

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
Yosemite Wawona Elementary Charter School	Glenn Reid Acting Administrator	greid@basslakesd.org 209-375-6383 (school phone)

General Information

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

When the school was closed during the 2019-20 school year the staff reacted swiftly to implement a combination of on-line, Montessori and work packet materials. Lesson plans were re-written in a parent-friendly style and academic narratives were written to detail each student's learning progress through the middle of March. Work packets were dropped off at family homes that were immediately accessible by students. As the work packets that were dropped off were individualized, individual students with special needs were accommodated for automatically - just as they would have been in a normal school day. After the initial dropping off of work packets, communication with parents occurred through bi-weekly emails, phone calls and Zoom and Flipgrid formats. An additional math support program was added later in the spring. This will be used during the on-line portions of the 2020-21 school year - and the Language Arts portion of this program has been added to the on-line educational offerings this school year as well. Chromebooks or I-Pads were distributed to all students and there were no connectivity issues experienced. Students responded exceptionally well to the distance learning opportunities afforded them by the staff. There was an over 90% participation average, and a correspondingly high rate of work completed. The dedicated YWECS staff made a bad situation tolerable - but they are looking forward to a return to face-to-face instruction. Both students and parents share this desire to return to school as normal.

Stakeholder Engagement

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

Because the student population is represented by just 9 families, a phone survey was conducted by the teacher in July of 2020. The purpose was to gather suggestions about what instruction would look like for the start of school in August. A proposal for face to face instruction was given by the teacher and parents were allowed to comment and share their personal safety concerns.

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

In addition to the phone survey that each family participated in, a group meeting in person (with social distancing) took place on August 11, 2020. Parents and community members were given an additional opportunity to discuss the plan for instruction. An in-person Public Hearing of the Learning Continuity and Attendance Plan was held on September 8, 2020.

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

Parents were able to articulate several ideas that improved the plan including pushing back the school start time to 9:00 instead of 8:15. Survey results also took into consideration suggestions on how to split students into groups so that a Monday-Tuesday group and a Thursday-Friday group were formed. Some parents wanted their children on the same schedule - and some wanted them on separate schedules. The survey results also caused to be added to the Plan several safety measures suggested by parents including starting contact logs at school and at home. Some families made it known that they would like face-to-face instruction every day - and others preferred to have distance learning continue as it had in the spring. A hybrid plan was selected to balance the interests of both group. The plan allows a mix of face-to-face instruction and distance learning by splitting the 18 students into two multi-age groups of nine. Each group would come to school for 2 days each week and the remaining days will be completed at home under the supervision of the teacher. In addition to the parents and community members present at the meeting on August 11, the Madera County Health Department was consulted, as was the Mariposa County Health Department. The school's liability carrier California Risk Management Association (CRMA) was also conferred with regarding the plan that was to be put into action.

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

All parent suggestions were taken into account when creating the plan. Thoughts and concerns expressed by both county Health Departments as well as feedback from CRMA was also incorporated in this plan. It is hoped by the school that the hybrid plan that will be put into place will be able to be changed to a more "normal" plan for school attendance soon. This decision will be able to be made and implemented rapidly due to the size of the school's student population. The school is physically located in Mariposa County. Mariposa is not being asked to do all instruction through distance learning. Those students residing in Mariposa County are able to, with the precautions outlined in the reopening plan, attend school 2 days per week. Students who reside in Madera County participate in distance learning under the supervision of the teacher. The hybrid plan is in place so that when the school is allowed to open, the transition will be seamless.

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.]

For the 2019-20 year, immediately following the announcement of school closures on March 16, staff met and began putting together a plan to meet the students' educational needs through a combination of on-line, Montessori and packet materials. Work packets were dropped off at family homes the week of March 30th. The Speech therapist who provides services to 2 students was contacted and began servicing the students directly - first with mailed packets and then with ZOOM sessions. Students received additional packets and were lent school materials thru May. Online lessons began the week of March 30th, using ZOOM and Flipgrid formats. In April, a subscription to IXL math was added. Parents were contacted after initial drop off through bi-weekly emails, phone calls and Zoom meetings. Technology was required by 2 families so Chromebooks as well as iPads were dropped off at their homes. Both the small enrollment of the school and the dedication of the staff aided in the timely response to this issue and the response by the 11 students enrolled and their families was amazing. For the 2020-21 school year the school is planning on a plan that involves a combination of face to face instruction for 2 days per week, with work being completed at home for the rest of the week. The 18 students enrolled will be divided into two groups of 9 students. One group will come to the school on Monday and Tuesday and the other group will come to school on Thursday and Friday. For the days when they are not at the school in person, students will log-in to Google Classroom and complete assignments remotely This plan allows for adequate social distancing and for the staff to ensure that any students experiencing learning loss for the 2019-20 school closures can receive intensive remediation.

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

Description	Total Funds	Contributing
<p>For the 2020-21 school year the school is planning on a strategy that involves a combination of face to face instruction for 2 days per week, with work being completed at home for the rest of the week. The 18 students enrolled will be divided into two groups of 9 students. One group will come to the school on Monday and Tuesday and the other group will come to school on Thursday and Friday. At this point in time, students residing in Madera County follow a distance learning model. For the days when they are not at the school in person, students will log-in to Google Classroom and complete assignments remotely This plan allows for adequate social distancing and for the staff to ensure that any students experiencing learning loss for the 2019-20 school closures can receive intensive remediation. Having just 9 students present at a time and 2 adult staff member makes for a educationally powerful teacher/student ratio. Any learning loss can be mitigated rapidly with this approach to instruction. This plan also allows for the further sanitation of the classroom on Wednesday so</p>		

Description	Total Funds	Contributing
that when the school is opened to both groups, one group does not come into contact with the possible contamination left by the other group.		

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.]

By splitting the student body into 2 multi-age groups of 9 students each, continuity of instruction will be maintained. Each group will be receiving 2 days of in-person instruction (either Monday-Tuesday or Thursday-Friday) and 3 days of distance/home/online assignments. When they are at home, students will check into their Google Classroom assignments based on concepts that were introduced during the face to face instructional days. A technology application called IXL for Math and Reading has been purchased for students. These standards-based instructional programs can further reinforce classroom learnings. These lessons are at a self paced rate and all instruction provided in the classroom is individualized to the students' educational need.

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.]

The school was able to obtain chromebooks and i-pads for all of the students enrolled at the school. While connectivity can be a challenge in the mountainous and remote locations of the students homes - all have been able to connect to the internet and participate in remote learning opportunities.

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.]

Pupil progress will be assessed mainly during the face to face portions of the week for those students who can come to school for face to face instruction, and on the days when students are learning remotely, the staff at the school will be able to track their progress on assignments throughout each day. Should a student fall behind, it is easy to send an email or make a phone call to either the student or the parent. Again, the size of the student body makes this possible.

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.]

School staff is always on the lookout for programs that can be used for distance learning. Last year, in addition to Zoom meetings, Flip Grid was used with great success to engage students in real-life projects. The 2020 school closure allowed staff to prepare for the dual approach being employed for the start of 2020-21. With just 18 students, approaches can be tailored to each student's individual need.

Staff Roles and Responsibilities

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

The small staff at the school are already used to wearing many hats. Their flexibility and professional attitude has allowed them to make quick decisions that can positively affect student learning.

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.]

The Yosemite-Wawona Elementary Charter School has no students who are homeless or who are in Foster care. At this writing, there are no English learner students enrolled. There are 2 students who receive speech services remotely. The unique needs of all students are addressed on an individual student by student basis.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

One of the strengths of a multiage single room school house is the continuity of learning that can be provided to all students. The same staff interacts with the same students year after year. Staff knows on day one what the strengths and weaknesses of the students are - and it

takes very little time to assess the strengths and weakness of new students. If any learning loss is detected (and due to the high rate of family involvement that took place during the 2020 closure, there is likely to be little) it can be addressed immediately duem to the excellent student/teacher ratio that the new delivery system will allow. Parents choose to go to a charter school - especially one that is as remotely located as YWECS. It is likely that they will be involved in supporting their child's learning to a high degree.

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.]

The school purchased Math IXL last spring and has purchased Reading IXL for the upcoming year. These individualized computer apps allow students to re-learn skills that may have been lost and they allow students to accelerate their learning as well. The Montessori approach employed at the school is individualized to challenge students at their own academic levels. The small student/teacher ratio (2 adults to 9 students at any given time) will aid in addressing any learning loss and can accelerate learning for all.

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.]

Student progress will be monitored in the same ways that it always has. When students are at the school for face to face learning opportunities, their learning can easily be assessed. The same goes for when they are engage in distace learning. Small numbers of students make this much easier to do than in a traditional school.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Families will receive biweekly emails from staff. Daily checks will be made on progress in the provided distance learning programs and if a student had not logged in for more than 2 days (not including weekends), staff will reach out to the student and family. Additional outreach efforts can, of course, be made during the student's 2 days at the school when they have face to face instruction. All students have their own

email addresses that staff has stayed in regular contact through. This will continue. Families were called when a student did not attend an arranged ZOOM meeting. In the spring, one family was “visited” several times a month to be sure students and parents were getting needed service. For students who are engaged in distance learning only, contact with students is facilitated through a scheduled "recess" where students log onto Zoom and can see and interact with each other. Those students with special needs (2 students) who live in Madera County are currently being visited by the teacher for face to face instruction to provide additional 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 engaging in instruction and is at risk of learning loss.]

Families will receive biweekly emails from staff. Daily checks will be made on progress in the provided distance learning programs and if a student had not logged in for more than 2 days (not including weekends), staff will reach out to the student and family. Additional outreach efforts can, of course, be made during the student's 2 days at the school when they have face to face instruction. All students have their own email addresses that staff has stayed in regular contact through. This will continue. Families were called when a student did not attend an arranged ZOOM meeting. This is not difficult when student enrollment is small.

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 school does not participate in the NSLP program. A local school district has offered to provide meals to students who would like to have them free of charge. All that families wishing to take part in this program need to do is to show up at one of the distribution points to receive a school lunch.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Hours for the instructional assistant have been increased in order to assist in planning and student monitoring	6,000	Yes
Distance Learning Program (Continuity of Instruction)	Hours for the instructional assistant have been increased in order to assist in planning and student monitoring	6,000	Yes

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
%	

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.]

The Charter is well grounded in the use of Montessori learning activities. These activities are hands-on and individualized for each student dependent on their interests and academic needs. Coupled with the size of the school (18 students and 2 staff) all student's needs are closely attended to and addressed.

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

Hours for the instructional assistant have been increased in order to assist in planning and increased student monitoring requirements.