

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

Due to COVID-19, on March 13, 2020, Peabody Charter suspended in-person instruction. Peabody immediately initiated an Emergency Response Teaching (ERT) plan that centered around remote, online teaching, but included weekly paper packet distribution. The school delivered remote instruction until the end of the 2019-2020 school year.

In May and June of 2020, with our eye on the coming school year Peabody engaged in many stakeholder engagement meetings. Our Leadership team (representatives from each grade level and special education) began to assess what we'd learned since March, what the current needs were both in terms of materials and equipment, as well as staffing and professional development. Simultaneously, stakeholder focus groups convened to share the user experience of the remote teaching that was being offered. These groups included K-3 parents, Grade 4-6 parents, parents of students with IEP's (SPED), parents of emerging bilingual students (English Learners), our own afterschool program providers (Panthers), students, as well as community partners like the Boys and Girls Club and the YMCA who were supporting some of our students in their remote learning in a childcare capacity.

In June and July, Peabody prepared two plans. The first was a revised remote learning plan (no longer ERT) and an in-person hybrid learning model that maximized safety protocols and minimized class sizes while simultaneously building learning cohorts. The plan was to open the 2020-2021 school year using the hybrid model, with the remote learning option as a backup in case COVID-19 numbers spiked in the county or within the school community.

On July 17, 2020, Governor Newsom announced that schools in counties on the state COVID-19 watchlist would have to start the year using a remote learning model. As Peabody had prepared for that, the school pivoted from a hybrid model start to a remote learning start. We communicated clearly, quickly, and comprehensively about our new online offering. Each teacher held virtual home visits with their new students, parents were given a "meet the grade level" orientation, technology was distributed, learning packets and supplies were given out, and the year started with students learning online. Peabody is currently operating with a remote learning model that exceeds the minimum daily time requirements set by the state and includes daily live contact with all students.

## Stakeholder Engagement

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

As stated in the prior section, in May and June of 2020, with our eye on the coming school year Peabody engaged in many stakeholder engagement meetings. Our Leadership team (representatives from each grade level and special education) began to assess what we'd learned since March, what the current needs were both in terms of materials and equipment, as well as staffing and professional development. Simultaneously, stakeholder focus groups convened to share the user experience of the remote teaching that was being offered. These groups included K-3 parents, Grade 4-6 parents, parents of students with IEP's (SPED), parents of emerging bilingual students (PODEMOS/ELAC), our own afterschool program providers (Panthers), students, the Parent-Teacher-Staff Organization (PTSO), the Santa Barbara Unified School District, as well as community partners like the Boys and Girls Club and the YMCA who were supporting some of our students in their remote learning in a childcare capacity.

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

To support stakeholder engagement in a safe way, meetings were held on Zoom. Utilizing our communication platform ParentSquare, as well as phone calls and emails, Peabody was able to solicit participation from a large variety of groups that represent the diverse community of Peabody. Some meetings, like PTSO meetings/public hearings, were recorded so that parents could view them asynchronously and then provide feedback in the form of emails or phone calls to the school.

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

Parent stakeholders culminated in a document focused on ways to improve and better support virtual learning. That document can be found here: <http://bit.ly/ParentFeedBack>  
Staff feedback is woven through every aspect of both the remote-learning and hybrid-learning plans. Two notable highlights are the additions of two positions:  
\*\* Teacher on Special Assignment (TOSA) for Technology Support  
\*\* TOSA – Bilingual Liaison  
These positions specifically are to address any loss of learning, as well as to support staff and families stay connected (literally and figuratively) to the school while we are engaged in remote learning.

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

There were many aspects of the Learning Continuity and Attendance Plan that were influenced by stakeholder input. Some highlights include:

- \*\*Increase support for students, families, and staff as they use the various technology and software needed to deliver remote instruction.
- \*\*A consistent daily schedule for all grade levels.
- \*\*Maximize small group instruction in K-2.
- \*\*Maintain specialist time – PE, dance, drama, and ceramics – even while using a remote learning model.
- \*\*Have a bilingual liaison to help all families, but especially those for whom English is their second language, navigate the online platforms and stay connected to the Peabody School community.
- \*\* Clear, weekly learning goals communicated to parents.

## 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.]

When Peabody is allowed to reopen under a waiver from public health, or when Santa Barbara County meets the criteria to move to a colored tier that allows for in-person instruction, the school will shift from a remote learning model to a hybrid, in-person learning model. Currently the hybrid, in-person learning model will have grades K-2 returning in-person 5-days a week, and grades 3-6 utilizing an A/B schedule that has them in school 2-days a week, and remote 3-days a week. Due to Peabody's size (the largest elementary school in the City of Santa Barbara), these models are required in order to comply with public health guidance, physical distancing, and cleaning and disinfecting to ensure the physical health and safety of the campus.

To identify students who have experienced significant learning loss due to the closure of the campus and the move to remote learning, Peabody will utilize a systemic cycle of assessments using our already established formative assessment system, along with the assessments in both our adopted curriculum and the online apps and tools that we are using for academic supports. We have calendared these assessments to happen throughout the year, often coinciding with parent-teacher conferences. We also use these data to inform our intervention program and the staff who work in that program. This program is in place to accelerate learning for those students at risk of experiencing continued learning challenges due to the ongoing impacts of distance learning.

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

Description	Total Funds	Contributing
Purchasing technology to support the hybrid learning model.	\$90,000	Yes
Purchasing PPE equipment to support in-person learning (plexiglass, masks, individual desks, thermometers, covid tests)	\$50,000	Yes
Purchasing sanitation equipment to support (hand sanitizer, disinfectant, cleaning supplies, paper towels, etc.)	\$60,000	Yes
Purchasing/renting outdoor furniture, tents, and other items to facilitate outdoor learning.	\$25,000	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.]

Peabody has developed a robust remote learning program that focuses on grade-level appropriate standards-based lessons. Using a thoughtfully curated set of online tools and learned best practices such as maximizing small groups while online, Peabody teachers are able to provide continuity of instruction and learning for each student. Peabody has maintained designated and integrated support for our emerging multilingual students, and we continue to offer services to our students with individualized educational plans (IEP's).

Peabody's remote learning plan includes daily contact with every student via Zoom. The plan exceeds the state required number of daily minutes as it includes 225 synchronous minutes daily for Kindergarten and 265 synchronous minutes daily for grades 1-6. Attendance is taken, tracked, and validated by certificated staff using the weekly engagement record. Any student who is absent is contacted, and any student who does not show up for three days or more in a week is also contacted by the school to make sure that they don't "disappear"

while the school uses its remote learning model. This contact may come from the teacher, the office, the administration, the bilingual liaison, the family service agency counselor, or the family service agency home-school liaison.

When Peabody transitions between in-person instruction and distance learning, the school will continue to use many of the online tools (such as Kami, Nearpod, Google Classroom, and FlipGrid) alongside both the text based and digital tools in our adopted curricula, to support a hybrid model that has in-person and remote instructional elements.

## **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.]

In the absence of state leadership mandating and funding Internet connectivity as a required utility, Peabody School took on that task for the school community. In the spring and summer, Peabody ascertained the connectivity needs of the students and staff, ensured access to both devices and Internet connectivity for all students, as well as working with students/families with unique circumstances, or who were previously unable to access devices and connectivity in the spring. This was accomplished by sending out a survey to all families asking about their connectivity needs. Anyone who did not respond to the survey was called. We used multilingual staff to make sure that all survey questions and calls were made in the families preferred language.

## **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.]

Peabody's remote learning model allows teachers to assess student progress through live, synchronous contact (whole and small group) on Zoom. It also allows for certificated teachers to collect work via the established Google Classrooms. It also allows staff to collect work via some of the curated digital tools that we use such as Kami and Nearpod. Finally, teachers can also measure participation and time value of student work by collecting physical work (paper/pencil) during our Friday packet exchange process. This is where students come to campus to turn in work and collect new work for the coming week.

## **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.]

Peabody has provided extensive support and professional development to staff, including the establishment and hiring of a Teacher on Special Assignment (TOSA) in the area of technology. This allows for individuals and/or grade levels to receive support and training that is individualized to their particular needs.

## **Staff Roles and Responsibilities**

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

COVID-19 has created new roles and responsibilities for every staff member within the school. Some areas include, but are certainly not limited to: Teachers learning new skills sets to provide the best possible online educational experience as possible. The need for specialized

equipment (PPE), technology, furniture, and so much more has changed the requirements of the office staff responsible for ordering these materials. New attendance rules have changed the responsibilities for the front office team. Keeping the whole school community on the same page and pulling in the same direction using Zoom has changed the approach of administration. The cafeteria team has had to rework menus and distribution processes to help feed our community. The librarian has had to find new ways to get books into the hands of students. Specialist teachers have had to rework their curriculums. There is literally no role that hasn't been impacted by COVID-19 and the school's response in order to continue to support and educate students.

### 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.]

Peabody contracts for Special Education Services with the Santa Barbara Unified School District (SBUSD) and continues to work with them to assist pupils with exceptional needs. The schedule for Peabody's online, remote learning offering includes specific time for our emerging multilingual students, helping them to continue to develop their English Language Development (ELD). While the number of students in foster care and who are experiencing homelessness fluctuates, Peabody continues to monitor the progress of these students, as well as support them to the greatest extent possible.

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

Description	Total Funds	Contributing
A full-time Technology Support TOSA , Hot Spots for internet connectivity needs, additional student chromebooks. In addition Peabody purchased remote learning online platforms, doc cameras, laptops for teaching staff	\$220,000	Yes

### 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.]

While it's true that research has consistently found fully online virtual schools to produce less effective outcomes than those for students who are in brick and mortar school settings, Peabody continues to monitor the progress of each student with an eye to minimize and ultimately mitigate learning loss to the greatest extent possible. This is being done by using standardized formative assessment in the areas of math, ELA, and ELD. For math and ELA, Peabody is utilize the STAR Renaissance assessments, and for ELD, Peabody is utilizing both

standardized assessments such as ELPAC, as well as assessment tools that are aligned with the ELD component of the ELA adopted materials called "Wonders." The data from these assessments is being used to develop lessons that match student need, clarify curricular objectives, and focus the efforts of intervention specialists.

## 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.]

It needs to be reiterated that remote learning is less effective than in-person teaching, especially for those students who are still learning English; low-income; foster youth, pupils with exceptional needs; and pupils experiencing homelessness. While Peabody continues to recognize and valiantly address these specific needs, along with the general needs of all students, the school does so within the confines of the limited resources and guidance from the state. Strategies specific to this effort include daily contact with students/families, assurance that every family has the required technology and connectivity to the Internet, lesson designed using Universal Design for Learning (UDL), utilization of both whole and small group instruction, scheduled time for small group ELD instruction, ongoing formative assessment, and opportunities for students to receive additional support using the grade-level teacher-tutor. Actions include, daily high-quality instruction focused on grade-level standards, small group instruction, additional offices hours provided by the teacher and/or teacher-tutor, technology support as needed, and home visits as needed (and done using all safety guidelines). Strategies that differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness would include the use of our Family Service Agency counselor, time with a special education provider (if appropriate), ELD time set aside only for emerging multilingual students, support/contact with our bilingual liaison, and support from the cafeteria for those students that qualify for free/reduced meals.

## 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.]

For math and ELA, Peabody is utilizing the STAR Renaissance assessments, and for ELD, Peabody is utilizing both standardized assessments such as ELPAC, as well as assessment tools that are aligned with the ELD component of the ELA adopted materials called Wonders. The data from these assessments is being used to develop lessons that match student need, clarify curricular objectives, and focus the efforts of intervention specialists. These intervention efforts are geared toward minimizing and mitigating learning loss.

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

Description	Total Funds	Contributing
Hiring of Bilingual Liaison TOSA, Fall planning preparation with all teaching staff to address both hybrid and distant learning strategies, classroom curriculum and grade level goals, assessment tools,, Providing supplies to enhance distant and hybrid instruction. Small group ELD instruction with teacher tutors	\$445,000	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.]

Peabody will monitor and support mental health and social and emotional well-being of pupils and staff during the school year by checking in daily with students. For staff, this will happen through grade-level and individual check-ins by the administration. The full-time FSA counselor will be available to support students, as well as staff.

## **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 first tier of Peabody's reengagement strategy is daily check-ins with each student. The second tier of the reengagement plan is the front office team calling home if a student does not show up for the daily check-in, and does not call the absence in. The third tier of the reengagement plan is to involve the Peabody administration in outreach efforts to those students not showing up for daily instruction. The fourth tier includes the use of other staff, outside agencies and community partners such as the FSA counselor, Project School Bell, technology support from school TOSA, school to home communication with the bilingual family liaison TOSA, support (if needed from the Food Service Director), etc.

## **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.]

Peabody is its own Food Service Agency (FSA), meaning that it operates its cafeteria independently from our chartering district. Peabody continues to provide breakfast and lunch service to all families even while we are using a remote learning model, including those those students who are eligible for free or reduced-price meals. Any child eighteen years and younger can come to Peabody to pick up a grab and go meal.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.42%	560,625

### 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 actions provided to the entire school, for example the creation of the TOSA positions in the area of technology and bilingual liaison, were generated by first assessing and then addressing the needs of foster youth, English Learners, and low-income students. From our experience in the spring of 2020, we understood that these populations were the least likely to have access to the supports needed to make remote learning as successful as possible (i.e. Internet access, high levels of technology support in the home, time to sit with their child during online lessons, etc.) and the most likely to need additional and dedicated supports. By hiring a TOSA in the area of technology, there is now a bilingual person able to not only manage the logistics of deploying devices and hotspots, but also to provide individualized support to the families we considered first. By hiring a bilingual TOSA to help bridge any gaps between home and school, we were better able to keep all of our families informed and up-to-date about the school's efforts and resources. Other efforts, such as purchasing Internet hotspots for those without connectivity, or any of the other efforts listed in this plan, were aimed at supporting the needs of those students who were most likely to struggle given the new instructional model of remote teaching. We have used our resources to first level the playfield for all students, specifically for foster youth, emerging bilinguals (EL's), and low-income students given the new reality, and then to look for opportunities to increase our general offering.

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

Based on projections, services for low socio-economic students, English Learners, and foster youth will increase. All of these subgroups will receive services including Designated and Integrated ELD, school wide positive behavior support of Responsive Classroom approach, K-5 ELA Wonders program implementation, K-5 Bridges math program, Mindfulness, and work toward the skills and characteristics on the Learner Profile. Small group intervention by a credentialed teacher tutor at as many grade levels as possible will also be available. Additional technology and intervention programs will utilized.