

Blue Oak Charter School
450 W. East Avenue, Chico, CA 95926
CHARTER COUNCIL
SPECIAL MEETING

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Wednesday, September 23, 2020 - 6:00 PM

Vision: To be a model for successful education of the whole child.

Mission: To nurture and deepen each child's academic and creative capacities using methods inspired by Waldorf education in a public school setting.

LCAP Goal Summary: Build the parent community, support success for all students, and prepare students for high school

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All times noted on the agenda are approximate and listed solely for convenience. The Board may hear items earlier or later than is noted and may move the order of agenda items.

The Blue Oak Charter Council reserves the right to take action on any item on the agenda.

AGENDA

OPEN SESSION - 5:45 PM

1. OPENING - 5 Minutes

- 1.1. Call Meeting to Order
- 1.2. Roll Call of Council Members and Establish Quorum
- 1.3. Invocation - School Verse Read

“This is our school, May peace dwell here, May the rooms be full of contentment. May love abide here, Love of one another, Love of our school, Love of life itself. Let us remember that as many hands build a house, So many hearts build a school.”

- 1.4. Agenda Modifications
- 1.5. Audience to Address the Council

This is an opportunity for members of the community to address the committee concerning items not on the agenda. Persons addressing the Committee will be allowed a maximum of three (3) minutes for their presentation. The chair may establish a maximum speaking time for any item. Persons may not yield their time to another speaker (Gov. Code § 54954.3)

2. GOVERNANCE - 15 Minutes

- 2.1. Learning Continuity and Attendance Plan

Susan Domenighini

3. NEXT MEETING - Tuesday, October 13, 2020



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

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
Blue Oak Charter School	Susan Domenighini Executive Director	sdomenighini@blueoakcharterschool.org (530) 879-7483 ext 2003

General Information

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

Butte County, California, where Blue Oak is located, was placed on the state watch list just before school started this summer. This required the school to open in full distance learning mode. Blue Oak is a Waldorf inspired charter school. This includes a basic value of limiting technology in education and the belief that personal relationships and experiential learning are key to quality education. The COVID-19

pandemic has required increase time, training, and expenditures on the use of technology. It has reduced our enrollment in Kindergarten which may have long term implications for the school. Teachers and staff are rising to the challenge and providing engaging and balanced educational programs. Parents are also rising to the occasion, but many are also struggling with work and home expectations. Concerns around increased depression and anxiety have been expressed.

Stakeholder Engagement

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

During the month of July (dates) and the beginning of August All Staff meetings (7/15,22,29/20) Town Hall Meetings (7/16,23/20), and a faculty meeting (August 5th, 2020) were held to engage stakeholders. Meetings recorded meetings were posted through YouTube on the school Website to allow those unable to attend to listen and have an opportunity for input. Two community surveys, one in June and a second in August requested specific concerns and needs of the parent community and faculty separately. The Blue Oak Charter Council requested and received direct input from parents and staff in attendance at their July meeting. August in-service days included additional requests and input on applications and other resources needed for Distance Learning.

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

All meetings were available through Zoom, with posted agendas prior to the meeting and recordings posted when possible.

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

Distance Learning is difficult for working families and families with multiple children. In the August survey approximately 19% shared concerns that they would not be able to meet their child's needs through the distance learning model. In the Town Hall and All Staff meetings significant concerns were shared as the ability for on site classes to be held safely for all concerned. Others expressed that they felt the risk was minimal and students should return to classes.

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

The Blue Oak Charter Council (BOCC) voted to utilize Distance Learning for the delivery of education through the first semester. In September the BOCC will consider adding on site instruction for high needs students and families. All aspects of the Learning Continuity and Attendance Plan were directly influenced by stakeholder input.

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.]

Blue Oak Charter School will offer classroom-based instruction as directed by the Blue Oak Charter Council. The first priority will be to address those with the highest need such as Students with Disabilities, English Learners, students with significant learning loss due to school closure, and those unable to be successful through Distance Learning. Blue Oak has developed a three step plan for education including distance learning, limited access to on site instruction, and full on-site programs.

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

Description	Total Funds	Contributing
Blue Oak has designed a safe return to school plan incorporating local, state and federal recommendation for the health and safety of students.	\$15,000	Yes
Blue Oak will follow the recommendations to return high needs students to classrooms including small groups and individualized instruction when allowed and approved by local authorities.	\$60,000	Yes
Blue Oak will return to full on-site education when deemed appropriate and safe.	\$60,000	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.]

Blue Oak will provide continuity of learning by moving their traditional program to the online learning environment. Grade level teachers will meet daily through Zoom with their classes checking in on students and attending to daily instruction. Additionally lessons will be video taped to be reviewed by students and families at times to be determined by family schedules. Specialty teachers will also meet at least weekly with students and prepare lessons appropriate to the age and ability of the students. Materials, both hardcopy and digital will be provided to students for work at home as appropriate.

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.]

Blue Oak surveyed families for their technology needs. Chromebooks and hotspots were provided to students who requested them. Additional Chromebooks and laptops were ordered/purchased to supply students

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.]

Attendance will be taken daily through the morning synchronous Zoom meetings. One to two hours of synchronous instruction or support will be available daily. An additional one to two hours of asynchronous instruction will occur daily depending on the grade level. .

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.]

Teachers and staff received training on the use of Zoom, video, various applications, Sadlier Connect, and iReady. Additionally staff has access to tech support through both Butte County Office of Education and our in house technology staff.

Staff Roles and Responsibilities

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

Changes in staff roles have included aides, staff and teachers moving from classroom support to on line individual or small group support. Increased sanitation, preparing and distributing materials for students to take home are additional new staff functions. .

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.]

Supports for students with unique needs start in the classroom with differentiated instruction or individualized assignments. Teachers have regular on line office hours where students and parents can drop in or make appointments for additional supports. School wide Math drop in support hours are also available. The Special Education teacher and English Learning Specialists work with the individual student and teachers and provide additional 1 to 1 supports. Aides are used for 1-1 check ins and reading support. The School Counselor and Behavior Support Assistant provide individual support for students with more emotional needs related to COVID 19.

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

Description	Total Funds	Contributing
Devices including Chromebooks, laptops and hot spots were ordered/purchased for teachers and students.	79,000	Yes
Licenses for iReady and Sadlier Connect to allow for on line instruction. Additional applications were purchased to support teachers in their lesson presentation.	\$9,000	Yes
Personnel were committed to helping students, parents and staff to improve connectivity and their ability to participate in on line instruction.	\$50,000	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.]

During the first weeks of the 2020-21 students from second through eighth will be assessed in mat and English skills with iReady. iReady will allow teachers and the Leadership Team to review students for any learning loss. This will be compared with their classwork and plans will

be put in place for students that appear to have lost ground since March or who are significantly below grade level. iReady assessments will be completed again in January to establish further needs or improvement.

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.]

Based on the iReady standardized assessment, teacher observation, classroom assessment and parent input instruction is will be classroom instruction will be designed to address learning loss. Students presenting with significant learning loss or below grade level may be referred to the Leadership Team where instructional and support staff meet weekly to review academic and emotional needs of the students. During distance learning teachers have regular on line office hours where students and parents receive additional help. School wide Math support is available through our Math Specialist. The Special Education teacher and English Learning Specialists work with the individual student in special populations and teachers and provide additional 1 to 1 supports. Aides are used for 1-1 check ins and reading support. The School Counselor and Behavior Support Assistant provide individual support for students with more emotional needs related to COVID 19. Students with significant learning loss will continue to be monitored throughout the year for additional help or adjustments in educational strategies as necessary.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

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

Description	Total Funds	Contributing
Standardized iReady assessments will be completed from 2nd through 8th grade. The testing coordinator will monitor the assessments to assure they are completed in a timely fashion, review them with teachers and bring them to The Leadership Team.	\$7,000	Yes
Additional Bridges to Mathematics and Sadlier for English were purchased to support improved instruction.	\$15,000	Yes
Professional development for iReady, Bridges to Mathematics. CPM and Sadlier were provided.	\$2000	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.]

Blue Oak provides mental health and social/emotional support primarily through the school based Counselor and Behavior Support Assistant. This team meets weekly with the administrators to review individual student, family, and staff concerns and to set action plans to address any arising issues. This team is also a part of the Leadership Team, which addresses both academic and social/emotional issues within the student population. The team provides a variety supports through Friendship Groups, counseling, and other individual or group education activities. Professional Development is regularly provided to staff on both self care and student observation. A Digital Observation form, developed by the Leadership Team is monitored by the Behavior Support Assistant. When necessary the counselor acts as a conduit to support referrals to outside agencies for counseling.

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.]

Pupil engagement and outreach began in July as Blue Oak moved to the Distance Learning model required by the state for counties on the watch list. Each family was supported in completing online registration. A parent survey requesting information on technology needs educational and childcare concerns as part of the process. Three Town Hall meetings to allow for questions and input from parents occurred during the month of July.

Teachers established classroom schedules including daily engagement Main Lessons, Math, and English Language Arts instruction where scheduled with staggering between lower and upper grades. Specialty class zooms were established around the classroom schedules. Attendance is taken during each class's morning Zoom. If students are not in attendance during the Zoom teachers attempt to reach out with phone calls again during the day. If attendance is not established for the day the Attendance staff and administration continue this work with additional phone calls or other check-ins. Specialty teachers and academic support teachers are included in daily outreach when necessary. Links with other school families, visits to the homes, and other individuals plans are utilized as a third tier of intervention. Translators or bilingual staff are engaged if the parents have limited English skills.

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.]

Blue Oak refers students to Chico Unified School District (CUSD) distribution sites for meals. CUSD is our contracted provider. A message is sent out in the weekly news letter and is posted on the school's website and Facebook page with the times and locations of the distributions.

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
11.60%	\$278,430

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.]

Faculty and staff are educated on the definitions of foster and homeless youth and families. A formal survey and informal data are used to collect the information necessary to qualify students and families for services. Butte County Office of Education's School Ties serves as a conduit for services to the homeless and foster youth. These include tutoring, transportation, mentoring, and the provision of other resources. Approximately 3% of Blue Oak students are designated as English Learners. A credentialed teacher is assigned to work with grade level teachers to develop and implement individually designed plans English Learners. Aides designated to support teachers are

trained to support English Learners on a 1 to 1 basis during distance learning. Translators or bilingual staff are engaged for meetings with parents to assure understanding. Low-income students formal surveys and informal data are used to determine the needs of low income students. Referrals to outside services, provision of technology, transportation, nutrition and other services are provided.

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

Additional outreach has been implemented to assure the needs of foster youth, English learners and Low-income students are addressed. Significant funds and resources have been designated to supporting distance learning technology. Priority is placed on high needs families, including devices and hot spots.