two cohorts. When allowable we will transition to this cohort-based hybrid instructional model with 9th & 10th attending on M/T and 11th & 12th on Th/F for direct instruction in ELA and Math. The campus will be disinfected on Wed. and teachers will receive PD and have PLC. (Students will continue digitally on days not on campus.) On-campus students and staff will follow protocols for hygiene and protective equipment.

### Special Education

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

### CTC

The CTC Program for Adult students enrolls 12 - 15 students per teacher which is considered to be their advisory. These students complete the majority of their work on their own since CTC is a full-fledged independent study program. However, students are also assigned to meet with their advisory two days per week at the school site for a minimum of 180 minutes each of the two days. When school opens, teachers will attend the school site, but will communicate with the students in their advisories during the assigned times using the several distance

learning techniques. Once students are allowed to come to the school sites, CTC students will attend advisories only one day per week with one half of the advisory on day one and the other half on day two. CTC students and staff will follow the requirements determined by the site that they attend.

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

Description	Total Funds	Contributing
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, cleaning supplies, thermometers, etc.)	\$10,000	N
Increase cleaning schedule to meet health and safety guidelines	\$20,000	N
Additional staff (instructional aides, part-time SPED) to allow for small group support for students with highest needs and most at risk for learning loss while maintaining social distancing standards as recommended by health guidelines	(represented under Distance Learning)	Y

**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.]

We designed our 20-21 plans and instructional models to ensure continuity of instruction and a comprehensive instructional program for students regardless of the method of delivery by creating consistencies across the K-12 program, key similarities between schedules for distance and hybrid instruction, and using common curricular resources in all models.

**Connected Programs**

We recently revised our leadership structure to create greater continuity in the K-12 program. We have one overarching K-12 principal with two K-12 vice principals and one dedicated counselor each for K-8 and 9-12. We reflected on our experiences in implementing distance learning in the prior spring and utilized stakeholder input to create the plans for the 20-21 school year.

**K-8 Distance Learning Schedule**

Students will receive live instruction four days per week (M, T, Th & F) and a 1:1 check-in phone call on Wednesdays. The instructional value of daily instruction will be: 180 minutes in Kindergarten, 230 minutes in 1st-3rd grade and 240 minutes in 4th-8th grade (at a minimum). Teachers will follow a schedule modified from an exemplar provided through the California Collaborative for Educational Excellence (CCEE).

Assignments will be allocated time value of work, by the teacher, according to a common rubric developed in partnership with Fresno County Superintendent of Schools (FCCS) coaches.

### **9-12 Distance Learning Schedule**

Students will receive live instruction four days a week (M, T, Th & F) and a 1:1 check-in phone call on Wednesdays from their advisor. The instructional value of daily instruction will be 240 minutes (at a minimum). Teachers will follow a schedule modified from an exemplar provided by CCEE. Assignments will be allocated time value of work, by the teacher, according to a course rubric, developed in partnership with FCSS coaches.

### **Curriculum and Instruction**

We have adopted additional curriculum specifically for digital learning. Unit plans and Professional Learning Communities (PLCs) infrastructure will be used to ensure continuity of instruction regardless of delivery model. Learning kits with essential instructional materials will be provided for each unit, at both sites. SEL/Arts projects will be provided at both sites. Our high school will continue to have the opportunity for learning through internships, which will happen on Wednesdays. Throughout our program, whether in-person or remote, students will continue to have frequent opportunities to engage in projects focused on current events, social justice, and topics of personal interest. We will continue to host student exhibitions in whatever format is appropriate at the time.

Teachers will continue using their board approved standards-based curricula, utilizing the online components as well as providing hands-on portions during learning packet pick-up. We will be adding an RTI curriculum that aligns with our students' NWEA MAP results called Classworks. We will use this for all students as part of our response to mitigating any learning loss, during intervention and tutorial sessions built into their daily schedule. We will use Google classroom, Screencastify, Google Meet, Teams and Zoom to help organize the delivery of our distance learning instruction.

### **CTC**

Since CTC is an independent study program that uses distance learning software (Acellus) for the primary instructional component, the major curriculum is not an issue. CTC also requires science labs and senior projects for students to complete as part of the graduation requirement. During the time that students are not able to attend at the school site, the science labs will be assigned online through Acellus and the Advisor/Teacher or Science teacher will work individually with each student through distance learning to complete the lab work. The senior projects will require more personalized assistance from the Advisor/Teacher. To address this, the projects have been more specifically outlined using a step by step model for students to follow with the help of their Advisor/Teacher.

### **Special Education**

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or



methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Big Picture Educational Academy will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or when possible in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

## **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.]

We will ensure that students and families have the devices and connectivity necessary to participate in the distance learning components of our program. We have implemented a system of calling all families to confirm that each student has the necessary technology and access and for providing technology and supporting with provided devices and hotspots where needed to ensure 100% of students have technology and connectivity. In the spring of 19-20 we surveyed families on needs for devices and connectivity and followed up by providing devices and supporting connectivity. For 20-21, we want to ensure that no families are relying on phones for internet connectivity, so we will be providing portable hotspots where needed. Parents and students can contact the school office for technical support as needed.

Students served through the LEA across the continuum of special education programs, including, but not limited to, Resource Specialist Program, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

## **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.]

In addition to our standard grading practices which we will continue to implement, we will actively monitor student participation and progress, both formally and informally. During distance learning, credentialed teachers will take attendance during live instruction and determine the time weight of assignments for purposes of ensuring that the program meets or exceeds minimum instructional requirements. We will be keeping weekly engagement records that track the amount of synchronous or asynchronous instruction a student has received. Based on this information, staff will utilize a spreadsheet tool to regularly review student participation and progress and determine student needs for support and intervention. Teachers will track attendance on an excel sheet that is visible to the registrars and family support team. When a student is absent from morning advisory, a call will be made by this team to inquire about the absence. If 3 absences occur in the same

week, the family will be asked to meet with the family support team, the teacher and admin to develop a student support plan to help them become more engaged.

Students served through the BPEA Department of Special Education will participate in weekly live instruction as indicated by the IEP service minutes in which synchronous instruction is provided by the students' assigned teacher either individually or along with classmates or age-appropriate peers. In addition to the synchronous instruction, maybe students assigned asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

CTC: Since CTC is an independent study program, the usual practices will take place related to participation, instructional minutes, and time value of the work. Advisor/Teachers will continue to support the students through individualized distance learning.

## **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.]

Academic staff began their pre-service planning days by attending the FCSS Digital Learning conference August 4th & 5th. In the following week, they worked with FCSS coaches to develop pacing guides and identify areas of highest impact for their students. Unit plans and technology protocols were developed during the third week of preplanning. Before school begins and throughout the year, teachers will receive training, including online approaches, in SEL practices and anti-racist teaching. We will also conduct intensive team building/professionalism training in areas related to PLCs. CTC: The CTC teaching staff will begin working at the school site three weeks before students begin instruction. During that time teachers will communicate with their students, develop master agreements, evaluate transcripts, assign classes, and assist students in whatever is needed for students to successfully begin including providing or arranging for technological support. Staff can access technical support by contacting the school office.

## **Staff Roles and Responsibilities**

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

We will be hiring additional staff to support the tutorial and remediation needs of students. We will also be shifting some of our afterschool staff resources to support with tutorial periods during the school day. We leveraged the talent of our music teacher to anchor the family support team, as she has made many meaningful relationships throughout her years with us. The ASP tutors will be utilized throughout the day as academic tutors, in addition to enrichment tutors. CTC: We have hired a full-time counselor to assist students as needed throughout the school year.

## **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.]



### Special Education

Students with IEP/504/SST will continue to receive services in person, to the fullest extent possible. Any adjustments to services will be made via digital meetings and arrangements with parents considering each student and their unique abilities and needs. Additional Special Education staff has been hired to ensure that all minutes can be recovered, learning loss addressed and teacher support and information provided.

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students' IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

### English Learners

Students will continue to receive Designated ELD instruction with an interventionist twice per week through live video conference. Teachers will receive training and support on best practices for Integrated English Language Development in the digital instruction format.

### Foster Youth and Students Experiencing Homelessness

Homeless/Foster students will receive prioritized access to any additional supports/tutorial and all programs and offerings through FCSS which will support their academic & SEL needs, including but not limited to food and housing insufficiency and learning loss.

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

Description	Total Funds	Contributing
Full-time Counselors to support mental health and social emotional needs of students	\$200,000	Y
Provide online learning resources, tools and platforms to allow for synchronous and self-paced, individualized learning (Google Classroom, Screencastify (\$2700), Google Meet, Teams, Zoom, Acellus, C Engage 25K, ) and RTI curriculum from Classworks to support highest need students, GoMath (5K), Amplify Science (\$7500), BrainPop EL (2500), Nearpod ELD (\$2500), RazzKids ELD (2910)	\$48,000	Y
Coaching, digital learning, and ELD PD from FCSS; team building and professionalism PD related to PLCs	\$100,000	Y
Provide Online learning resources: Classworks RTI Curriculum	\$28,000	N
Purchase additional technology so every student has a device and connectivity (Hotspots & student computers) and staff are able to support distance learning	\$50,000	Y
Additional staff (instructional aides, etc.) to provide remediation and tutorials for students with additional needs and most at risk of learning loss	\$120,000	Y
Hardware and software support staff to assist staff and families in connecting for distance learning	\$100,000	N

Additional Staff to support Students through SST and 504	\$23,000	Y
Teacher stipends for summer work to prepare for school reopening planning	\$10,000	N
Staffing in support of distance learning curriculum and instruction	\$23,000	Y
Admin support for distance learning. Develop the distance learning program; coach and train teachers.	\$117,000	Y
Teacher Retention	\$150,000	Y
Small class sizes (15% of FTE teachers)	\$285,000	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.]

To determine each student's PPL, intake assessments will be given during the first 2 weeks of school to measure learning status in ELA, ELD, and mathematics. We will use NWEA MAP Reading and Math three times in the year, and Fountas & Pinell as needed and we are working with the county to help align which portion of CAASPP testing would be most effective and appropriate. CTC: CTC students are all students who dropped out of school or did not complete in four years. The CTC program works with each student individually, assessing where they are academically and helps them to move forward to complete the required course of study.

## 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.]

These scores will help classroom teachers and interventionists determine what remediation is needed. Using the concept of micro-schooling, students will be assigned to small multi-grade intervention groups and provided opportunities to fill gaps in their knowledge in short tutorial classes within the regular schedule while accelerating learning by focusing on grade-level content within core classes. To staff the tutorial groups, we will pair teachers with instructional aides and train the After-School Program tutors to facilitate sessions using specialized curriculum throughout the school day. Additional staff will be leveraged and hired to support the tutorial and remediation needs of students. CTC: The Acellus Online Curriculum is designed to diagnose areas where students are behind academically and to automatically assign lessons to help the student learn the missing information. Advisor/Teachers will also assist the students individually as needed. CTC Students with IEPs will have an assigned special education teacher to assist the student. Modifications and accommodations from the IEP will be implemented by the Teacher/Advisor. Older students with previous IEPs will have the opportunity to have a 504 plan. EL students are tested and then enrolled in classes that support their English language level. CTC Advisor/Teachers support each student as needed. Students who face homelessness, low income issues, etc. are individually accommodated as necessary.

## 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.]

We will utilize a data cycle of inquiry using assessment data to assess the effectiveness of our strategies and to adjust instruction and intervention accordingly. We will assess effectiveness quarterly and align students with appropriate supports accordingly. Our new curriculum will align with NWEA MAP, so assessing growth will be simplified. Successful growth will show the gap between last year and current scores is closing.

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

Description	Total Funds	Contributing
Assessments used to identify learning loss and monitor growth (NWEA MAP, Fountas & Pinnell, SBAC IABs)	\$15,000	Y
Assessment coordination and support	\$40,000	Y
Additional staff to provide remediation and tutorials for students with additional needs and most at risk of learning loss	(represented under Distance Learning)	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.]

### Social Emotional Well-Being

Students will begin each day with a 30-minute advisory class meeting that provides SEL opportunities and prepares them for the day ahead. On Wednesday, we will have individual check-ins with students. We will also be hosting schoolwide "Pick me ups" and "Kick me outs" which foster joy, connection and positive school culture. Our arts classes provide additional opportunities for connection and social emotional learning.

### Mental Health

Students & Staff will have access to the school counselor via email and google phone number. Wednesday check-ins will be used to help assess student understanding, determine well-being and monitor for crisis intervention. Staff will receive on-going training in SEL techniques, specific curriculum and utilizing empathy interviews, a conferencing technique used to assess student needs and determine appropriate supports. Administrators will consistently check-in on the well-being of staff using multiple means: phone calls, emails,

appointments as well as by sending information by mail. We will continue to offer our families support and connections to community resources, as well.

CTC: Since the CTC program is primarily an adult independent study program with a focus of helping students who previously dropped out of school to complete the high school courses needed to graduate, the adult students generally do not face the issues that elementary and high school students face during these times. Our full-time counselor, the advisor/teachers and the administrative staff will provide help as needed to individual students who require this support.

## **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 is not engaging in instruction and is at risk of learning loss.]

We are implementing clear communication, systems and supports to ensure strong and consistent student attendance and engagement. We are reminding everyone that attendance and engagement are mandatory. Standard grading practices will apply throughout the year. In partnership with our registrars, teachers will track attendance and student engagement daily. All re-engagement contacts will be made in translation as needed. Home contacts will be made for all students who are absent every day. Teachers will have 1:1 phone call check-ins with each student every Wednesday. Our admin team and the Family support team will send home postcards and make phone calls to be sure students feel supported and cared for. Live ASP academic tutorial will occur every day M-F from 8am-6pm. Students with 3 unexcused consecutive absences will receive a letter from the school explaining the attendance policy of the school and requesting parent contact to create a student support plan. Students with continued poor attendance will receive increased support and intervention from school administration.

## **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.]

As a Community Eligibility Provision (CEP) site, Big Picture Educational Academy will provide Nutritionally Adequate meals to all of its students regardless of income level as follows:

### **In Person Learning**

Meals will be delivered to the school sites daily by the contracted vendor Revolution Foods. Breakfast and lunch will be provided to students in the classroom. All elementary classrooms are equipped with a hand washing sink, students will wash hands prior to individually approaching the meal cart to obtain an individually wrapped meal along with milk. As students take their meal the teacher will check off the student from the roster provided by the cafeteria manager which will be collected daily upon leaving the class for meal count recording purposes.

## Distance Learning

Meal provider Revolution Foods will deliver to both school sites twice per week. Meals will be packaged for two different on site pick up days. Monday pickup will contain meals for Monday and Tuesday, Wednesday will contain meals for Wednesday, Thursday and Friday. Parent, student or both will receive meals at the entrance gate of each campus. Accommodations of meal delivery will be made for any student whose parent has indicated a hardship to come to the site to obtain meals.

We will be providing 3 meals per day to all students: breakfast, Lunch and ASP Supper. Families will pick up multiple meals at one time. This information will be included in the welcome packets given to families during O-week and will follow all NSLP and Covid-19 health & safety regulations.

Section	Description	Total Funds	Contributing
Mental Health & Social and Emotional Well-Being	Full-time Counselors to support mental health and social emotional needs of students	Represented in Distance Learning	Y
Mental Health & Social and Emotional Well-Being	Professional development in social-emotional learning practices and anti-racist teaching from FCSS	(represented under Distance Learning)	Y
Mental Health & Social and Emotional Well-Being	Admin support of SEL, student behavior, distance learning expectations, and school culture	\$116,000	Y
Mental Health & Social and Emotional Well-Being	Theater and Arts teachers	\$141,000	Y
Pupil and Family Engagement and Outreach	Staffing and Communication methods: phone check-ins and postcards to reach families with minimal access to technology and ParentSquare communication technology that provides translation services	\$100,000	Y
School Nutrition	Three meals per day: Unreimbursed expenses for breakfast, lunch, and ASP supper	\$15,000	Y
Pupil and Family Engagement and Outreach	Admin support of student and family engagement and outreach	\$116,000	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
29.0%	\$1,627,963

## 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.]

Big Picture Educational Academy provides increased and improved services on a schoolwide basis as the school has a high unduplicated count (80% of students qualified for free or reduced lunch in 2019-20, 13% are English learners, and 4% are foster or homeless youth). Services are principally directed to and effective in meeting the needs of our unduplicated students. Our instructional model provides rich opportunities for individualized learning and differentiated instruction. Small class sizes and teacher retention practices support the model. Staffing in support of distance learning helps ensure that digital learning is high quality. Additional staff to support students through SST and 504 ensures that systems are in place and working well when intensive supports are needed. Admin support for curriculum and instruction ensures that students receive effective instruction and that academic progress is monitored and supported. Personalized learning platforms provide built-in supports for English Language Development and adaptive technology to meet students where they are at and accelerate progress. Our technology investments ensure that all students have equal access to devices and connectivity. Additional academic and social emotional supports are built into our program so that students have access to remediation, tutorials, and counseling resources. Admin support of SEL and behavior ensures that school-wide systems support students in these critical areas. Arts instruction increases social emotional learning opportunities. Extensive coaching and p.d. supports professional learning and development of teachers in critical areas such as ELD, SEL, digital learning, and more. Standards-aligned assessment systems and related staffing support our ability to identify learning loss, plan supports, and monitor progress. Our newly implemented parent engagement system allows for two-way communication with translation as needed to inform and engage parents as partners in their child’s education. Admin support for student and family engagement provide critical coordination of systems as well as direct support to students and families. By supporting the unreimbursed costs for school nutrition, we are able to provide for basic needs of food for our students.

The services described above and listed below, when considered in total, serve to build out the program into one that is designed to bring equity for English Learners, foster youth, and students with lower family incomes.

### Distance Learning Program

Provide online learning resources, tools and platforms to allow for synchronous and self-paced, individualized learning (Google Classroom, Screencastify, Google Meet, Teams, Zoom, Acellus)



Coaching, digital learning, and ELD professional development from FCSS; team building and professionalism, SEL and anti-racist practices  
PD related to PLCs  
Purchase additional technology so every student has a device and connectivity (Hotspots & student computers) and staff are able to support distance learning  
Additional staff (instructional aides, etc.) to provide remediation and tutorials for students with additional needs and most at risk of learning loss  
Additional Staff to support Students through SST and 504  
Staffing in support of distance learning curriculum and instruction  
Admin support for distance learning. Develop the distance learning program; coach and train teachers.  
Teacher retention  
Small class sizes

### **Pupil Learning Loss Strategies**

Assessments used to identify learning loss and monitor growth (NWEA MAP, Fountas & Pinnell, SBAC IABs)  
Assessment coordination and support

### **Mental Health & Social and Emotional Well-Being**

Full-time Counselors to support mental health and social emotional needs of students  
Admin support of SEL, student behavior, distance learning expectations, and school culture  
Theater and Arts teachers

### **Pupil and Family Engagement and Outreach**

Communication methods and staffing: engagement tracking, phone check-ins and postcards to reach families with minimal access to technology and ParentSquare communication technology that provides translation services  
Admin support of student and family engagement and outreach

### **School Nutrition**

Unreimbursed costs for providing three meals per day: breakfast, lunch, and ASP supper

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

The services provided for foster youth, English learners, and low-income students both increase and improve the quality of services by the percentage indicated. The use of online resources, tools and platforms for synchronous and self-paced, individualized learning increases the quality of instruction students receive and allows for students to receive content personalized to their needs. Staffing in support of distance learning increases the quality of the distance learning program for students, while admin support of distance learning ensures that a high

quality schoolwide program is in place and well supported and that student academic progress is monitored and supported. Extensive coaching and p.d. through FCSS increases the effectiveness of instruction, including in strategies specifically tailored for low income students, English learners, and foster youth. Additional technology for students increases student access to learning and ensures equitable access to technology. Additional staff for remediation and tutorials increases the amount of academic support available to our students. Our instructional model for both hybrid and distance learning includes intervention and tutorial sessions, either in small groups or one-on-one, built into the daily schedule to offer additional time to support our highest needs students. English learners will also meet with an interventionist twice per week. The training teachers receive on best practices for integrated English Language Development will help to improve the quality of instruction for ELs. Additional staffing in support of students through SST and 504 adds a layer of intensive supports and progress monitoring for students who need it. Assessments and staffing to coordinate them increase the quality of services for students by providing data to inform instruction and intervention and to engage students and families in goal setting and monitoring progress. Our counselors will be taking extra efforts to reach out to our high needs students and families to promote connection, ensure they are being well-supported in instruction, and to provide resources to minimize the impact on learning due trauma from food, job, or housing insecurity. Admin support to coordinate and oversee SEL, student behavior, and school culture increases the quality of services by ensuring that a high-quality program is in place schoolwide and for individual student supports in the areas of SEL, behavior, and school culture. Arts instruction increases the quality of our program and opens avenues of learning through the arts that may not otherwise be available to our lower income students. Measures for teacher retention and small class sizes increase the quality of instruction for students and the amount of personalized attention students receive. Parent engagement tools and staffing support increase the amount of outreach to families in support of student engagement and increase the quality of that outreach by ensuring that communication occurs in the best methods and preferred language. Admin support to coordinate and oversee student and parent engagement increases the quality of services by ensuring that high-quality systems are in place schoolwide and increases services for individual families in support of engagement. The provision of school nutrition ensures that students have access to nutritious food and helps ensure that lack of food will not hinder or prevent learning for our students.