

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.]

Watts Learning Center Charter School provides a rigorous academic program that prepares students for the 21st century with a world class education, through hands-on, standards-aligned curriculum provides students with an integrated approach to learning with literacy as the foundation.

On March 4, 2020, Governor Gavin Newsom declared a [State of Emergency](#) to help the state prepare for broader spread of COVID-19. This prompted the Administrative Team at Watts Learning Center Elementary and Middle Charter Schools to initiate the planning for school closure, development of a **Distance Learning Plan**; identify **Professional Development Needs** for our teachers; Implement a **Technology Needs Assessment**; and **identity/provide resources** to support students and families. This planning process was then discussed at the March 12th Governing Board meeting.

Friday, March 13th was the last day of site-based instruction and all students were issued 2-weeks of coursework/assignments grade-level focus standards packets for English Language Arts and Mathematics.

In order to expeditiously contact all families, to conduct a **technology needs assessment**, each staff member at our school was assigned a group of students/families to call, to identify technology and internet use needs, inform families of grab and go meal distribution, including shelter. By Monday, March 16th we started the distribution of Chromebooks at our school site. Delivery service of devices and/or Wi-Fi hotspots for those families unable to participate in our site distribution took place the following week. Families were asked to complete the Technology Device Loan Agreement, upon receiving a Chromebook for Distance learning. 100% of students were provided with a school-issued Chromebook. Information on where to obtain [free internet service](#) was disseminated to families and uploaded to our school's website. Our school's administration has received positive parent feedback on the prompt implementation of Distance Learning and dissemination of Chromebooks. A series of "how-to" videos were created in English and Spanish on accessing Google Classroom, Zoom and web-based applications, for parents and students.

Watts Learning Center provided its teachers with extensive **professional development** training on setting up and utilizing Google Classrooms as part of Distance Learning; and implementing engaging Zoom meetings which continued during school closure. A team of teachers and staff were trained by our Tech Specialist to provide tech support for teachers, students and parents, as needed. All trainings were recorded

The development of the ***Distance Learning Plan*** took place that included synchronous and asynchronous instruction, student/parent and staff expectations and a shift in the roles and responsibilities of our staff to support the needs of our students. Teachers collaborated in grade level teams to develop relevant and accessible assignments for their students. Teachers created Google Classrooms with daily schedules for all students.

Every morning the Principal and Assistant Principal led a staff-wide morning huddle aimed at developing connections among school staff and in order to maintain a continuity of learning. An additional huddle took place each afternoon led by teachers, with a focus to stay connected on student wellness, and discuss student/family needs. This practice was essential in creating a sense of comradery and high expectations among all staff, during challenging times.

Throughout distance learning, our staff communicated with students/families on a regular basis via phone calls, Parent Square, and text messaging. Virtual parent meetings were scheduled by teachers and school staff to provide updates on their child's academic progress, and/or to address issues of a lack of student participation, when applicable. The Student Wellness Committee was developed to provide weekly updates to families/student via phone calls, especially for our vulnerable student groups. The Principal hosted Community Council to provide families with updates, and identify family needs. Modifications and/or changes were made to Distance Learning as needs and challenges were identified by parents, staff and students.

By March 26th, 100% of our students accessed distance learning.

The ***major impact of school closure*** on our ***students*** was stressful, isolating, for others their learning environment was distracting and not conducive to learning, while others thrived because of the lack of distractions at home. These sentiments were shared by students during check-ins with school staff, and educators. ***Parents*** informed us that the impact of distance learning (school closure) has been challenging, stressful, in addition to job and food insecurity. Parents informed us, they were very appreciative of the ongoing communication between school-and-home and the plethora of resources that were provided to them.

For ***Students with Disabilities (SWD)***: A letter was issued to all families with Students with Disabilities via U.S. Mail and electronically providing the information on the transition to Distance Learning as a result of COVID19 School Closure and the methods by which the school would continue to deliver high quality educational opportunities to SWD though other options, such as distance learning and align its program to the extent practical to Students with Disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the IDEA. The Educational Specialist provided push-in and pull-out during General Education Zoom sessions and consulted and collaborated with general education teachers to provide support. The Educational Specialists and Resource Teams held designated resource lab times using Google Hangout and Zoom. SWD were provided modifications/accommodations based on their IEP. Additional related service providers were provided in a virtual setting (Zoom) to the extent possible.

Watts Learning Center Charter School is a safe-haven, a place of love, nurturing, and consistency, of which many students lack. The Student Wellness Team was designed to meet the social-emotional needs of our students; and currently conduct family check-ins on a weekly basis.

Stakeholder Engagement

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

Watts Learning Center Charter School has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, attention to social-emotional needs and tiered reengagement strategies for students who need additional social-emotional and/or academic support. To ensure equity of voice for all communities of English Learners, administrators will 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.

Extensive outreach was conducted to both inform and elicit feedback from stakeholders through public communication methods including surveys, website, social media, advisory groups, Wellness checks, and public meetings in preparing for a successful reopening of school during this health crisis. They include:

- March – April 2020: Weekly Wellness Checks took place by calling every household to inquire and assess student/family needs during school closure and onset of the pandemic. Our staff identified many families were faced with food insecurity as a result of reduced or loss of income. Our school disseminated \$50 gift cards to Ralphs and Food for Less.
- May: Parents were surveyed to solicit feedback on our school's transition to distance learning and effectiveness of our communication and implementation of services.
- May: Staff surveyed to identify and determine staff needs as they worked remotely.
- June: Parents were surveyed to assess the percentage of families that preferred in-person versus distance learning for the 2020-21 school year. Approximately 75% of families preferred distance learning; have access to internet at home; and identified that there would be at least one adult at home to support the student with distance learning.
- June: Staff/teacher surveyed on whether to return to school to teach virtually from their classroom; or teach from home virtually. Overwhelmingly staff preferred to work or teach from home due to health and safety concerns.
- July parent survey administered on "Safe School reopening"
 - 65% did not feel comfortable with in-person
 - 65% agreed distance learning was effective for their student
 - 58% preferred distance learning for their child
 - 94% have access to Internet at home
 - 91% stated that there is adult at home to support the student with distance learning

- July: Our Leadership team developed a Distance Learning Committee that met twice per week for the entire month) comprised of the Administration, teachers, staff, and parents to solicit input in the development of the school's distance learning/reopening plan.
- July: Parent Council Meetings to discuss Distance Learning – Fall 2020 to solicit parent input
- August: SSC and ELAC Committees were formed; and the Director solicited feedback in the development of the Learning Continuity and Attendance Plan from the members of these committees.

[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 who are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

Watts Learning Center Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and 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 and Attendance Plan was uploaded to the school's website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the **Board adoption of the Learning Continuity and Attendance Plan** as a non-consent item with the school's Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via ParentSquare App, and on our school's website.

BOARD MEETING DATES:

Date of Public Hearing: September 16, 2020

Date of Public Meeting: September 23, 2020

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

Feedback gathered throughout our transition to distance learning since Spring 2020 to July 2020 and impacted the actions include the following:

- Based on end of year surveys, 99% of parent respondents reported being satisfied with the seamless transition to distance learning; and the ongoing communication between school and home.
- Overall parents were satisfied with the quality and delivery of instruction and the support provided to students and families, specifically technology and social-emotional needs.
- Parents would like additional support with navigating Google Classroom. As a result, we have provided how-to recorded videos that parents can access anytime.
- Parents appreciate the numerous virtual Zoom meetings to keep families updated; but also, the convenience of participation.
- Students shared having issues with submitting/uploading completed assignments on Google Classroom. Some students expressed having difficulty finding Zoom links; connectivity issues and they miss the social interaction with their peers.
- Teachers expressed they struggled with students logging in on time. They also would like additional training on Zoom and the other online platforms.
- Teachers also expressed administering online assessments was challenging and they would like Go Guardian for the 2020-21 school year.
- Staff shared they have health and safety concerns with returning onsite for the 2020-21 school year.

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

Feedback gathered throughout our transition to distance learning in Spring - August 2020 influenced the actions included within the Learning Continuity and Attendance Plan. Our plan was developed with the focus on meeting the academic and social-emotional needs of our students while supporting the instructional needs of our teachers.

- Development of Student Wellness Team to identify, provide and/or implement social-emotional supports
- Continue to provide a library of short/quick videos and trainings on online platforms for parents.
- Provide all teachers with training on Google Classroom and the online platforms as part of summer professional development.
- Purchase PPE supplies and equipment and follow guidance from the Department of Public Health to provide a clean and safe environment at school.
- Development of a structured School Safety Plan in response to COVID-19

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.]

Watts Learning Center Charter School will begin the school year in a distance learning model with 100% of students off-campus (Phase 1). Key staff and teachers will be on-campus, but have the option to work remotely. Once the conditions have been met to consider re-opening our school will consider moving to a hybrid model that allows a cohort of students to return to campus in a safe manner based on guidance from the CA Department of Health Services and the Los Angeles County Health Department. The community where our school sites are situated, and the community we serve, continue to have significantly high COVID-19 rates.

For Phase 2: In-person instruction will take place for our most vulnerable students, children of essential workers, struggling learners; and Students with Disabilities (SWD). In-person instruction will be limited to 6-8 students per classroom in order to adhere to CDC and health department guidelines of 6 feet physical distancing requirements, and masks will be worn by all staff and students. Students will be placed in cohorts/groups A-C, that will be the same groups as distance learning. The following chart provides the daily instructional schedule for all students.

WLC DISTANCE LEARNING DAILY SCHEDULE		
TIME	INSTRUCTIONAL MINUTES	SUBJECT/GRADE LEVEL
8:00-8:30am	30	Morning Huddle: Attendance, Wellness Check, Daily Agenda
8:30 - 9:15am	45	Group A: Zoom ELA/ELD: MW; Math (T/Th); Groups B/C: Lesson work, Fact Practice, Achieve 3000/Smarty Ants, Jiji, Zearn
9:15 - 10:00am	45	Group B: Zoom: ELA (MW); Math (T/Th); Groups A/C: Lesson work, Fact Practice, ELD, Achieve 3000/Smarty Ants, Jiji, Zearn
10:00-10:20am		BREAK
10:30 - 11:15am	45	Group C: Zoom: ELA (MW); Math (T/Th); Group A/B: Lesson work, Fact Practice, Achieve 3000/Smarty Ants, Jiji, Zearn
11:15 - 12:00pm	45	Science/Social Studies
12:00-12:45pm		LUNCH
12:45 - 1:30pm	45	Yoga & PE via Zoom: Gr TK/K: Friday; Gr 1: Wed; Gr 2: Mon; Gr 3: Th; Gr 4: Fridays (Yoga @1:30pm; Gr. 5: Tues.
12:45 -2:15pm	90	Music Exploration via Zoom (Gr. 4: Tuesdays); Gr. 5 Thurs
1:30 -2:30pm	60	Girls Inc: Gr TK-5 on Wed. (grouped by age)
1:30 -2:30pm	60	Doby Boys: Gr K-2: Friday; Gr 3-5: Mondays
2:30 - 3:30pm		Teacher Office Hours (M-Th); Tutoring, Independent Reading; Indep. Work

ENGLISH LEARNERS (EL)

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. Our teachers will embed the ELD curriculum with Journey’s ELA Curriculum. Teachers will provide ELD instruction to all students daily in an inclusive format. ELD and word study lessons are designed based upon the needs of EL students across proficiency levels, and English-speaking students also receive differentiated assignments related to English Language Development during this time.

ELs will also utilize Learning AZ and Rosetta Stone to support English Language Acquisition. Teachers will also use videos to scaffold student learning. Our ELs will be engaged in distance learning through academic discourse with their peers. Students will discuss problems and literature in online platforms including Google Meets and Zoom. ELs will also be engaged digitally in writing using a variety of media and digital platforms. ELs will also participate in projects through oral language using PowerPoint presentations and typed texts. Teachers and Instructional Aides will provide academic support/intervention during office hours through small group and one-on-one instruction. Bilingual staff will communicate with families of English Learners to provide them with updates on their child’s academic progress; provide strategies to support their child at home during distance learning.

STUDENTS WITH DISABILITIES (SWD)

Our SELPA Provider is LAUSD. The following is a description of the services for **Students with Disabilities** during Distance Learning. Our students will learn in a variety of online learning environments including but not limited to small- group instruction, whole-group instruction co-taught with a general education teacher, and collaborative learning groups. Learning may occur live (synchronous instruction) or independently (asynchronous instruction). Students with disabilities may also participate in additional interventions throughout the school year.

Special Day Program Students receiving services through a special day class program will continue to receive instruction from a special day class teacher. Teachers will provide both synchronous (live) and asynchronous instruction to students.

Resource Specialist Program Resource Specialist Teachers may provide services “pushing in” to synchronous classes and co- teaching, collaborating, and/or consulting with the general education teachers during the scheduled planning time or office hours. Resource Specialist Teachers might also provide support to students in Zoom breakout rooms or in separate sessions between general education synchronous learning opportunities.

Watts Learning Center Charter School will administer a **systematic cycle of assessments** that include diagnostic, formative, summative and internal/local assessments.

- NWEA MAP (Reading/Math): 3 times/year
- Achieve 3000/Smarty Ants: 3 times/year (Gr 3-5)

- Journeys Baseline Fluency: K-5
- MobyMax Assessments: Gr 2-5
- Formative Assessments (daily exit slips)
- Summative Assessments
- SBAC IAB's: 2 times/year (Gr 2-5)

Assessments data results will be used to further differentiate daily lessons and identify students for additional targeted intervention with the Math and Reading intervention specialist. The Instructional Aides will provide small group instruction and support during the instructional day in Zoom sessions. All teachers will provide tutoring daily during office hours. For students experiencing learning loss a hybrid model will be implemented to support students on campus through social distancing.

The school's Student Wellness Team will ensure the social-emotional needs of students are met; and will contact students/families on weekly basis to conduct wellness checks. All students will participate in daily morning huddle where teachers will assess students social-emotional needs.

PPE/CAMPUS SAFETY

The following are the Campus Health and Safety Guidelines

Face Coverings

- Face coverings are required at all times while on campus.
- Masks should be used per the guidelines presented in the WLC COVID-19 trainings.
- Face shields should be used with drapes.

Additional Personal Protective Equipment (PPE): Our school will provide additional PPE as appropriate.

- Gloves
- Disposable robes

Hand sanitation

- Additional handwashing stations and hand sanitization stations will be placed around campus.
- Handwashing training will be included in staff, student, and parent trainings.
- Handwashing will be included in the daily student schedule.

Social Distancing

- A social distance of six (6) feet will be required at all times.
- Classrooms will be configured to maintain a distance of six feet.

- Teachers are encouraged to keep the classroom doors open for increased ventilation.
- Foot traffic on campus will be one-way only as an additional safety precaution.
- Staff are required to follow maximum occupancy guidelines for all areas on campus.

Campus Cleaning and Sanitation: All areas of campus will have a designated area where sanitization materials will be located.

- Hand sanitizer
- Washing stations
- Disinfectant Wipes
- Gloves
- Student areas will be sanitized between activities.
- The custodial staff will sanitize classrooms when they are vacant.

Screening:

- Parents will be asked to complete screening of their child on ParentSquare prior to bringing their child to school
- All staff and students will receive temperature check
- All staff will be required to complete online screening before reporting to work.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
<p>Principal & Teachers to provide instruction for all students: in-person/distance learning platform. Our school’s daily instructional minutes far exceed the state’s SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-5.</p> <p>Our school will provide a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 13 days of intensive summer professional development (prior to the start of the 2020-21 school year); weekly 90- minute professional development during the academic year; and 3 non-instructional full days have been added to the 2020-21 school year for additional professional development for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.</p> <p><i>* 20% of teacher salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 90% with LCFF Base Funds. Total amount funded with LCFF S&C: \$250,947</i></p>	\$1,254,733	*Y
<p>Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.</p>	\$22,045	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 instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated educator from WLCCS. Watts Learning Center Charter School’s Distance Learning instructional modes will include interaction, instruction and check-ins between students and educators via technology.

All students will receive daily synchronous and asynchronous instruction starting at 8am to 2:30pm. Each morning students will participate in morning huddle that includes SEL checks by teachers. All students will be placed in heterogenous groups: Group A, B or C as noted in the following chart. All students will receive synchronous core instruction in the morning; asynchronous instruction in the morning; and synchronous enrichment/electives in the afternoon. English learners will receive daily ELD. Teachers will provide office hours (tutoring/academic support) 4 days per week (after-school).

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Synchronous Instruction: Synchronous, or face-to-face, teaching and learning requires students to be simultaneously logged into the virtual classroom at the same time as their teacher and classmates. Synchronous sessions are also referred to as live meetings. During these meetings, students will need to have internet access and an internet-enabled device with a camera and microphone. Earbuds or headsets are recommended. The live meeting app for remote learning will be a combination of Google Meets and Zoom depending on the teacher and/or grade level. When students log in to a live class, they are expected to be on camera and able to participate through audio for the duration of the class meeting. Students can unmute and mute themselves throughout class to make contributions according to the teacher's expectations. If students are unable to participate in a live meeting, the teacher will post the recording for future viewing.

Instructional Aides will be utilized to support small group instruction for all Groups A-C; as well as support the social emotional wellness of our students by conducting weekly student wellness checks. Our Campus security, Bilingual Instructional Aides, Bilingual Office support Staff, have received additional training to support and provide student wellness checks on a weekly basis.

Asynchronous Instruction: Asynchronous (independent work/lesson work) is the term used for course materials that teachers will assign to students ahead of time. An example would be Achieve 3000/Smarty Ants, Jiji Math, Zearn, Fact Practice. Students engage with instructional materials and complete work during the block.

Our students will utilize Google Classroom Learning Platform and the following supplemental online applications: Mentoring Minds, Brain Pop, Kahoot, Raz Kids, Smarty Ants/Achieve 3000, Spelling City, Zingy, Zearn and Epic Books, Kahoot. Our school will also provide all students with online access to core curriculum:

- Journeys ELA/ELD
- ST Math/Math Institute
- Studies Weekly
- Mystery Science

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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.]

We are committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning. Prior to the start of the school year, our school administered a survey of all families to assess technology and connectivity needs.

Watts Learning Center – Charter School has provided Chromebooks and headsets for all students. Students who lack connectivity at home were provided a Wi-Fi Hotspots in order to access all curricular and instructional materials.

Our school provides tech-support via phone, Zoom meetings and by appointment.

Devices must be checked out, and returned at the end of the school year.

To ensure proper use of technology and appropriate norms and expectations, all families will be provided with training throughout the year.

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 Watts Learning Center Charter School 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. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

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.”

Each WLC-CS school must document daily engagement for each scholar. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

Each WLC-CS 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. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each scholar. 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 Watts Learning Center Charter School 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. Our 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.]

Watts Learning Center Charter School provides its teachers and staff with a robust professional development program, including 1 week in the summer and weekly during the academic school year. 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:

- Zoom Exploration, application
- Effective use of Online Learning Platforms: Raz Kids, Smarty Ants/ Achieve 3000
- Setting up and effective use of Swivl
- Social Emotional Learning: student check-ins; SEL Curriculum, Council
- CHAMPS: School culture, referrals and student expectations
- Meeting the needs of all students: SPED, GATE, Foster Youth
- On-site Health & Safety Expectations & Protocols
- Journeys ELA/ELD Curriculum
- Utilizing ParentSquare; setting up Google Number; and PowerSchool (attendance)
- Distance Learning Schedule: Expectations and Support
- Administering assessments via distance learning: NWEA MAP, Mentoring Minds, Achieve 3000/Smarty Ants
- Planning for Academic Rigor: Lesson Plan expectations
- Google Classroom/G Suite

- Math applications/platforms: ST Math, Zearn, Moby Max and Singapore Math
- Administering itematica Assessment Platform
- Focus Standards: ELA, Math, Social Studies and Science
- Prep of Student materials for distribution

The Administrative Team (Director & Assistant Principal) will participate in RELAY training virtually to continue to support coaching efforts.

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 our instructional program has required a change to staff's roles and responsibilities in order to provide a continuity of learning for students served and ensure safe environment for all students and staff.

Teachers and Instructional support staff have transitioned to distance learning which requires alternative methods of meeting with students such as Zoom and video conferencing tools and the training on the use of these systems. Educators are spending more time reaching out to students to engage them in distance learning, and making themselves available to respond to their needs.

Hourly staff including Campus Aides, Office Support Staff, and Custodial staff roles have shifted conducting wellness calls, contacting families for students who are absent, trouble-shooting IT issues, food distribution, disseminating printed materials for distribution, and family outreach. As a result of the change in their roles and responsibilities the Administrative team has provided staff members with extensive training, participation in professional development and support.

The Parent Coordinator and School Nurse's roles and responsibilities have also shifted to the school Wellness Team and have also received training by the Administrative team. With the numerous requirements of SB98; and our entire student body participating in distance learning, there was a significant need to have a structured team to provide a multitude of supports for students and families in a timely manner.

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 stated earlier in this plan, academic supports and social-emotional learning are built in the daily instructional day for both distance learning and in-person instruction. Our school has designed a comprehensive system of supports by modifying the roles and responsibilities of school staff to form the Student Wellness Team - to ensure student attendance and participation, daily tech support,

assisting families with academic issues and identify and provide resources as needed since we serve a highly vulnerable school community.

Special Education (RSP) and General Ed teachers plan monthly 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.

Additionally, male student who have demonstrated a need with literacy and/or challenges with behavior or motivation have been strategically placed in our Doby Boys Efficacy Program that focuses on reading and character development. For our female students, we offer Girls Inc., a self-empowerment program that focuses on self-esteem and resilience.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Technology devices, wi-fi hotspots, internet, headsets, IT Consultant, Go Guardian installed in Chromebooks for security	\$84,200	N
SPED services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-5.	\$362,250	N
Online core curriculum (subscription): Journeys ELA/ELD, ST Math, Studies Weekly, Mystery Science	\$34,963	N
Technology-based supplemental instructional materials including but not limited to: Google Classroom, Zoom, Mentoring Minds, Brain Pop, Kahoot, Epic Books, Spelling City, Zearn, Happy Numbers, Zingy, Prodigy math intervention, think UP! Itematica	\$23,277	Y
Enrichment/electives: Music, Choir, Yoga, Chess, Doby Boys, Girls Inc, Engineer Factory	\$57,500	Y
PowerSchool Student Information System with Parent Portal	\$4,367	N
Go Guardian	\$2,740	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.]

Watts Learning Center Charter School will address pupil learning loss as a result of COVID-19 as follows:

For English Language Arts (ELA): students will be assessed at the start of the school year with NWEA MAP and Achieve 3000 to measure reading levels, identify and provide targeted academic support (intervention, tutoring, small-group instruction) and to set monthly/quarterly growth targets. Students performing below grade level will receive targeted reading support by the Reading Intervention Specialist. Our Foster Grandparent Program will also support struggling readers by providing Story Time for identified students. Instructional Aides will also be assigned to support students also identified below grade level.

For English Language Development (ELD): Currently, our school has identified 106 English Learners who will also be assessed with NWEA MAP, and Achieve 3000. This year we've increased the instructional minutes and frequency of designated ELD for EL students which will take place daily in 45-minute blocks of instruction. Additional support includes (2) Instructional Assistants that will provide push-in academic support during the instructional day and additional tutoring to support English Language Acquisition. Teachers will monitor weekly progress of EL; and daily student attendance.

For Math: students will be assessed at the start of the school year with NWEA MAP to identify and assess for learning loss; and to provide targeted academic support by the Instructional Aides; or specialized support by the Math Intervention Specialist. Teachers will provide tutoring and support during daily office hours. Our teachers have prepared totes that contain instructional supplies and manipulatives to support our kinesthetic learners with mathematical understanding.

Watts Learning Center Charter School will administer a **systematic cycle of assessments** that include diagnostic, formative, summative and internal/local assessments.

- NWEA MAP ELA & Math Assessments: 3 times/year – Gr K-8
- Achieve 3000 Level Sets/Smarty Ants: 3 times/year – Gr K-8
- ESGI TK/K focused on grade level standards
- Daily formative assessments
- Summative Assessments

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.]

Approximately 96% of our students are Unduplicated Pupils (English Learner, Low-income, foster youth), and the strategies that have been discussed throughout this plan are based on evidence-based practices, that primarily support the needs of our Unduplicated Pupils and Students with Disabilities.

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 TK-5.

Our distance learning program incorporates academic supports and targeted intervention in ELA, Math and English Language Development, led by our teachers and in collaboration with our Instructional Assistants. Our plan includes an increase in daily synchronous instruction; and our daily instructional minutes exceed the CA requirement of:

- Grades TK/K: 180 minutes
- Grades 1-3: 230 minutes
- Grades 4-5: 240 minutes

Our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families, provided a technology support hotline, and onsite drop-in technology support.

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.]

Watts Learning Center Charter School will measure the effectiveness of the services and/or supports provided to address learning loss utilizing follow methods:

- Student performance on Diagnostic assessments, formative and summative assessments
- Daily student attendance & participation
- 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

WLCCS uses multiple forms of data to inform instruction, allocation of resources, and as part of its ongoing schoolwide improvement cycle.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Math & Reading Intervention Teachers (2): will provide targeted academic support for students performing below grade level in Reading and/or Math. (Funded with Title I)	\$141,703	N
Instructional Aides (8)	\$185,310	Y
Summer School 2021	\$3,000	Y
In-person Instruction: Saturday School Intervention; and after-school stipends (in-person instruction)	\$13,000	Y
Implementation of a Systematic Cycle of Assessments: NWEA MAP, Raz Kids, Achieve 3000, ESGI, ongoing standards-aligned assessment to, identify learning loss and learning gaps, and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.	\$24,823	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.]

Watts Learning Center Charter School has designed a comprehensive mental health; social and emotional **well-being** program to address the needs of our vulnerable **student** population led by the Assistant Principal:

Determining Student Needs

- Online Google student questionnaire administered monthly. Data will be analyzed, and students that demonstrate a need for support will be identified and offered assistance from the school counselor and/or referred for outside support.
- There will be an online Google questionnaire for parents regarding the social emotional wellbeing of their children, a form can be mailed as well, if necessary.
- Students will participate in a weekly council in their class to discuss social emotional related topics.
- Students will start each day with a check-in with their teacher identifying whether they are having a “good”, “ok”, or “bad” start to their day. Teachers will then pay attention to students who have identified starting off in a “bad” emotional state and offer support as needed.
- There will be a comment box in each classroom, and students will be able to contact their teacher privately either through leaving a note in the box or messaging them online to share any personal challenges they may be facing.
- Students will have weekly journaling and free writing assignments that teachers will analyze for any social emotional concerns.
- One-on-one student check-ins will be done by the teacher either in person, by phone, or on-line at least once a month.
- Students and their families will be contacted monthly by student wellness teams to assess for any student challenges.

Addressing Student Needs

- Each classroom will have a “chill zone” for kids to destress by use of coping tools and coping strategies (stress balls, art supplies to draw, relaxing music, etc.) once school is back to full capacity. For at home instruction, students will be encouraged to keep a comforting item (for example - stuffed animal or squishy ball) with them during class time to hold or touch as needed.
- Every half hour or one hour a stretch, deep breathing, quick exercise, or dance break, depending on length of classroom time, will be initiated by the teacher.
- Teachers will recite or play a video of a daily positive affirmation that the students will repeat or watch.
- Social Emotional based curriculum will be taught daily in each class.

- Core values (acceptance, achievement, commitment, community, integrity, respect, and responsibility) will be included in the weekly curriculum.
- Motivational read-aloud will be included in the weekly curriculum.
- Each class will have a weekly social time, either in person or online, for students to interact with each other and the teacher.
- A list of social emotional resources will be provided on our school website.
- The inhouse school counselor will be available both at the school and on-line for students and their families to address any social emotional needs or challenges.
- The school's CHAMPS committee and Wellness Team will be helping support students' social emotional needs by creating support plans and doing monthly check ins. Our school has implemented Positive Behavior Intervention Support (PBIS) through the CHAMPS Program, an alternative to suspension to improve school climate, behavior, and reduce suspension rates.
- The **Assistant Principal** leads the Multi-tiered System of Supports, that focuses on social-emotional, behavioral, and academic needs of students which included monitoring/addressing chronic absenteeism and attendance rates.
- Three different universal no contact gestures and symbols will be used by all school staff to communicate love and positive support to students while in hybrid and at-home class schedules in which school employees are not able to physically hug or touch the students because of Coronavirus safety protocol. Gestures will be taught to all staff, parents, and students at the beginning of the school year or before.

Watts Learning Center Charter School has developed a School Wellness Team, comprised of staff, assigned to a cohort of students and are responsible in contacting those students/families on a bi-weekly basis for check-in. More frequent check-ins will occur when the students is:

- Absent from daily instruction resulting in a call from the School Wellness Team.
- Reported as having a “bad” beginning to their day and demonstrates little to no improvement throughout the day
- demonstrating the need for social-emotional support.
- Part of a vulnerable student group experiencing learning loss, and/or Unduplicated Pupil

Watts Learning Center Charter School will implement the following to monitor and support the mental health, social and emotional **well-being of staff** during the school year:

- Teachers will have an opportunity to discuss Social Emotional wellness concerns weekly during professional development meetings.

- The school counselor will be available to meet or talk with teachers, staff, and parents after instruction hours until 5:30pm Monday through Friday, except on holidays.
- Resource books are available in the counselor's office for teachers and staff to use to help address social emotional challenges in the classroom both in person and virtually.
- When able to do so, teachers will have monthly team building and morale boosting group meetings.

Our school will provide extensive professional development to teachers and support staff to address trauma and the social-emotional needs of our students and families, which include:

- Kognito, an online learning organization that helps teachers guide effective conversation strategies.
- Sanford Harmony, a program that helps assist teachers with suggestions for social emotional based teaching.
- Virtual training and webinars provided to parents, teachers, and staff by the school counselor, and teacher.
- The SIMA Method taught to teachers to better address the social emotional needs of the students
- Outside expert speakers, either virtually or in person, will be invited to occasionally speak to teachers, staff, and parents to address social emotional topics.

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.]

Watts Learning Center Charter School will continue to communicate regularly with families via ParentSquare which is the preferred method identified by parents/families. ParentSquare allows messages to be sent in 'real-time' via email/text to parents. Other methods that our school will continue to utilize is the school's website, Zoom meetings, phone calls, and letters mailed home. We will continue to solicit input/feedback from families via surveys, phone calls, and virtual meetings.

Watts Learning Center will conduct a series of virtual workshops for parents/families to acquaint them with our learning plan, our communication outlets, and keep them informed of changes/updates throughout the school year.

Watts Learning Center will provide families with the opportunity to enroll in our virtual Parent Education Bridge for Student Achievement Foundation (PEBSAF). PEBSAF will include courses for parents/families to stay engaged with the greater school community. These courses will cover a variety of topics, including but not limited to the Google education suite (classroom, meet, etc.), and virtual platforms like zoom.

Our school will also host parent workshops to support our families struggling to balance online learning and parenting. Topics include:

- Parent Orientation/Back-To-School
- How to use ParentSquare
- How to use PowerSchool
- How to foster successful distance learning
- For Parents/Families and Community Members:
- Community health & safety
- Social/emotional well-being

Parents/families/grandparents will also have the opportunity to volunteer virtually. Each classroom teacher will solicit at least one parent volunteer for their classroom (room parent). These volunteers can assist teachers with small groups, and perform read-a longs. We will also host Community Events virtually to celebrate student achievements which will also appear on the school's Instagram page.

Watts Learning Center will provide the opportunity for all parents to enroll in our virtual Parent Education Bridge for Student Achievement Foundation (PEBSAF). PEBSAF will include courses for parents/families to stay engaged with the greater school community. These courses will cover a variety of topics, including but not limited to the Google education suite (classroom, meet, etc.), and virtual platforms like zoom.

STUDENT ATTENDANCE

Attendance and Reporting Procedures have been established based on SB98 Guidelines. Our Attendance Staff and has established an attendance reporting system as follows:

- DLP - Students who participate asynchronously daily
- DLPR - Students who participate synchronously and complete daily assignments
- DLA - Students who are absent from live sessions and do not complete assignments on time

Teachers will complete both the daily participation and weekly engagement logs as outlined by the California Department of Education.

Watts Learning Center Charter School has developed and will implement the following ***tiered reengagement strategies*** for students who are absent from distance learning including outreach to students and their parents/guardians when students are not meeting compulsory education requirements, student is not engaged and at risk of further learning loss:

TIER 1 (1-2 absences)	<ul style="list-style-type: none"> Teachers will have live daily interaction with each student at least once during the day. Teachers will take attendance during their synchronous sessions in which they will look for visual, audio, or typed responses. Teachers will also document asynchronous participating and note students not participating live or completing assignments. Teachers will record attendance in PowerSchool and use the Weekly Participation Tracker. If a teacher is unable to make daily contact with a student; the teacher will contact the parent to discuss absence and how to support the student for engagement purposes.
TIER 2 (3-5 absences)	On a weekly basis our Attendance Team will review data from PowerSchool and our Daily Participation and Weekly Engagement Trackers. If a student has been inactive or absent more than three times during the week; a parent conference will be scheduled immediately with a member of the Attendance Team and the Teacher.
TIER 3 (5+ absences)	If attendance continues to be a absent over 5 times additional follow up is made by the Attendance Team and a meeting is scheduled with the school administrator, teacher, and parent.

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.]

Watts Learning Center Charter School 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. For students attending in-person instruction, meals will be provided in the classroom for both breakfast and lunch.

During Distance Learning, our school will provide Grab and Go meals for curbside pickup in a non-congregate setting twice per week scheduled on Mondays (for Monday/Tuesdays meals) and Wednesdays (for Wednesday - Friday meals) starting at 8:00am. Families

have been informed about pick-up dates, locations 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. Our school has submitted waivers for serving milk and providing serve (not offer) as a result of COVID-19.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health & Social and Emotional Well-Being	Counselor provides social-emotional counseling for general Education students (30% of total salary allocated to LCFF S&C): Assistant Principal – Leads SEL, PBIS and School Wellness Team (70%)	\$95,989	Y
Pupil & Family Engagement & Outreach	Student Wellness Committee (Support Staff): Parent Coordinator, Executive Office Manager, Office Manager, School Security, Office Assistant, Health Aide, Campus Aide	\$76,595	Y
Pupil & Family Engagement & Outreach	ParentSquare	\$2,150	Y
Pupil & Family Engagement & Outreach	Parent University	\$8,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.37%	\$1,067,903

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.]

Watts Learning Center Charter School is a public charter school that serves a highly vulnerable community. Our school has a student enrollment of unduplicated pupils in excess of 96% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner. The actions provided are schoolwide; and meet the needs of our Unduplicated Pupils.

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, and CA School Dashboard.

We identified the need for significant tiered 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 in addition to a comprehensive social-emotional and mental health services. The addition of a reading and math was critical, to support students performing significantly below grade level as a result of learning loss, disengagement in Spring 2020; and or language barriers.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with a full instructional day through synchronous and asynchronous instruction; small group instruction/intervention; and electives/enrichment. 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.

Another area of focus this year was to strengthen professional development geared at research-based practices with distance learning to ensure all teachers and support staff have the tools necessary to provide engaging lessons and instruction. All teachers participated in intensive summer professional development and will continue weekly during the academic school year.

Instructional Aides will be utilized to support small group instruction for all Groups A-C; as well as support the social emotional wellness of our students by conducting weekly student wellness checks. To maximize student attendance, and participation our school designed a “School Wellness Team” led by the Assistant Principal; and support staff roles were modified and clearly delineated so each staff has a designated cohort of students/families they communicate with regularly and build positive relationships with. checks on a weekly basis.

All students will receive daily synchronous and asynchronous instruction starting at 8am to 2:30pm. Each morning students will participate in morning huddle that includes SEL checks by teachers. All students will be placed in heterogenous groups: Group A, B or C as noted in the following chart. All students will receive synchronous core instruction in the morning; asynchronous instruction in the morning; and synchronous enrichment/electives in the afternoon. English learners will receive daily ELD. Teachers will provide office hours (tutoring/academic support) 4 days per week (after-school).

WLC DISTANCE LEARNING DAILY SCHEDULE		
TIME	INSTRUCTIONAL MINUTES	SUBJECT/GRADE LEVEL
8:00-8:30am	30	Morning Huddle: Attendance, Wellness Check, Daily Agenda
8:30 - 9:15am	45	Group A: Zoom ELA/ELD: M/W; Math (T/Th); Groups B/C: Lesson work, Fact Practice, Achieve 3000/Smarty Ants, Jiji, Zearn
9:15 - 10:00am	45	Group B: Zoom: ELA (M/W); Math (T/Th); Groups A/C: Lesson work, Fact Practice, ELD, Achieve 3000/Smarty Ants, Jiji, Zearn
10:00-10:20am		BREAK
10:30 - 11:15am	45	Group C: Zoom: ELA (M/W); Math (T/Th); Group A/B: Lesson work, Fact Practice, Achieve 3000/Smarty Ants, Jiji, Zearn
11:15 - 12:00pm	45	Science/Social Studies
12:00-12:45pm		LUNCH
12:45 - 1:30pm	45	Yoga & PE via Zoom: Gr TK/K: Friday; Gr 1: Wed; Gr 2: Mon; Gr 3: Th; Gr 4: Fridays (Yoga @ 1:30pm; Gr. 5: Tues.
12:45 -2:15pm	90	Music Exploration via Zoom (Gr. 4: Tuesdays); Gr. 5 Thurs
1:30 -2:30pm	60	Girls Inc: Gr TK-5 on Wed. (grouped by age)
1:30 -2:30pm	60	Doby Boys: Gr K-2: Friday; Gr 3-5: Mondays
2:30 - 3:30pm		Teacher Office Hours (M-Th); Tutoring, Independent Reading; Indep. Work

[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 improved and increased 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. 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.

Our school will also offer a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). All teachers participated in 13 days of intensive summer professional development (prior to the start of the 2020-21 school year); weekly 90-minute professional development during the academic year; and 3 non-instructional full days have been added to the 2020-21 school year for additional professional development for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.

Additional increased services include:

- ParentSquare, Student Wellness Committee (Support Staff): Parent Coordinator, Executive Office Manager, Office Manager, School Security, Office Assistant, Health Aide, Campus Aide to communicate with families, provide interpreter services, contact families when students are absent, provide tech support during distance learning, and trouble shoot issues identified by students/families.
- Counselor provides social-emotional counseling for general Education students
- Instructional Assistants to provide academic support for struggling students
- Provide Music, Choir, Yoga, Doby Boys, Girls Inc., and Engineer Factory