

Learning Continuity and Attendance Plan (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.]

EPIC Charter School is a personalized learning public charter school. Since EPIC is a non-classroom based independent study learning school, the education calendar was not interrupted due to COVID-19 and there was minimal disruption to education delivery. Prior to the pandemic, EPIC supervising teachers met in-person at least once a learning period with their students and families. These learning period meetings were moved to face-to-face meetings online utilizing Zoom or Google once the COVID-19 outbreak started. Students still had access to their online curriculum and 24/7 access to online homework help and tutoring. Teachers and staff regularly check-in with students to ensure they are engaged and progressing through their curriculum. Students with Individualized Education Programs (IEP) receive their specialized academic instruction and related services online. IEP meetings are held via Zoom or phone conferences. Every EPIC student has a credentialed supervising teacher that helps facilitate the student’s personalized learning plan. EPIC teachers continued to adjust student’s educational plans and assignments to meet each student’s needs even after the COVID-19 pandemic began.

EPIC’s fifth school year will begin on September 8th, 2020.

Stakeholder Engagement

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

Surveys, staff meetings, formal and informal conversations, and open board meetings all played a key part in gathering stakeholder feedback. EPIC Charter School employees, students, and parents/guardians were sent an online survey soliciting school input electronically. EPIC also solicited stakeholder input at the all-staff retreat in June documenting parent, teacher, and student school improvement input that was provided to teachers during face-to-face meetings throughout the year.

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

All EPIC Charter School board meetings are available for the public to attend. Information regarding remote access for attendance is included on the meeting's posted agenda on the EPIC website. The August 27th board meeting is the public hearing for members of the community to be able to provide feedback on the Learning Continuity and Attendance Plan draft. The Learning Continuity and Attendance Plan is scheduled to be board approved at the September 24th scheduled meeting. EPIC Charter School board meetings follow all requirements of the Brown Act.

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

Stakeholder feedback confirmed that EPIC Charter School teachers did an excellent job of transitioning to 100% online teaching. In person face-to-face meetings with families and students transitioned to Zoom or Google. Many families stated they actually preferred meeting online. Still, many families also expressed they are excited to return to the monthly in-person meeting with their student's teacher. Some stakeholders stated that EPIC can improve on asset delivery and replacement when a Chromebook or Mifi device breaks or malfunctions. Many parents also indicated the desire for students to resume in-person tutoring, enrichment, and extracurricular activities once each county EPIC serves permits the service for in-person delivery.

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

- Plan for improved delivery time of new and replacement assets (Chromebooks, Mifis, iPads, etc)
- Plan for grade level clustered learning pods
- Professional development for staff
- Plan for mental health services for students and training for staff
- Plan for additional RTI remote services

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.]

As a non-classroom based school, EPIC Charter School does not require classroom-based instruction for the school programs. However, EPIC teachers meet face-to-face with their students at least once every Learning Period. Teachers will resume in-person meetings with families and students as soon as allowed by state and local county health guidelines permit.

EPIC will conduct distance learning assessments for students at the beginning of the year and provide interventions shortly after the school year begins. This includes identifying those students who have experienced and/or may be at risk for experiencing continued learning loss

due to the effects of distance learning. Students who show a need for intervention will be placed in intervention courses to support their learning, provided with extra support from an instructional aide and received supportive curriculum to help build deficient skills. All teachers will begin the year assessing student knowledge of previous year’s content and provide remediation individually depending on the needs of the students in the courses.

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

Description	Total Funds	Contributing
Train teachers in providing remedial instruction from last year’s content while also addressing this year’s standards.	\$750	N
Train teachers in identifying students who need additional support through tutoring. This action contributes to the increased or improved services by providing additional tutoring time for students who are most at risk for learning loss due to language barriers, unstable housing or home environment.	\$1500	Y
Purchase facemasks for staff and any student in need.	\$400	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

EPIC Charter School is a personalized learning public charter school. Since EPIC is a non-classroom based independent study learning school, there is minimal disruption to the education delivery model due to COVID-19. EPIC supervising teachers meet face-to-face at least once a learning period with their students and families. Students have access to their online curriculum and 24/7 access to online homework help and tutoring. Teachers and staff regularly check-in with students to ensure they are engaged and progressing through their curriculum. Students with Individualized Education Programs (IEP) receive their specialized academic instruction and related services online. IEP meetings are held via Zoom or phone conferences. Every EPIC student has a credentialed supervising teacher that helps facilitate the student’s personalized learning plan. EPIC teachers will continue to adjust student’s educational plans and assignments to meet each student’s needs.

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.]

EPIC Charter School provides Chromebooks and internet mifi devices to all students that need them at no cost.

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.]

EPIC Charter School’s personalized learning model requires supervising teachers to meet at least monthly with their students and families to ensure that students are progressing in their independent study courses and to address any concerns. Teachers will continue to meet this requirement through virtual meetings until they can meet in person. As an independent study school, student attendance is based on work completion and the supervising teacher monitors this through the Learning Period meetings with students. There have been no changes to this part of the program. All courses in grades TK-12 have been evaluated by the school administration to ensure they meet the instructional minutes, curricular and standards requirements for each course and grade level. Instruction minutes conducted through credentialed teacher-led instruction both synchronous and asynchronous in compliance with independent study law and EPIC Charter School’s Independent Study Policy.

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.]

EPIC has an in-depth offering of professional development training, tools, and resources for the 2020-21 school year. With a dedicated IT support team and Director of Professional Development, EPIC has the support needed to ensure all professional development and needed resources, including technological support, is coordinated and prioritized. Initial support will include both direct trainings provided by administrators and expert teachers as well as open teacher panels to coordinate teacher voices and subject matter expertise. Professional Learning Community topics for our summer PLC were centered on student engagement, curriculum implementation and effective online skills acceleration practices as well as practical how-to trainings for instructional technology platforms. Trainings will continue as needed throughout the year. In addition, EPIC employees are prescribed asynchronous job specific training modules through EPIC University.

Staff Roles and Responsibilities

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

EPIC Charter School is a non-classroom based school with an established distance learning model. EPIC is fully staffed with the required roles and responsibilities to support our students and families during and after the COVID-19 pandemic.

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.]

English Learners will be provided with the following additional supports:

- Translation services for family members to discuss student support, progress, and needs

- Language supports in the curriculum including: videos, audio support, closed captioning, embedded translations, and translation dictionaries
- Placement in virtual reading and math intervention courses

Special Education students will receive the following additional supports:

- Additional tutoring and specialized academic instruction through a virtual platform as required by student's individualized education plans (IEP)
- Modifications and accommodations to curriculum as dictated by student IEP
- Consultation between Education Specialist and General Education Teacher to monitor student performance
- IEP meetings held virtually for all meeting types

Foster students will be provided the following additional supports:

- Access to support during the entire school day
- A designated liaison to address academic, medical and social/emotion needs of foster students

Homeless students will be provided the following additional supports:

- Ensuring all students are provided with Chromebooks and replacement materials as needed
- Access to support during the entire school day
- Staff training on trauma-informed support for students experiencing homelessness
- A designated liaison to address academic, medical and social/emotion needs of students experiencing homelessness

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

Description	Total Funds	Contributing
Chromebooks	\$40,000	Y
Internet mifi devices and internet access for students	\$37,247	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.]

All EPIC students will take the NWEA Measure of Academic Progress in the fall to assess student current grade level proficiency. Supervising teachers will analyze each student’s assessment results and customize the student’s learning plan to ensure they have the right curriculum and supplemental resources to progress towards standards mastery. Students needed additional learning supports can participate in EPIC’s focused grade level cohort ELA and Math support courses.

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.]

EPIC teachers will begin the year assessing students using NWEA Measure of Academic Progress assessment to identify learning gaps in ELA and math. Once identified, teachers will review content in classes through direct instruction and use the supplementary programs to help students improve deficient skills. The Foster/Homeless liaison will work with teachers to identify learning gaps for these students and train teachers on how to best provide support. To support English language learners, personalized learning plans will be developed at the start of the year to include appropriate placement in courses, and the use of appropriate curriculum within courses. Teaching strategies will be aligned to supporting English language learners and used by teachers in each class. Students with exceptional needs will have a personalized learning plan developed for them and the general education and special education teachers will work in collaboration to ensure that students are successful in their plan. Students needing additional support will receive SAI sessions from the special education department. Coursework and assignments will be modified and streamlined in alignment with each student’s IEP accommodations and modifications.

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.]

EPIC Charter School will use NWEA Measure of Academic Progress assessments to measure student progress throughout the year. The assessments are conducted in the fall, winter, and spring. In addition, informal student data regarding engagement, skills progression, standards mastery, and credit completion will be consistently monitored by teachers and administration to ensure student progress is effectively measured.

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

Description	Total Funds	Contributing
Purchase of MasteryConnect licenses for additional formative and summative grade level assessments	\$6,500	Y
Purchase of ClassCraft licenses for additional support to mitigate student learning loss	\$3,120	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.]

EPIC Charter School staff received training on identifying mental health needs of students during distance learning lessons and interactions. Teachers are trained to reach out to the Principal when they are concerned about the social and emotional well-being of their students. EPIC IT also includes a sophisticated awareness system that alerts the Principal and Executive Director of any concerning internet searches and the EPIC staff follows-up appropriately with the student’s parent/guardian. The school refers families to local agencies if the issues cannot be resolved through school support. As the year progresses, the school anticipates that more training will be needed to support staff as they support students to navigate through the unprecedented and challenging circumstances created by the pandemic and economic outfall.

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 personalized learning model at EPIC Charter School requires that teachers hold Learning Period meetings with both students and parents. These meetings are a time for the family and teacher to address any concerns related to attendance, work completion and assignments as well as to provide targeted instruction and support. Students who are not attending are identified by the teacher who will create a Student Support Plan with the family to reengage the student in learning. If need warrants, a Student Support Team (SST) meeting will be held with family, teacher and an administrator to assist students in overcoming their barriers to completing assignments and attending assigned learning sessions. Families who need translation services for these meetings will be provided with one from EPIC staff or a contracted service provider.

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 non-classroom based school with no physical classroom locations, EPIC Charter School does not participate in a school nutrition program.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Contract with external online mental health and social emotional support services for students	\$20,000	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
10.61%	\$675,932

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 that are provided to the entire school but are primarily targeted to unduplicated student counts include:

- Train teachers in identifying students who need additional support through tutoring. This action is primarily targeted to English language learners, foster and homeless youth who were considered to need extra support due to language barriers, unstable housing or home environment. They will be serviced through additional tutoring time.
- Purchase intervention materials to support learning loss. Students who are who are most at risk for learning loss such as homeless and foster youth were considered first in this action due to unstable distance learning environment. Additional materials for teachers to use in providing additional instruction for these students will benefit their ability to continue to learn while confronting learning gaps.
- The purchase of Chromebooks, while available to any student who needs them, was primarily directed to low income and homeless youth. Low income students may need support with wifi service due to not having internet access in the home or being able to consistently pay the

internet bill, while homeless students need a way to access the internet to meet the requirements of distance learning regardless of their housing situation.

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

- Additional instructional aides will be used to provide targeted language support for English language learners beyond the supports they receive in their online core curriculum.
- Staff will be trained specifically in how to support the social/emotion needs of foster/homeless youth during distance learning and provided with resources to intervene when students are in crisis.
- Curriculum will be purchased to support English language development for English learners in both intervention and grade level curriculum.