

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
Granite Mountain Charter School	Brook MacMillan	Brook@granitemountainschool.com 951-479-2609

General Information

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

Granite Mountain Charter School has sought out information regarding the needs of all stakeholders. Throughout the COVID-19 crisis, Granite Mountain has sent surveys to families to identify stakeholders in need of crisis intervention and support. Granite Mountain has actively made efforts to review the survey input from all stakeholders to ensure all needs are met. Granite Mountain has ensured that all students were given access to online curriculum via universal offerings such as Accelerated Reader, MyOn Reader, MyOn Reader News, XL and Brain Pop that makes the curriculum accessible. Granite Mountain has also provided all staff and students with gmail and google accounts to stay connected with, and has provided admin with zoom accounts to ensure engagement between student and teacher is uninterrupted. Granite Mountain actively communicates with all stakeholders with regard to the continuance of operations throughout the COVID-19 situation. Families continue to be given choice in curriculum selection, teachers are supported through online trainings, and extracurricular activities such as virtual field trips, clubs, and extracurricular classes such as cooking and Spanish classes have been moved to online platforms to ensure students are still active in our school activities and are supported at the highest level possible,

Stakeholder Engagement

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

Stakeholders have been consistently informed of all changes in operations due to COVID-19 via school wide mass emails, social media, and direct teacher contact. As the Covid crisis continues, Granite Mountain seeks to ensure communication is as fluid as ever. Additional staffing has been created to ensure a direct line of communication goes from upper admin, to regional directors, to regional coordinators, to teachers, and ultimately to families. Virtual teacher training has increased. Virtual family info sessions have increased, and messaging has been intentional and purposeful. Granite Mountain has actively engaged all stakeholders with intentional and purposeful communication. Our public comment time, during our public stakeholder hearing, brought to our attention the need of a Family Support Specialist-3 to support our SPED students as a roving/instructional associate. Furthermore, Granite Mountain has initiated a family support committee that will

serve as additional stakeholder engagement that will supply Granite Mountain with a committee of stakeholders that include, admin, staff, students, and parents that can work together to discuss school policies and current issues and needs.

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

In an effort to allow all stakeholders the opportunities to engage in our meetings, Granite Mountain has shared the dates to virtual meetings on our website and social media forums. All stakeholders including staff, parents, and community are encouraged to attend our virtual board meetings and informational sessions. The board meeting agendas and meetings are posted on our website to ensure access to all stakeholders that may not be able to attend the live virtual meetings.

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

In an effort to meet the needs of all stakeholders during the COVID 19 crisis, Granite Mountain is actively surveying staff and families regarding their specific needs. Throughout the surveys and access to technology, Granite Mountain has learned that there is an expressed need for clubs and extracurricular activities to engage our students. Since learning this, we have established several clubs and extracurricular programs to engage students virtually. It is the plan of Granite Mountain to resume these events in person once the pandemic subsides and in person contact is allowed. Furthermore, Granite Mountain stakeholders have expressed a desire to continue utilizing a vast array of curriculum tailored to meet the individual learning needs of the students. Granite Mountain has continued to offer a curriculum aligned to state standards that meets the needs of our independent study nature.

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

Through the Covid-19 crisis, Granite Mountain has sought out the feedback of stakeholders and have gathered data from various surveys. Surveys have been utilized to confirm the families needing crisis intervention, the families impacted due to illness, the nutritional needs, and the academic expectations through the crisis. Specifically the Learning Continuity and Attendance Plan was influenced by the need to continue the independent study model, virtual services, and the formation of family and staff community committees.

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.]

Granite Mountain is an independent study homeschool charter and as such, does not offer classroom-based instruction. Granite Mountain teachers make individual student appointments to meet with families face to face and ensure learning goals are being met. Throughout the COVID-19 crisis, teachers will continue those meetings virtually in order to maintain social distancing regulations as well as meet the needs of all students. Granite Mountain provides universal access curriculum to all students and also activities such as in person and virtual clubs, field trips and activities via in person vendors. These activities have been continued through a virtual platform such as zoom and google classroom meetups, and also include additional virtual activities such as virtual clubs in order to keep students connected and to provide support for students in crisis. To assist in support of these activities, Granite Mountain employs Family Support Specialists, Assistant Directors of Family Relations and Community Life, and a vendor support team to assist with orders of these activities. Furthermore, Granite Mountain has established an intervention model through our student support services that assist students with learning gaps and provide additional, targeted instruction and provide support and intervention as needed. Granite Mountain also continues to offer professional development to staff through the use of our staff development coordinator focused on training related to MTSS and socio-emotional wellbeing of students.

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

Description	Total Funds	Contributing
Development of in person clubs and activities including staffing and resources for the activity	\$180,000	Y
Development of universal curriculum and staff Professional Development	\$14,895	Y
Provision and research of safe access to vendors, events, and field trips through Family Support Specialists, ADs of Family Relations and Community Life, and Vendor Support team	\$192,120	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.]

As an independent study school, Granite Mountain will continue to offer a vast array of curriculum that meet the needs of our families and students. Since the COVID-19 crisis, Granite Mountain has included a set of universal offerings such as IXL, BrainPop, MyOn Reader/News, and Accelerated Reader, and customized curriculum options available to all students to ensure access to a standards aligned curriculum and offer tier 1 support. Granite Mountain seeks to continue to provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure. Granite Mountain also seeks to create systems and structures that provide multiple personalized learning paths to increase the cohort graduation rate and College and Career Readiness to close the achievement gap.

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.]

As an independent study model, Granite Mountain has always maintained that students have access to the technology needed to engage in their curriculum, both on and off line. Prior to COVID-19, many of our students were already utilizing online curriculum, so post COVID-19 the curriculum choices of our students and the access to the technology to access that curriculum has not changed. Granite Mountain continues to offer laptops and tablets to students who request them.

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.]

As an independent study charter school, through the COVID-19 crisis, Granite Mountain will continue to provide access to a variety of curriculum that caters to the individual student needs. Students will continue to meet virtually with their teacher once a learning period to ensure learning goals are being met and standards are mastered. Students will continue to provide teachers with work samples indicative of their learning, they will continue to claim attendance for each day of instruction, and teachers will continue to monitor student abilities through online assessments such as the STAR 360 exam that is taken at home.

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.]

Throughout the COVID-19 crisis, Granite Mountain has maintained increased efforts to connect and engage all stakeholders, including their staff. Granite Mountain has increased info sessions for teachers, has conducted virtual and recorded training, and has implemented training office hours for staff to come to get assistance with all issues. Staff are encouraged to join the staff social media page to access each other

throughout the day to ensure they are supported. Granite Mountain staff have all been given school issued laptops and are provided with access to technical support throughout the business day.

Staff Roles and Responsibilities

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

Granite Mountain has seen the need for additional curriculum support personnel, additional regional support staff, and content area specialists and instructional support for Special Education. The addition of these positions have created additional resources for teachers and families to access.

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.]

As an independent study charter school, Granite Mountain has several supports in place to support our independent study, homeschool students specifically students experiencing poverty, homelessness, and EL students to provide universal access to curriculum and support. These supports have been carried over from previous years, but serve as systems to combat the needs that have come from the COVID-19 crisis. Students have access to their homeschool teacher on a daily basis with a formal meeting every learning period (20 days). Our Student Support Services department has come together to offer interventions and a system of support to ensure struggling students have the resources needed for achievement. We have continued to provide an EL intervention specialist with a team of individuals to support the EL population and are actively working on an EL parent committee. We have continued to provide a homeless/foster youth intervention coordinator to ensure the needs of this population are met. We have contracted with Charter Technical Services to implement IT support for troubleshooting and development for staff and families and have included a zoom room and internet stipend for staff. We have created a staff development coordinator to implement professional development on trauma and a variety of topics that focus on assisting our students with unique needs as well as a staff wellness program to support the needs of our staff. We support student growth by offering universal curriculum options and have acquired additional technology devices to meet the needs of students with unique needs. In order to assess the student levels, we utilize the STAR 360 program and have professional development to educate teachers on how to use the program to meet the needs of their students.

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

Description	Total Funds	Contributing
Development and implementation of student and staff wellness programs	\$20,000	Y

Expenditures associated with our universal curriculum options: IXL, BrainPop, MyOn, Accelerated Reader	\$106,236	Y
Additional technology devices and hotspots for students in crisis, EL, low socioeconomic students, homelessness, foster care	\$200,000	Y
STAR 360 program and professional development	\$45,870	Y
BrainPop EL implementation for EL students	\$795	Y
Zoom accounts	\$9,750	Y
IT Contract newly developed to meet needs of staff and students	\$201,600	N
Internet stipends for staff	\$91,000	N
Additional School Psychologist to meet needs	\$92,709	Y
Addition of Family Support Specialist-3 to help in SPED department	\$43,120	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 combat learning loss during the 2019-2020 school year, Granite Mountain teachers connected with their students to support them through the temporary school closure. As an independent study model, all Granite Mountain students had access to their curriculum through the school closure. Teachers worked with families to ensure learning needs were met and supports were provided as needed.

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.]

For the 2020-2021 school year, Granite Mountain will assess students using the STAR 360 assessment for reading and math and target students who are not proficient in these areas. Granite Mountain has acquired licenses for the intervention program, Freckle, and seeks to utilize that as an intervention program for students below grade level. Granite Mountain has given universal access to curriculum such as IXL, Moby Max and BrainPop. We have employed specific subject matter experts as HQTs to service all high school students with daily office hours. We have created student support services who will provide tier 1-3 supports and intervention. We have developed support roles for staff in positions such as Crisis Intervention Coordinator, Speech Intervention contract to further support students while we are seeking an in house intervention Speech and Language Pathologist, Achievement Administrators that focus on data, SST and 504 coordinators, Director of Student Achievement, School Counselor who also serves as a guidance tech, Assistant Director of Student Support, and high school coordinators, content specialists with daily office hours, Regional Directors, and Regional Coordinators, to serve the needs of students. Granite Mountain provides MTSS training for staff and families through Professional Learning Communities and also ELL strategies,

training on assessments and scope and sequences guided by Regional Directors, and Regional Coordinators. We provide professional development in the STAR 360 program.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Students will be assessed using the STAR 360 assessment in reading and math at the beginning of the school year. Students will then be placed on intervention supports, monitored by our student support services team. They will meet with students and place them on intervention programs such as Freckle to increase student achievement. Students will be reassessed at the end of the school year using the STAR 360 assessment. Results will be compared from each test to analyze progress. Granite Mountain has also employed Tier 2 Intervention Coordinators for direct instruction in math, reading and writing.

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

Description	Total Funds	Contributing
Granite Mountain provides MTSS training for staff and families through Professional Learning Communities and also ELL strategies, training on assessments and scope and sequences guided by Regional Directors, and Regional Coordinators	\$119,000	Y
Professional development on the use of STAR 360 as an assessment tool	\$4,250	Y
SST/504 Coordinators	\$170,000	Y
Staff Development Coordinator, Crisis Intervention Coordinator	\$129,000	Y
Implementation and development of Freckle for Tier 2 support	\$30,730	Y
Assistant Director of Student Support Services	\$71,250	Y
Intervention Coordinators in Reading, Math, Writing	\$340,000	Y
Intervention curriculum such as Explode the Code, Moby Max, IEW, etc	\$1000	Y
EL Coordinator, EL curriculum and parent and staff training for implementation	\$90,000	Y
Content Specialists offering daily office hours	\$260,400	Y
Director of Student Achievement	\$115,000	Y
Achievement Administrator focusing on data analysis	\$80,750	Y
School Counselor serving as guidance tech	\$75,000	Y
Contracting with Speech Intervention vendor for SST speech intervention until in house SLP is secured	\$10,400	Y
Intervention Speech Language Pathologist	\$82,157	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.]

In an effort to maintain healthy staff and students, Granite Mountain has taken several initiatives to provide quality support in the area of social and emotional support. Staff and students are encouraged to take time each day for personal well being. Suggestions are included during staff training and shared with families during virtual meetings. The increase in virtual extracurricular activities are meant to combat some of the isolation felt by families during the COVID-19 crisis. Our counselor has made herself more accessible by holding virtual office hours and making one-one calls to all high school students. The crisis intervention survey is continued to be utilized by staff and students and will inform the school of specific stakeholder needs as they arise. We will also be providing a tiered social and emotional program for all students ensuring emotional wellness resources throughout the school year. Granite Mountain has also implemented staff-wide wellness courses where teachers have volunteered to share classes such as yoga, healthing eating, and etc with other staff members. These classes focus on maintaining physical and mental wellness. Granite Mountain has increased our support staff by adding a 3rd school psychologist to serve students. Granite Mountain is a family and seeks to serve all stakeholders in the more supportive ways possible.

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.]

As an independent charter school, we have previously served students in a distance education model and have continued operations as such. In order to ensure students are engaged and learning, teachers maintain constant communication and meet virtually with the families every learning period (20 days). Compliance protocols have been continued which allow accountability for the family to maintain academic accountability in the areas of attendance and work completion. Students who fail to meet the compliance standards will be given written warnings, phone and virtual support, but may ultimately be withdrawn for failure of compliance. These systems are part of our LEA board policy as an operating independent homeschool charter. Granite Mountain also provides assistant directors of family and support and family support specialists who provide support to families, assists in maintaining engagement and gets families excited about learning. They also assist with compliance issues and protocols to ensure a seamless implementation. During the COVID -19 crisis, staff makes additional efforts to reach out to families to ensure non compliance is not a crisis situation and also provides staff and student wellness plans to ensure their needs are all being met. We have developed a staff and student wellness program to meet the needs of all stakeholders.

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.]

Granite Mountain provides a crisis intervention survey that allows staff and families to share specific needs with the school, this includes nutritional needs. Families that are in need of nutritional support can fill out the survey and assistance be given as needed.

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

Section	Description	Total Funds	Contributing
School Nutrition	Meals provided to families in crisis	[\$ 0.00]	[Y/N]

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
8.46%	\$2,254,948

[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 needs of Granite Mountain’s foster youth, English learners, and low income students were assessed during this pandemic and were targeted as essential. We know that if we are meeting the needs of these sub groups, and providing equitable access to the general population, we are serving our students well. We have specifically taken into consideration the needs of unduplicated groups while making this plan in order to ensure all students are being served well and supported to the fullest degree.

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

Granite Mountain seeks to serve all students to the fullest, including our foster youth, ELs and low income students. In order to do this, we specifically take their needs into consideration and focus on improving the quality of instruction and services that are needed to promote their academic achievement. Specifically, Granite Mountain has hired a Student support services team with SST/504 coordinators, we have hired

a Director of Student Achievement and Achievement Administrators, we have hired an EL Coordinator and Staff development administrator, and we have targeted training for staff on MTSS. All these measures seek to ensure that students with unique needs are met.