

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

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.]

LA Promise Charter High School #1 is operated through *LA Promise Fund*, a nonprofit organization dedicated to preparing students for success in college, career, and life. The Fund creates vibrant community hubs and partnerships that foster motivated, engaged, and directed students, who are poised for academic, professional, and personal success.

In early March, [Governor Newsom declared a State of Emergency](#), and the state's preparation for spread of COVID-19. This resulted in our Leadership Team in developing a Distance Learning Policy, including a Technology needs assessment, shift in roles and responsibilities for staff, and methods of communication with parents/families.

On March 13, 2020, Governor Gavin Newsom issued [Executive Order N-26-20](#) regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic.

Families were surveyed to assess **Technology and Internet needs** via Parent Square. As a result, 100% of students were issued a laptop. The LA Promise Fund Agency secured donations for the issuance of Wi-Fi Hotspots, and we also provided families with [resources to apply for free/reduced cost internet services](#), in an effort to ensure all students could access curricular and instructional materials during Distance Learning and to decrease the digital divide among the vulnerable community we serve. Appointments were made for families to come to the school under strict guidelines (temperature check, extreme sanitization, social distancing and masks) to bring in laptops if upgrades or repairs were needed, or to obtain a free Wi-Fi hotspot. In situations where families were not able to stop by the school to pick up a device due to hardship, the Parent Engagement Team dropped off the device to the student's home, meeting the family outside the home, physically distancing and wearing a mask.

Our teachers, Para-professionals and Instructional Aides participated in **Professional Development** facilitated by the Director of Schools and the Content Area coaches in Mathematics, English Language Arts (Loyola Marymount University CA Reading & Writing Project), and Science that took place twice per month during school closure. Areas of focus also included strategies for implement engaging Google Meetings, Flipgrid, Rosetta Store, and Zoom meetings.

**Distance learning** was both asynchronous and synchronous instruction. Students were provided with access to virtual lessons and assignments through Google classroom and work packets, which allowed them to engage during their own time and at their own pace. Our model prioritized providing students with consistent feedback, connection to the school, and support. The well-being of our students during this time is equally important to their academic progress.

This model is informed by research, best practice, and our own local context. It reflects these uncertain times, including the challenging circumstances faced by our students, staff members, and families. Our school leaders, teachers, and support staff managed both personal and professional responsibilities while ensuring that the social-emotional and academic needs of our students were being met. Our students face the reality of trying to learn with uneven internet access, despite our best efforts to remedy this. Additionally, there were a myriad of increased home demands that included care for siblings and family members, lack of an ideal learning environment. This was compounded by feelings of fear, isolation, and food insecurities.

The [Google Classroom Suite and class websites](#) through Weebly were the primary platforms where our teachers facilitated the **distance learning** model. We incorporated a wide range of high-quality online resources to supplement student learning, and encourage every teacher to explore these in order to find the most effective way to support, and meaningfully engage and interact with students.

The **impact of Distance Learning on students** has been isolating, challenging, stressful and some students struggled with time management. As a result, our school shifted to more synchronous instruction and a structured daily format. There has also been an increase in student interaction during Zoom meetings. For **families**, distance learning has created challenges, increased levels of stress and anxiety, including job and food insecurity. Parents have been satisfied with our school's seamless transition to Distance Learning, the resources provided, and ongoing communication and updates to parents. These findings resulted in our Principals hosting parent meetings to address these areas and provide families with increased targeted support services; and check-ins conducted by support staff and teachers on a regular basis. During Distance Learning our school experienced a significant increase in parent participation in parent virtual meetings.

LAPCHS#1 serves the most vulnerable learners, and the impact of COVID has been substantial. Living circumstances have changed for many families, who were unable to pay their rent and had to relocate to live with other family members. Parents employed in the service industry lost jobs. Many recent immigrants and undocumented families were forced to live in the shadows without access to government services. COVID infection rates are high across Los Angeles County, and are most dramatically impacting communities of color.

At the onset of COVID related closures in March, the school deployed laptops and chargers and acquired free and low cost hotspots. Grab and Go Meals were provided. The school also worked with the parent agency, LA Promise Fund, to provide micro-grants for basic necessity, and the agency also ran a food pantry for families in the community, which charter families also benefited from.

Instructionally, the school needed to adapt quickly to the new reality of distance learning. A policy was developed and implemented in April, and is continually revised to better meet the needs of students. The school provided an additional layer of training through content team coaching and collaboration. Training centered on ways to cognitively engage students remotely. Serving English Learners and special education students was a challenge. All special education services were provided through teleconferencing, including IEP meetings. ELLs received both integrated and designated ELD. The school concentrated efforts on tracking student participation through synchronous zoom lessons, work submission through google classroom, or meeting with teachers in breakout groups during office hours.

The Learning Continuity and Attendance Plan has been informed by various forms of data collection in lieu of standardized assessments; attendance/participation, surveys to gauge stakeholders feedback, and student work submission. Additionally, an evidence-based model for distance learning was developed in June - August 2020, by the instructional leadership team including content coaches. Our school's plan is based on the model from Stanford University's online High School, but tailored to the needs of our community to include scaffolds and embedded social-emotional support. Resources are being used to best meet the needs of our learners and mitigate learning loss.

## Stakeholder Engagement

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

LA's Promise Charter High School #1 has implemented multiple strategies and opportunities for students, families, staff, teachers and governing board to provide input in our school's Learning Continuity & Attendance Plan. This process has been ongoing since the school's transition to distance learning in mid-March. All announcements and documents sent to families via email, U.S. Mail and on our website are translated to Spanish (based on the 15% Language group Data) . They include the following:

- May 2020: Annual school climate and culture survey (Panorama Ed) was administered to families, staff and students.
- April to August: Families were surveyed 3 times to assess the percentage of parents/students who would opt for in-person versus distance learning for Fall 2020. (email, U.S. Mail, and ParentSquare.
- June 2-26: Student Distance Learning and Well-Being/SEL Survey
- June 2-26: Parent Community Needs Survey
- April – August: Parent Townhall Community Meetings – for outreach and identify student/parent needs

- March – August: Governing Board Presentations

To ensure equity of voice for all communities of English Learners, administrators will continue to provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Our stakeholder groups will continue to meet throughout the year with a member of the staff or leadership team to ensure our learning models are enabling success for all our students

Family engagement is at the center of successful distance learning participation. Our school has relied on the zoom platform, and included a call-in (telephone) option; to allow for parents without access to a computer to participate. Based on our most recent parent survey (100% participation), all of our parents have a cell phone, and have identified that Zoom is their platform of preference.

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

The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services were available to ensure equitable access and a voice for our Spanish speaking families.

LA's Promise Charter High School #1 provided the following options for remote participation in public hearings and accessibility for the development of the Learning Continuity & Attendance Plan:

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity Plan was uploaded to the school's website at least 72 hours prior to the Public Hearing scheduled for September 10<sup>th</sup>.
- The Learning Continuity Plan was uploaded again at least 72 hours before the scheduled Governing Board meeting (September 17<sup>th</sup>) to adopt the school's Learning Continuity and Attendance Plan.
- Our school provided stakeholders with the date, time and method to participate in the Public Hearing and the Governing Board Meeting remotely via Zoom; and by telephone.
- Our school provided stakeholders access to the Learning Continuity & Attendance Plan for review and opportunities to provide feedback via email/messaging using ParentSquare.
- 100% of our parents have a ParentSquare account and utilize the messaging system.
- Families were also notified of these dates and the document via ParentSquare; and hard copies of this report were made available at the front office.

## **Board Meeting Dates as required in SB98 for the Learning Continuity & Attendance Plan**

**Date of Public Hearing: September 10, 2020**

**Date of Board Adoption: September 17, 2020**

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

Feedback gathered throughout our transition to distance learning in Spring 2020 which continued to the start of the 2020-21 school year impacted the actions included in this plan.

Parents expressed an overall concern for the safety of their children during the pandemic. Although everyone wants their child in the classroom with their teacher, there was an understanding that during the height of COVID in Los Angeles County, that students were safest under the shelter in place order. Surveys indicated that many families were not ready for students to return for in-person instruction due to concerns over COVID. They would like to learn about strategies to effectively work with their child at home. Another area of concern for parents, they would like to have a better understanding on whether their child is participating in daily synchronous instruction and completing coursework/assignments. In other words, how to monitor and/or receive reports on their child's attendance and progress.

Parents would like to know how to support their child academically, despite not understanding their coursework (i.e. math). Families expressed that at home they have multiple school-aged children in distance learning, combined with multi-generational family members all living in the same household. As a result, parents struggle with maintaining consistency, setting up a place for their children to participate in distance learning, and that is conducive to learning.

Overwhelmingly parents expressed their need for training and support with the use of technology specifically Chromebooks, setting up Wi-fi connectivity; and the various learning platforms and apps their child utilize during the school year. Families are currently struggling with basic needs and are looking at our school and staff for support. Our Latino families are faced with job, food and housing insecurity, while others are working in essential jobs in the service sector, and must choose between risking illness or not receiving a paycheck.

Students expressed they are experiencing anxiety, stress and trauma, since transitioning to distance learning. Other students are feeling socially isolated and would like to receive more synchronous instruction.

Teachers expressed they would like to receive professional development on strategies to support English Learners and Students with Disabilities in a distance learning environment.

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

Feedback and input gathered from stakeholders since the transition to distance learning was influential in the development of the Learning Continuity and Attendance Plan.

Our **students** will receive daily synchronous instruction and will participate in daily Advisory “Promise Time,” that focuses on social-emotional learning.

Our school has designed a series of trainings/workshops specifically for parents/guardians that will be offered virtually, and recorded in both English and Spanish. Topics include:

- Distance Learning Platforms
- What does student participation look like?
- Monitoring your child’s attendance and coursework completion

Our school’s website has redesigned to provide more streamlined pages that are uniform as requested by parents. Teachers have also designed their course website that are uniform and contain the same information to maintain continuity that is user-friendly for parents and students. In addition, the Parent Engagement Team is also tasked with assisting students and families navigate Google Classroom, and the other technology based learning applications (Screencastify, Pear Deck, Jamboard, etc.). Our IT team also provides virtual tech support for students and families; and on-site tech-support by appointment.

## 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.]

Due to the Governor’s order issued on July 17, 2020, we have started the school year with distance learning format on August 18<sup>th</sup>. Currently, Los Angeles County is on the State’s watchlist due to the high COVID-19 rates. When it is deemed safe to open by the CA Department of Public Health (CDPH) and the Los Angeles Department of Public Health (LADPH).

Los Angeles County Office of Education (LACOE) has provided schools with comprehensive re-opening guidance relating to public health. This plan will be followed with 100% fidelity, and the school will go above and beyond to ensure that the school is completely sanitized and disinfected to make certain that students, staff, and families are safe. The school plans to implement a policy requiring

that masks be worn by every individual on campus at all times; no exception. We will remain in constant contact with LA County Office of Education and the LA Department of Public Health to keep abreast of all changes and regulations.

We do anticipate having students on-campus for ELPAC testing (Initial and Summative) and Special Education assessments and services, following all CDC guidelines and safety.

**“In-person instruction”** means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

The in-person instructional schedule includes daily instruction that exceeds 240 instructional minutes as noted in the daily instructional schedule below. Students will be monitored for academic progress. Lessons will be differentiated, and coursework/assigned and formative assessments will be used to measure students’ progress. All special education accommodations will be provided as determined by the student’s IEP. English Learners will be provided with synchronous designated ELD and integrated ELD. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level.

Monday	Minutes	Tuesday	Minutes	Wednesday	Minutes	Thursday	Minutes	Friday	Minutes
<b>Promise Time</b>		<b>Promise Time</b>		<b>Period 1</b>		<b>Promise Time</b>		<b>Promise Time</b>	
8:00 – 8:52	52	8:00 – 8:52	52	8:00-8:47	47	8:00 – 8:52	52	8:00 – 8:52	52
<b>Period 1</b>		<b>Period 2</b>		<b>Period 2</b>		<b>Period 1</b>		<b>Period 2</b>	
8:55-10:27	92	8:55-10:27	92	8:50-9:37	47	8:55-10:27	92	8:55-10:27	92
<b>Nutrition</b>		<b>Nutrition</b>		<b>Nutrition</b>		<b>Nutrition</b>		<b>Nutrition</b>	
10:27-10:42	15	10:27-10:42	15	9:37-9:47	10	10:27-10:42	15	10:27-10:42	15
<b>Period 3</b>		<b>Period 4</b>		<b>Period 3</b>		<b>Period 3</b>		<b>Period 4</b>	
10:45-12:17	92	10:45-12:17	92	9:50-10:37	47	10:45-12:17	92	10:45-12:17	92
<b>Lunch</b>		<b>Lunch</b>		<b>Period 4</b>		<b>Lunch</b>		<b>Lunch</b>	
12:17-12:52	35	12:17-12:52	35	10:40-11:27	47	12:17-12:52	35	12:17-12:52	35
<b>Power Hour</b>		<b>Power Hour</b>		<b>Lunch</b>		<b>Power Hour</b>		<b>Power Hour</b>	
12:55-1:55	60	12:55-1:55	60	11:27-11:57	30	12:55-1:55	60	12:55-1:55	60
<b>Period 5</b>		<b>Period 6</b>		<b>Period 5</b>		<b>Period 5</b>		<b>Period 6</b>	
1:58-3:30	92	1:58-3:30	92	12:00-12:47	47	1:58-3:30	92	1:58-3:30	92
<b>TOTAL</b>	<b>388</b>	<b>TOTAL</b>	<b>388</b>	<b>Period 6</b>		<b>TOTAL</b>	<b>388</b>	<b>TOTAL</b>	<b>388</b>
				12:50-1:37	47				
				<b>Professional Development</b>					
				1:45-3:45	120				
				<b>TOTAL</b>	<b>282</b>				



Once students are able to safely return for in-person instruction, we will implement a hybrid model using the flipped classroom approach. Surveys will be administered, and distance learning will be provided for students who opt for distance learning only. Students who return for in-person instruction will also be placed in a cohort, and will attend school two days a week. While not at school, students will work asynchronously. They will have full access to teachers and support staff members. As determined by data, students who need more intensive intervention will be provided with support from instructional aides during their time at home. All students will have access to pre-recorded portions of the lesson. Students will receive explicit direct instruction, and be introduced to new material, guided instruction, feedback and modeling. At home during the synchronous lessons, students will apply the learning, practice, and complete assignments and projects. Focus areas include peer-to-peer discourse and Claim, Evidence, and Reasoning (CER).

For the 2020-21 school year, we have developed a ***cycle of online assessments*** to determine student academic levels which will serve as a baseline; identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic, interim, and internal benchmark assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

- NWEA MAP Assessments: Reading, Language & Math 3 times/year
- Achieve 3000 Reading Lexile levels: 3 times/year
- Formative Assessments: exit slips will be administered daily for all subjects
- Summative Assessments

## **HEALTH & SAFETY – PPE**

LAPCHS has adopted a phased reopening plan for the 2020-21 school year. Once it is safe to do so, in-person instruction will resume in alignment with guidance and direction from CDC, CA Department of Public Health, and LA County Health Department. These guidelines include:

- Upon return to school for in-person instruction through a hybrid model, students will be grouped in cohorts of no more than 15 students. Student cohorts will travel together to reduce interaction between larger groups of students. At the high school level, course offerings can be offered through APEX or other approved on-line curriculum, for advancement, college credit, or credit recovery towards graduation.
- Surveys are administered to provide students/families with the option of in-person instruction through a hybrid model, or 100% distance learning. Families will be given flexibility in changing their child's placement.
- Certificated staff will offer in-person instruction with strict adherence to all safety protocols. Staff will be provided with the on-site procedures. Provisions will be made for staff who are unable to return due to being in a vulnerable category, as identified by the CDC.



- Students who return for in-person instruction through a hybrid model will learn through in-person instruction on the physical campus 2 days per week with their assigned cohorts, and will learn from home through a flipped classroom model and asynchronous learning for the remainder of the week.
  - Students with Disabilities (SWD) English Learners, and those in need of intensive intervention, may attend school 3 days per week for one-on-one learning, instruction, and/or assessment support.

In order to ensure safety of all students and staff consistent with public health guidance, our school will take the following steps:

- Daily temperature screening at the school entrance
- Masks are required for all staff and students when on campus. Our school will provide masks to those who need them. A consideration may be made for students with disabilities or other health impairment.
- Students and staff with underlying health conditions that may be further impaired by the use of a cloth mask will be provided a face shield. Face shields should be worn with an appropriate seal - a cloth extending from the bottom edge of the shield tucked into the shirt or collar. Our school will attempt to make reasonable accommodations for students and staff who are unable to wear masks. Reasonable accommodations may include use of face shields, increased use of virtual learning, etc.
- Entrance and Departure:
  - For arrival to Campus provisions will be made to limit the number of individuals entering the campus at one time. When entering, all individuals must remain 6-feet apart.
  - Upon arriving at their classroom, students should “wash in” with hand-sanitizing stations prior to entering the classroom. Once in the classroom, students should proceed directly to their desks. Students will remain in this classroom throughout the day, with teachers moving from class to class. One exception for this will be to accommodate the use of “lab classes.” Lab classes include classes with materials, equipment, and safety procedures that are specific to the content being taught. Students will move as a cohort to these classrooms. Students should “wash out” any time they leave their assigned classroom.
  - For departure from Campus, students will be dismissed from their classrooms at a staggered times, in order to prevent congregation in exits, drop-off areas, and waiting areas. These staggered times will be determined by the school’s leadership and communicated to parents and students upon physical return to school. Students must continue to wear masks and practice social distancing while waiting to be picked up, walking to cars, home, or bus stop.
- Within each building, hallways and stairwells should be designated as unidirectional whenever possible.

In addition, the following measures will also be taken:

- As a result of transition of the COVID-19 virus possibly on hard surfaces including phones, and countertops, keeping phones out of the restroom may play an important role in reducing the possibility of infection. Students will need to leave their phones and/or personal electronic devices in the classroom when using the bathroom.
- Students should always wash/sanitize their hands as they re-enter the classroom, even if they did so upon leaving the bathroom.

- Meal Service (Breakfast in the Classroom, nutrition, and Lunch) will take place by classroom on a staggered schedule. Students will remain with cohorts in the classroom or other sanitized areas. Students will need to remain in their classrooms or other areas while they eat lunch. Under no circumstances should students share food or eat within 6 feet of each other. Students who wish to use the bathroom during this time will need to adhere to the agreed-to protocol established above. Students are expressly prohibited from having food delivered from food delivery services such as DoorDash, Uber Eats, Grubhub, etc.
- Contact sports are currently suspended until further notice. Students may engage in fitness and non-contact physical activities.

Visitors - Per CDC guidelines, no non-essential personnel will be permitted on campus. Visitors - observers, service providers, contractors, etc. - will be limited to those whose physical presence on Campus is essential. "Essential" may include contracted employees who are required to provide a service for students. Guest speakers in individual classrooms are not regarded as "essential" in regard to being physically present on campus. Teachers or support staff in need of guest speakers should plan to have these guests use video conferencing or other remote technology in order to facilitate their virtual visit. All visitors must check in with the main office. Check in procedure is the same for all visitors: temperature check, and hand washing/sanitizing in and out. Per the school's mask policy, all visitors are required to wear a mask or face shield while on Campus.

### **Actions Related to In-Person Instructional Offerings**

Description	Total Funds	Contributing
Principal and Teachers	\$1,560,976	N
PPE equipment, supplies, partitions, janitorial supplies and services as a result of COVID-19	\$64,043	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.]

“Distance learning” means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of LAPCHS. Distance learning may include, but is not limited to, all of the following:

- Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.

LAPCHS's model for distance learning is based on a balance of synchronous and *asynchronous* learning in order to meet the required instructional minutes. LAPCHS provides learners with access to virtual lessons and assignments through google classroom and work packets if needed, and allows learners to engage with teachers and peers during scheduled synchronous class periods, and asynchronous time when students can work at their own pace with support as needed. Our model prioritizes providing students with consistent feedback, connection to the school, and support. The well-being of our learners during this time is equally important to their academic progress. Our purpose is to provide the highest level of student acquisition of learning by building strong relationships with students, parents, teachers, and site administration (our community) for clear and consistent communication and our community envelopment around the common goal of student mental, emotional, and physical well-being during distance learning.

This model is informed by research, best practice, and our own local context. It reflects these uncertain times, including the challenging circumstances faced by our students, staff members, and families. Our school leaders, teachers, and support staff juggle personal and professional responsibilities while ensuring that the social-emotional and academic needs of students are being met. Our students face the reality of trying to learn with uneven internet access, despite our best efforts to remedy this. Additionally, there are a myriad of increased home demands that include care for siblings and family members, lack of an ideal learning environment. This is compounded by feelings of fear, isolation, and food insecurities.

The school day starts at 8am Tuesday – Friday (exception Mondays at 9:45am) and ends at 3:30pm daily. All students will participate in daily Power Hour and/or Advisory and daily synchronous and asynchronous instruction will exceed SB98 daily instructional minute requirement of 240.

### 2020 -2021 Distance Learning Bell Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Advisory	Minutes		Minutes	Power Hour (Asynchronous)	Minutes		Minutes		Minutes
9:45 - 10:00	15			8:00 - 10:00	120				
Period 1		Period 2		Advisory (Asynchronous)		Period 1		Period 2	
10:05 - 11:20	75	10:05 - 11:20	75	10:05 - 11:20	75	10:05 - 11:20	75	10:05 - 11:20	75
Advisory		Power Hour		Advisory 2		Power Hour		Advisory	
11:25 - 12:15	50	11:25 - 12:15	50	11:25 - 12:40	75	11:25 - 12:15	50	11:25 - 12:15	50
Lunch		Lunch				Lunch		Lunch	
12:15 - 12:50		12:15 - 12:50				12:15 - 12:50		12:15 - 12:50	
Period 3		Period 4		Teacher PD		Period 3		Period 4	
12:55 - 2:10	75	12:55 - 2:10	75	1:45 - 3:45		12:55 - 2:10	75	12:55 - 2:10	75
Period 5		Period 6				Period 5		Period 6	
2:15 - 3:30	75	2:15 - 3:30	75			2:15 - 3:30	75	2:15 - 3:30	75
Total	<b>290</b>	Total	<b>275</b>	Total	<b>270</b>	Total	<b>275</b>	Total	<b>275</b>

All distance learning content shall be aligned to grade level standards and at the same level of quality and intellectual challenge substantially equivalent to in-person instruction.

LAPCHS has developed a systematic, uniform tools to deliver instruction through the Google classroom suite. This includes foundational and educational systems to ensure for uniform, quality distance learning instruction. We utilize a uniform landing page, unit and lesson planning templates, and integration of virtual tools including Screencastify, Jamboard, Flipgrid, and online curriculum.

LAPCHS has adopted a distance learning schedule to account for the required 240 daily minutes. Daily attendance is taken, and student progress is monitored through participation logs. The school day starts at

There is a consistent daily schedule that includes the mandated instructional minutes, including synchronous lessons and asynchronous. The high school schedule that is consistent for all grade levels. Students will be required to log in on time for synchronous lessons. Attendance is taken through Power School within the first 10 minutes of the period. Participation is also monitored through logs as required by the state. During daily live synchronous lessons through zoom, students will engage through the use of platforms including jamboard, Pear Deck, and screencastify. These tools help students record, share, and interact with peers to promote discourse and use of academic language. Teachers use breakout rooms to group students and scaffold. We are training teachers to rely less on lecture and facilitate learning as students articulate verbally, write, and apply learning through interactive projects.

LAPCHS will utilize the Google Classroom Suite as the Learning Management System (LMS). In order to promote consistent practice, teachers will implement consistent templates within a streamlined landing page. This allows students and families to access the learning with ease. The Google Classroom Suite and class websites accessed through the landing page are the primary platforms where LAPCHS teachers facilitate the distance learning model. We are incorporating a wide range of high-quality online resources to supplement student learning, and encourage every teacher to explore these in order to find the most effective way to support, and meaningfully engage and interact with students.

The following is a list of core curriculum that will be used during distance learning:

- TCI History
- Engage NY for ELA and novels
- CPM Math
- Cengage ELD
- Apex Spanish & APEX Credit Recovery
- UNIQUE Curriculum for Moderate to Severe SWD

### **ENGLISH LEARNERS**

The following services that will be provided to support English Learners during distance learning that varies by proficiency level. LAPCHS will use the California ELD Roadmap that establishes the framework for both designated and integrated English Language Development (ELD). To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

Teachers will continue to implement the Content Area Language and Literacy (CALL) Strategies gained through Professional Learning through the CA Reading and Literature Project (CRLP) with Loyola Marymount University. These strategies embed integrated ELD through content areas.

### Practices for Emerging: ELPAC Level 1 & low 2:

- Designated ELD will be provided through synchronous Zoom lessons
- Emerging English Learners can use Rosetta Stone for individualized language practice at their own pace for 120-180 minutes a week. This practice is in addition to enrollment in their core content courses and individualized practice that teachers assign.
- Achieve 3000 daily at the student's level set
- Students can complete assignments in their primary language.
- Bilingual Instructional Aides provide language support for all core content courses (Zoom)
- Designated ELD teacher will continue strong collaboration with content team teachers to ensure that emerging students have the support needed.

### Practices for Expanding & Bridging: ELPAC Level 2-4 & LTEL

- Students receive language support through Integrated ELD
- English learners will receive additional small group instruction through teacher office hours, or work with Instructional Aides to support their ability to successfully complete assignments in their core courses with a focus on language skills. Teachers will provide office hours to support students who are struggling or not completing coursework.
- Choice Boards are a method for differentiating content for ELs.

### EL Resources and curriculum that will be used:

- Cengage Curriculum
- Rosetta Stone
- Actively Learn
- Achieve 3000

### **SPECIAL EDUCATION**

Special Education and related services shall be provided as required by a student's Individualized Education Program ("IEP") either in-person or through a live synchronous virtual connection. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. LAP Charter Schools are serving all students with disabilities ("SWD") during distance learning by providing equal access to core content through co-teaching/co-planning between the general and special education teachers. Communication between the Special Education team and families has been vital in order to ensure that the needs of SWD are being met. LAPCHS is operating under California Department of Education (CDE) guidelines for special education, and working in close collaboration with our LACOE SELPA. Prior written notices (PWN) were sent following school closures to serve as a written explanation of proposed changes in IEP on account of distance learning. Based on CDE guidelines, the IEP in place at the time

of physical school closure remains in effect, and LAPCHS will, to the greatest extent possible, continue to provide the services called for in IEPs in alternative ways.

Instructional Aides play a critical role in in our distance learning program. They participate in synchronous lessons to monitor students, then provide scaffolds and support in breakout rooms. Students who need another layer of support have time with aides during asynchronous time and Power Hour. Instructional Aides provide additional academic support for our English Learners and special education who struggle academically.

## 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.]

LAPCHS has designed a library of videos for students and parents on accessing the Google platform and online materials. An orientation video was also developed to welcome families to the new school year and distance learning.

LAPCHS is committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning. Our school has provided every student with a Chromebook. For families who lack connectivity at home, our school has issued a Wi-Fi Hotspots to ensure all students have access to the curricular and instructional materials.

Our IT Director will provide tech support for students and staff; and trouble-shoot all technology issues.

## 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.]

For our students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.”

Attendance through the distance learning period is defined by the following:

- Attendance/participation during live Zoom meetings including tutoring/office hours/small group participation
- Work submission via Google Classroom, email, text



- Email, text, or phone call communications
- *For students without internet access, submission of work packets*

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

- Verification of current contact information for each enrolled student.
- Daily notification to parents or guardians of absences;
- Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

Each teacher will take attendance daily in Powerschool. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week that adheres to the CDE's [Combined Daily Participation and Weekly Engagement template](#). The purpose of this document is to measure the extent to which a student is engaged each week. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a LAPCHS credentialed teacher. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous. Time Value is defined as the Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product. LAPCHS teachers will receive training on determining and certifying time value for assignments.

## **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.]

LAPCHS provides its teachers and staff with a robust professional development program, that includes 2-weeks of intensive summer professional learning and will continue during the academic school year on a weekly basis. In addition, professional development has

been expanded to include support staff, Instructional Assistants, as a result of the added duties with distance learning to address the needs of our students. The areas of focus include but are not limited to:

- How to maximize aspects of the Learning Management system: Google Suites and the integration of web-based tools for engagement.
- Positive School Culture & Climate: PBIS/SEL
- Effective pedagogical strategies for teaching Students with Disabilities through distance learning
- Effective pedagogical strategies for teaching English Learners through distance learning
- Data Analysis: NWEA MAP, Achieve 3000 MAP, ELPAC
- NWEA Overview & planning for diagnostic assessment in preparation for the diagnostic administration
- Special Education: Serving Students with Disabilities who are English Learners (Prof. Lueimo, SDSU)
- CA ELD Roadmap & ELL Compliance

All teachers are trained on an ongoing basis (weekly two hour professional learning blocks, and ongoing coaching) to provide the highest quality instruction through in-person and flipped classroom modalities. Our content team collaboration occurs monthly, with a focus on virtual learning. Our teachers also will receive ongoing coaching and support from the Math and Science Instructional Coaches; and Coaching from Loyola Marymount University (LMU) CA Reading and Literacy Project (CRLP). These structures are outlined in our Distance learning model which includes the following elements:

1. Relationships
2. Optimal Learning Environments
3. Evidence-based Practices.
4. Foundational Systems.
5. Educational Systems

## **Staff Roles and Responsibilities**

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

The impact of COVID-19 on LAPCHS's instructional program has required a change to staff's role and responsibilities in order to provide a continuity of learning for students served and ensure safe environment for students and staff.

- Campus Aides and Office Staff role has shifted to student outreach, daily calls to students/families, trouble-shooting issues with distance learning, including tech support, and addressing student/family needs. Our school has bilingual staff to communicate with families whose primary language is Spanish.
- Teachers, administrators and Instructional Aides continue with the same roles and responsibilities with the exception that instruction is fully distance/virtual learning.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

LAPCHS has implemented a Multi-tiered System of Supports (MTSS) that provides a basis for understanding how educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students/ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. Our MTSS Team has identified and our staff will implement the following additional supports for students who are not performing at grade level including English Learners, Students with Disabilities (SWD), Foster Youth, and Homeless youth which include:

- Intervention to address learning loss is embedded into daily lessons
- Power Hour is a daily opportunity to build foundational English and Math skills through the use of IXL Math, Achieve 3000, and explicit direct instruction in small groups from teachers and support staff.
- Teachers will provide small group instruction through breakout rooms, and tutoring during teacher office hours.
- Referral to Student Success Team (SST) for Tier 1 and Tier 2 intervention.
- Special Education (RSP) and General Ed teachers plan regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.
- During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

LAPCHS teachers will identify students who need additional support through a referral for SST.

## Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
SPED services and instruction	\$428,250	N
Technology devices, Wi-Fi hotspots, internet	\$31,812	N
Online Core Curriculum: TCI History, Engage NY, CPM Math, Cengage ELD, APEX Spanish & APEX for Credit Recovery, UNIQUE (Mod-Severe SPED)	\$32,594	N
Instructional Coaches (Math, Science) & facilitate professional development	\$49,950	Y
LMU CA Reading and Literacy Project (CRLP) PD & provide content coaching (ELA, History, Spanish, Video Production/Film and PE)	\$34,500	Y
PowerSchool SIS with parent portal	\$1,000	N

## **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.]

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

For the 2020-21 school year, we have developed a cycle of online assessments to determine student academic levels which will serve as a baseline; identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic, interim, and internal benchmark assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

- NWEA MAP Assessments: Reading, Language & Math 3 times/year
- Achieve 3000 Reading Lexile levels: 3 times/year
- Formative Assessments: exit slips will be administered daily for all subjects
- Summative Assessments

Teachers will communicate with families on a regular basis to inform them of student performance on diagnostic, formative, summative assessments, via phone calls, virtual meetings and the parent portal on PowerSchool. Parents will have access to student performance, grades, progress, attendance on PowerSchool. All communication regarding student learning loss and progress will be translated to Spanish.

## **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.]

LAPCHS will implement the following strategies to address the specific needs of English Learners, low-income, foster youth, Students with Disabilities, and Homeless:

- Daily Designated English Language Development (ELD) Block to support English Learners gain English Language

- Consistent daily schedule, that creates routines and clear instructional guidelines
- Instructional Assistants will collaborate with grade level teachers to support students during the day and after-school with differentiation and tutoring.
- Daily Promise Time/Advisory
- A focus on increasing the total number of instructional minutes for synchronous “live” instruction

**ELA:** More effective implementation of Achieve 3000 (training, support, monitoring and usage), implementation of Just Words (Wilson Publishing - training for participating teachers). All ELA and humanities teachers participate in monthly PD with the CA Reading and Literacy Project to implement strategies and scaffolds. Small group reading instruction during breakout groups and Power Hour. More focus on writing across content areas using CER Strategy. Purchase *Actively Learn* to provide text and videos for ELA with scaffolds and higher-order questions. Teachers are supplementing the core program (Engage New York) with text from Achieve the Core.

**ELD:** There is one dedicated Integrated ELD teacher this year that is only focused in this area, and is participating in ongoing training including EL Rise through CDE and training through Loyola Marymount. Students are grouped by Levels. Small group tutoring is provided by bilingual aides. Cengage digital curriculum (Level A and B) purchased and implemented. Rosetta Stone purchased for beginning level ELs. Additional tutoring for LTELs, with supplemental materials. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades 6-8.

**Math:** More time in small groups (up to 10) high quality instruction, for intensive support in math. More time in math instruction during Power Hour, with different skills addressed in different settings. Ongoing coaching for math teachers from Math coach. IXL used to supplement core programs. Interventions provided by individuals with the strongest math skills. Student centered practices embedded in common core math practice - cognitively-based math with foundational skills supported and embedded.

For each of these disciplines – the school-wide focus will be on consistent monitoring of student progress, to mitigate further learning loss, and accelerate student learning.

## 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.]

LAPCHS will measure the effectiveness of the services and/or supports provided to address learning loss utilizing the following methods:

- Student performance on NWEA MAP, Achieve 3000
- Daily student attendance & participation
- Small group targeted instruction (breakout rooms) with peers
- Academic intervention during the instructional day
- Feedback from Student, staff and parent surveys
- Feedback from parents when communicating with staff
- Documentation from support staff on root causes of absences
- Check-ins with students to ensure consistent routines; and adherence to consistent daily instruction schedule

### Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Technology-based instructional materials: Achieve 3000, Actively Learn, Rosetta Stone, iXL Math, English 3D (supplemental for LtEL), Zoom, Google Suite, Pear Deck, Jamboard, & Screencastify	\$24,445	Y
Intervention Coach – Coaches teachers on how to provide targeted intervention, grouping	\$48,600	Y
Interventionist and SAT Prep; & Instructional Aide (2)	\$106,045	Y
NWEA MAP Assessments: Reading, Language & Math	\$3,118	Y
Dean of Culture: PBIS, Foster youth liaison and assists with the designing of Advisory (Promise Time) – Funded with Title I	\$94,500	N



# 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.]

LAPCHS will continue to build upon its research-based Multi-tiered System of Supports (MTSS). Our Counseling Team and Social Worker interns will provide mental health and social and emotional well-being support for our students. It is exceptionally challenging to provide this level of support remotely, which generates the need for continuous outreach to build strong relationships, both in person and online. Strategies have been developed and built into the instructional day, to provide a stable virtual environment to deliver social-emotional supports for students that will result in improved student engagement. They include:

- Promise Time/Advisory – for team building, academic advising, and group discussions
- Community Town Halls and Village Circles for staff and students
- Students have access to: School Psychologist, school counselor, social work interns and referrals to Wellnest for Counseling
- Mental Toughness Training to launch the school year, and learn about the learning platform.

Our school will implement the following strategies to monitor and support the mental health, social and emotional well-being of staff during the school year:

- Teacher Support Teams
- Celebrations of Success
- Principal will conduct individual check-ins on a weekly basis
- Provide opportunities for wellness
- Community building among school staff – develop collaboration and trust
- Human resources will provide resources for counseling as needed.

Our staff will participate in professional development on trauma informed practices. LAPCHS will collaborate with the New Teacher Center, utilizing the Optimal Learning Environments, as the model for coaching teachers, providing feedback and support. This will allow the Principal to differentiate professional development according to teacher effectiveness level and need. Professional learning will be provided by members of the instructional team, content area coaches, and Consultants. Additionally, teacher leaders will participate in conferences and/or workshops for further professional learning.

# 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.]

LAPCHS staff will utilize ParentSquare to send schoolwide, class-level or grade-specific messages. All families will receive weekly announcements via phone call, ParentSquare, our school's website, and Facebook Social Media as requested by families. All announcements are also translated to Spanish based on the 15% minimum language translation requirement.

LAPCHS has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

## **Tier 1:**

- Teachers take daily attendance within 10 minutes of the start of the synchronous period. A roll call can be taken through audio, visual, or typed responses.
- Students attendance is recorded directly through the SIS system, Power School.
- Teachers will document/report students who are present during a synchronous session, but do not actively complete assignments.
- School team members will contact families to alert them of the student absence, and consider personalized solutions for re-engagement purposes.

## **Tier 2:**

- Daily attendance and participation data will be reviewed on a weekly basis, by the LAPCHS's Attendance Team, consisting of school leaders and support team members.
- Additional follow-up actions will be determined through outreach and intervention (Student Success Team, counseling support).
- Additional academic counseling, intervention, and support provided.

## **Tier 3:**

- Increased follow-up communication by the school team may include personal phone calls, meetings, or home visits.
- Referrals will be made to counselors or outside agencies, to access information and additional mental health resources.
- Parent team can work with families to attain resources within the community.

All teachers will document daily attendance using PowerSchool, Student Information System based on participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value.

In the SIS, teachers will assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week.

LAPCHS shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

The SART program remains in effect to target students who are not present/engaged. Interventions are implemented including counseling, increased family outreach, referral to community agencies, and rewards for improvements in attendance and participation.

LAPCHS will utilize the RTI system to support disengaged learners. These tiers involve the development of a culture focused on the advancement of student learning through targeted, systematic interventions that are tailored to individual student need, and remediation and enrichment that are embedded within the school day.

## 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.]

LAPCHS has disseminated school lunch applications to all families to evaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are served.

Our school has contracted services with a food service provider to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals.

During Distance Learning, our school will provide Grab and Go meals for curbside pickup in a non-congregate setting on a daily basis that includes breakfast and lunch between 9am - 1pm, Monday - Friday. Families have been informed about pick-up date, location and times through numerous venues, including ParentSquare, the school's website, Social Media, and ongoing communication with families

When in-person instruction resumes, breakfast and lunch meals will be provided to all students in their classroom.

LAPCHS hosts a food pantry that is open to the community on Fridays from 3-5pm.

## 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	Social worker interns (2); and Social Worker (Supervisor)	\$89,500	Y
Pupil & Family Engagement and Outreach	Support staff: office coordinators, campus aides, who will contact families/students when absent, trouble-shoot issues, provide virtual tech support, and translation services	\$187,175	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
29.38%	\$388,728

### 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.]

LA's Promise Charter High School is a WASC Accredited public charter school that serves a highly vulnerable community. LAPCHS has a student enrollment of unduplicated pupils in excess of 90% of the total enrollment and therefore services will be provided schoolwide. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, CA School Dashboard, assessment results including NWEA (reading/math) and Achieve 3000 that was administered in the 2019- 20 school year with a focus on our Unduplicated Pupils which comprise over 90% of student enrollment.

We identified the need for significant academic support for all students; and additional targeted support for Unduplicated Pupils; and the need strengthen the method and modality of the delivery of those supports and daily instruction. The addition of Instructional Coaches for Math and Science will support our teachers with designing engaging and rigorous lessons to be delivered virtually and in-person once our school site reopens. Coaches will focus on content aligned standards and research-based pedagogical strategies that will accelerate student learning and mitigating further learning loss. In addition, coaching for our teachers will include strategies that support English Learners, dually identified EL/SWD, most of whom are also low-income. Professional Development and Instructional Coaching from Loyola Marymount University (LMU CA Reading and Literacy Project (CRLP) will provide robust, ongoing, evidence-based coaching for teachers on reading and writing; targeting EL, long-term EL (LtEL), and struggling readers.

In order to improve student outcomes, it is critical that our teachers improve the quality of instruction, including designing and delivering daily synchronous engaging and rigorous lessons for all students that includes scaffolds and the use of daily exit tickets (formative assessments) across all disciplines to check for student understanding and the effectiveness in the delivery of the lesson.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with synchronous and asynchronous instruction; Advisory/Power Hour, UC A-G approved courses, and teacher office hours for additional one-on-one or small group support. In order to prepare our students for College and Career Readiness, our school provides a credentialed teacher that teaches SAT Prep; and provides targeted academic support for our struggling readers. The Interventionist Coach provides professional development and coaching for the Instructional Assistants (IA) to ensure effective strategies are implemented by IA's to accelerate student learning and further mitigate learning loss. Instructional Assistants will provide push-in small group instruction for students during the instructional day. In order to measure student academic progress in ELA and Math, and the effectiveness of our instructional and intervention program, NWEA MAP assessments will be administered to all students 3 times per year; and used as a universal screener at the start of the school year. Achieve 3000 will be used to measure student reading comprehension (lexile) levels and it will provide targeted and differentiated lessons and reading material to support our struggling readers. Additional web-based apps will be used to supplement student learning through asynchronous instruction.

To address the social-emotional and mental health needs of our students our school has partnered with USC's Graduate School of Social Work that provides social work interns and a supervisor to provide resources for our students and families

In order to narrow and close the achievement gap amongst Unduplicated Pupils, it was critical for our school to provide additional instructional minutes, not less as outlined in SB98. The daily instructional minute requirements of SB98 are significantly less than a traditional school year requirement.

For the 2020-21 school year, we have developed a **cycle of online assessments** to determine student academic levels which will serve as a baseline; identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic, interim, and internal benchmark assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

- NWEA MAP Assessments: Reading, Language & Math 3 times/year
- Achieve 3000 Reading Lexile levels: 3 times/year
- Formative Assessments: exit slips will be administered daily for all subjects
- Summative Assessments

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have

been strategically designed and targeted to meet the student's unique needs through our school's Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities and the CA School Dashboard. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.