

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fenton Primary Center	David Riddick, Chief Academic Officer	driddick@fentoncharter.net (818) 962-3630 Ext. 5128

General Information

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

Fenton Primary Center (FPC), a Fenton Charter Public School (FCPS), transitioned to a distance learning instructional format on March 16, 2020 following the guidance from the Los Angeles County Superintendent recommending school closures of all schools within Los Angeles County. Although the Fenton Charter Public Schools were physically closed, students continued to receive instruction remotely and were provided with meals (breakfast, lunch, supper) throughout the physical school closure. The COVID-19 pandemic has had a devastating impact on our community. The Charter School has an enrollment of 701 students. The Charter School’s enrollment and demographic student subgroup population consists of 40.2% English Language Learners, 91.7% Hispanic or Latino, 84.9% Socioeconomically Disadvantaged, and 11.5% identified students with disabilities.

Technology: When FPC went to a distance learning format, a significant number of students did not have access to a digital device or the Internet. FPC was able to provide all students with an iPad and provided students in need of internet access with a Mobile WiFi Hotspot. Students were able to keep these devices (iPad and Mobile WiFi Hotspot) throughout the summer. The iPads were preloaded with 15 of the most popular apps used by the Fenton Schools. In addition, students had access to download hundreds of apps purchased by Fenton that were accessible through the “Self Service” feature on the iPads.

School Meals: With the high number of students on Free/Reduced Meals (84.9%), providing school meals to the community was essential. The Charter School provided a Grab and Go breakfast, lunch, and supper to anyone under the age of 18. Children did not have to be a student of Fenton to participate. These meals were available Monday through Friday 11am-12:30pm. Students received a hot lunch on Mondays, Wednesdays, and Fridays. This service was considered an essential service and remained open throughout the summer.

Access to Instruction and Curriculum: The extended closure impacted the ability of our students to access instruction and curriculum on site and in-person. The Charter School followed the recommendations from the California Department of Education for providing instruction

and access to curriculum in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources, and operations.

Teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-income students.

Charter School staff were provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff assisted with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning. The Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model. Teachers were provided with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction.

Teachers planned for instruction to be delivered regardless of internet connectivity. Students were able to engage in instruction through Zoom online sessions, conference calls, and asynchronous media platforms. Instruction was on a flexible schedule to allow for students to access content to meet their unique needs. Please see the [FCPS Distance Learning Website for Staff](#) and the [FCPS Distance Learning Website for Students](#) for additional resources provided to students and their families during this difficult time.

Stakeholder Engagement

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

The Fenton Charter Public Schools developed a Task Force that meet throughout the summer to gather and collect feedback from a variety of stakeholders includes parents, students, teachers, and staff. The collection of resources put together from the FCPS Task Force are available for public viewing at <https://sites.google.com/fentoncharter.net/fcpstaskforce/home>. This website contains video recordings of all meetings along with agendas, presentations, and a wide array of resources collected by the team.

The Task Force was composed of over 80 members across the five Fenton schools. The team met fourteen times from June 17, 2020 to August 10, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to dive into depth on a variety of complex issues. The Subcommittees consisted of the following:

Instruction Subcommittee

Social Emotional Support Systems and Supports Subcommittee

Family and Community Engagement Subcommittee
Health and Safety Subcommittee
Operations Subcommittee
Special Education Subcommittee

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

In addition to the FCPS Task Force, the Fenton Charter Public Schools sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on a number of platforms including Zoom, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families were able to access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

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

Common Themes	Summary of Feedback	Stakeholder Group
Live Interaction - Synchronous Instruction	Synchronous Instruction provided by the Fenton staff was highly valued by the parents and students. Fenton students appeared to receive more synchronous instruction than students from neighboring schools with an average of two hours of live instruction. Staff appeared to value being able to connect with students frequently and daily.	Staff, Parents, Students
Consistent Platform	Students received a variety of options to engage and receive their instruction. Stakeholder feedback suggests a more uniform platform would increase our capacity to engage and connect with our students.	Staff, Parents
Morning Sessions Preferred	Parents were surveyed on options for In-Person instruction. Overwhelmingly, 2/3 of parents preferred their children to receive instruction in the morning.	Staff, Parents
Anti-Bias & Anti-Racist Education	The 2019-2020 school year was one that we will always remember. Our children witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. Stakeholders of our Social Emotional Support System Subgroup felt it was critical for our students to receive Anti-Bias & Anti-Racist Education woven into their daily instruction.	Staff

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

Common Themes	Summary of Feedback
Live Interaction - Synchronous Instruction	Students will receive at least two hours of synchronous instruction at a minimum. Students in our upper grade classrooms (4-6) will receive approximately 75% of their instructional day in a synchronous format. Parents and staff found children are able to receive more individualized support during synchronous instruction.
Consistent Platform	Students in grades TK-2 will use Seesaw as their primary online platform. Students in grades 3-6 will use Google Classroom consistently across the Fenton schools.
Morning Sessions Preferred	Fenton schools will begin their instructional day at 8am. Students will receive a combination of synchronous and asynchronous instruction in the major instructional areas such as English Language Arts and Mathematics from 8am – 12pm.
Anti-Bias & Anti-Racist Education	All Fenton staff participated in a Professional Development Training on August 10, 2020 focused on Anti-Bias & Anti-Racist Education (ABAR). An ABAR Team has been created and will continue to provide resources and trainings throughout the school year.

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.]

The Charter School will offer classroom-based instruction whenever possible. Survey data from our parents reveal that 23% of our families will request to continue with distance learning when in-person instruction is possible. The Charter School will continue to provide students with at least four hours of synchronous and asynchronous instruction. The roughly 77% of students that will be attending school in-person will be placed in either “Group A” or “Group B”. There will be no more than 12 students in a given class when school resumes.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am – 12:00pm	Group A	Group B	Group A	Group B	PD for Staff; IEPs, SSTs, Grade Level Needs; Video Content for Students
12:00pm – 12:45pm	Grab and Go Lunch - Dismissal				
12:45 – 2:45pm	Synchronous Instruction and Support for Students on Distance Learning Additional Support for Students Experiencing Pupil Learning Loss				

Students will be able to access a combination of synchronous and asynchronous instruction from home while their peers are in session. This applies to the 23% of students that will be on a distance model exclusively and the students that will be on a hybrid learning model. The FCPS Task Force explored the following variables when considering a hybrid education model. The following are examples from the **Instruction Subcommittee, Social Emotional Systems and Supports Subcommittee, Health and Safety Subcommittee, and Operations Subcommittee.**

Instruction Subcommittee

At Home Learning Kits: Students will receive monthly “At Home Learning Kits” filled with resources students will need in a Hybrid learning environment.

- iPad;

- Access to hundreds of apps purchased by Fenton in the “Self-Service” feature;
- Daily Reading, Writing, and Phonics lessons;
- Grade Level texts in all subject areas;
- Learning Materials (ie. Crayons, pencil sharpeners, math manipulatives).

Flipped Classroom Instructional Model:

- Students watch a short video with teacher working through a lesson at home in distance learning to preview the instruction prior to attending class;
- In class, these practice problems are reviewed and modified to meet the needs of the students based on a quick diagnostic exam;
- Students move to complete critical thinking questions through project based learning in a collaborative format.
- The teacher has more time to work one-on-one with students to mitigate learning loss

Learning Platform: All students in grades TK-2 will use Seesaw as their learning platform. All students in grades 3-6 will Google Classroom as their learning platform.

Focus on Essential Standards:

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss outside;

Assessments: Students will participate in a combination of initial screenings, diagnostic exams, formative assessments, and summative assessments to identify and address learning loss.

Social Emotional Systems and Supports Subcommittee

Welcome Back to School Parades: All students will participate in a Welcome Back to School Parade to meet their teacher and pick up their At Home Learning Packet.

Meet and Greet Opportunities: Teachers will introduce themselves to parents via a digital platform and in-person when students return to in-person instruction.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.

- Incorporate welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning
 - Predictability
 - Flexibility
 - Connection
 - Empowerment

The following examples from the Health and Safety Subcommittee and Operations Subcommittee are influenced by a comparison of best practices for reopening schools by the California Charter Schools Association comparing the guidelines from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).

Healthy and Safety

Healthy Hygiene Practices

- Teach and reinforce washing hands, contact with eyes, nose and mouth, covering coughs/sneezes;
- Portable handwashing stations;
- Develop handwashing routines;
- Teach and reinforce student use of face coverings/masks/shields, especially when cannot physically distance;
- All staff should use face coverings/shields;
- Students should be encouraged to use face coverings;
- Ensure adequate supplies (soap, tissues, no-touch trashcans, masks, sanitizers);
- Procurement and distribution of PPE.

Cleaning/Disinfecting/Ventilation

- In accordance with CDC guidance, ensure that ventilation systems and fans operate properly;
- Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13);
- Ensure proper ventilation with as much fresh outdoor air as possible;

- Suspend use of resources that necessitate sharing/touching (e.g. water fountains);
- Staff should clean and disinfect frequently-touched surfaces;

Limit Sharing

- Limit use of shared playground equipment;
- Limit sharing of objects and equipment.

Check for Signs and Symptoms

- Encourage parents/staff to pre-screen at home;
- Purchase thermal cameras;
- Take the temperature of staff and students when entering campus;
- Conduct visual wellness checks and take student temperatures with no-touch thermometer;
- Actively encourage staff and students who are sick or have had contact with someone with COVID-19 to stay home;
- Document incidents of possible exposure and notify local health officials, staff and families immediately while maintaining confidentiality.

Plan for When Staff, Child or Visitor Becomes Sick

- Sick student/staff may not return until they meet "CDC criteria to discontinue home isolation";
- Teachers should have emergency sub plans;
- Anyone showing symptoms should be required to wear a face covering and go into isolation area;
- Close off areas used by sick person and do not use before cleaning; wait 24 hours before cleaning.

Maintain Healthy Operations

- Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes;
- Develop a dedicated hotline and web page that includes answers to common questions and that all staff can direct the public to for the latest updates;
- Designate staff liaison to be responsible for responding to COVID-19 concerns;
- Maintain communication systems that allow staff/families to self-report symptoms and receive notifications of exposures and closures.

Operations Subcommittee

Distancing – Arrival to School

- Designated routes for arrival - limited entry points with staff assigned;
- Screening upon entry (staff & students);
- Signage/Messaging;
- Student is directed toward physically distanced area with limited shared equipment;
- Focus on continuous flow;
- Limited access to parents and outside staff (office appointments).

Distancing – Classroom Set Up

- Breakfast in classroom with one distributor;
- Limit number of students and staff;
- Students remain with the same group as much as possible;
- Maximize space between desks (6 feet);
- Staff/student facial coverings;
- School signage and kid friendly reminders;
- Avoid communal materials and places (carpet, library, computers).

Distancing - Non Classroom Spaces

- Limit non-essential visitors, volunteers, and activities;
- Plexiglass for high volume areas;
- Minimize congregate movement;
- One-way path of travel;
- Designated entry/exit points;
- Creative use of facility;
- Physical activity without equipment or touch;
- Restroom monitoring/schedule;
- Virtual assemblies & performances.

Distancing - Dismissal from School

- Staggered dismissal;
- Designated exits;
- One-way path of travel;
- Limited visitor access to office & classrooms

- Plan for students not picked up.

Considerations for Partial or Total School Closure

- Develop a plan for rolling closures;
- Guidance from Public Health Dept. for extent of closure;
- Possible closure of infected space for 14 days;
- Those exposed may need to isolate as well,

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

Description	Total Funds	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, limit of sharing, check for signs and symptoms, and healthy operations of the facility.	\$424,893	N
Parent Center Director: Instructional Supports and Social Emotional Supports and Systems are communicated with families.	\$13,500	Y

Distance Learning Program

Continuity of Instruction

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

The Charter School’s continuity of instruction offers the full curriculum include ELA, Math, ELD, Social Studies, Science, Art, and PE. Students will receive a combination of synchronous and asynchronous instruction. Students will receive at least two hours of synchronous instruction at a minimum. Students in our upper grade classrooms (4-6) will receive approximately 75% of their instructional day in a synchronous format.

Learning Platform: All students in grades TK-2 will use Seesaw as their learning platform. All students in grades 3-6 will Google Classroom as their learning platform.

Focus on Essential Standards:

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;

- Identify students who need additional support to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss outside;

Assessments: Students will participate in a combination of initial screenings, diagnostic exams, formative assessments, and summative assessments to identify and address learning loss.

Fenton Charter Public Schools Daily Lesson Plan Framework

Time	Synchronous – Live Instruction with Teacher	Asynchronous – Assigned Daily Activity
8:00am – 8:30am	<ul style="list-style-type: none"> • Morning Check-In with ALL Students • Review of Assignments for Day • Take Attendance 	
8:30am – 12:00pm	<ul style="list-style-type: none"> • Direct Live Instruction (ELA and Math) • Science / Social Science / Health / PE /Art • Small Group Instruction • SPED Services 	<ul style="list-style-type: none"> • ELA and Math) • Science / Social Science / Health / PE /Art • Videos with Assigned Assessments • Non Digital Activities
12:45pm – 2:45pm	<ul style="list-style-type: none"> • Tiered Additional Support • ELD Support • SPED Services • Enrichment • SSTs and IEPs • Grade Level Meetings 	<ul style="list-style-type: none"> • Tiered Additional Support • ELD Support • Enrichment

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.]

The Charter School is able to provide all students with an iPad and provided students in need of internet access with a Mobile WiFi Hotspot. Students were able to keep these devices (iPad and Mobile WiFi Hotspot) throughout the summer. The iPads were preloaded with 15 of the most popular apps used by the Fenton Schools. In addition, students had access to download hundreds of apps purchased by Fenton that were accessible through the “Self Service” feature on the iPads.

The Charter School surveyed families on their need for access to devices and connectivity. Teachers and administrators made personal calls to families that were not responsive to the surveys. Collectively, certificated and classified staff were able to ensure all students were able to access devices and were able to connect to the Internet.

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.]

The Charter school will measure pupil participation and progress daily.

Pupil Participation: All students are expected to participate in at least two hours of synchronous instruction daily. Participation is measured by the teacher during the first morning check in. If a student does not participate, support staff will follow up with families via phone call, email, or text message in the child’s home language.

Time Value of Pupil Work: Teachers will monitor the four hours required of synchronous and/or asynchronous work by giving students an hourly credit in Data and Assessment software, Illuminate. A child will receive a score of “4” for a day if the child participated and completed expectations of a “4” hour day. Likewise, a child will receive a score of “1” if the child participated and completed “1” hour of work for the day. This data will be color coded and charted so the child’s teacher, parent, administrators, and support staff can assist the child to ensure work is completed throughout the year.

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.]

The Charter School will continue to professional development for all certificated teachers and classified staff to implement a flexible remote learning instructional model. Teachers will be provided with a training on a range of distance learning tools and resources to engage students. Staff will receive training on the following topics:

Flipped Classroom Instructional Model

Learning Platform: All students in grades TK-2 will use Seesaw as their learning platform. All students in grades 3-6 will Google Classroom as their learning platform.

Focus on Essential Standards

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss outside;

Assessments: Students will participate in a combination of initial screenings, diagnostic exams, formative assessments, and summative assessments to identify and address learning loss.

Instructional Coach Support: The FCPS Instructional Coach is focused on training staff in the implementation of the Flipped Classroom Instructional Model, Google Classroom, Seesaw, Essential Standards, and the use of Assessments.

Staff Roles and Responsibilities

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

All staff roles and responsibilities have shifted to online instruction in order to mirror what in-person instruction would look like. Out of the classroom support staff are charged with supporting and engaging families to access digital content and troubleshoot access issues. In addition, out of the classroom support staff participate in School Car Parades to pass out essential instructional supplies and school meals.

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.]

The Charter School has provided all English learners, foster youth and low-income students with an iPad and a Mobile WiFi Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students are provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School has established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-income students.

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

Description	Total Funds	Contributing
Attendance Manager; School Nurse; 50% PBIS Admin Coordinator: Assist with continuity of learning to prevent learning loss.	\$102,375	Y
Salaries & Benefits for Core Staff	\$3,611,483	N

Description	Total Funds	Contributing
Professional Development: Learning Platforms (Seesaw, Google Classroom), Essential Standards, Assessments, Flipped Classroom, Technology Support.	\$21,238	N
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	\$806,626	N
Technology: iPads and Digital Devices for Distance Learning and Hybrid Educational Model	\$426,473	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.]

The instructional program considers the diverse learners who require a thriving educational program that embodies social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The Charter School’s instructional focus is rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Access to Resources; and 4) Results Measuring Progress.

1) Systematic Response: The Charter School will screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Teachers will universally screen all students during the first month of the school year utilizing diagnostic assessments in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers will use formative and summative assessments to identify strengths and deficiencies preventing students from achieving grade level expectations.

Based on the analysis of the data, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration.

2) Time on Task: This refers to the amount of time students will be engaged in a lesson. Taken into account for time on task, is wait time, optimal learning time, differentiation, student movement, and the gradual release of guided practice.

- Use of similarities and differences, think/pair shares, Thinking Maps, and metacognitive strategies will be core components of instructional delivery;
- Increased articulation within grade level teams and across grade levels;
- Lead Teachers who act as teacher leaders, grade level chairs and mentor teachers are nominated and elected by their peers, and approved by the Board of Directors;
- Grade level meetings will be scheduled during the regular day while students participate in a psychomotor program planned by teachers, supervised by administrators and implemented by paraprofessionals;

- Professional development will be dedicated to effective teaching practices, progress monitoring, and tiered intervention to meet the needs of high achievers, students on grade level, students at risk, and the social emotional needs of all students.

3) Access to Resources: The autonomy and flexibility of the Charter School enables students to receive resources unique among most traditional public schools.

- At Home Learning Kits: Students will receive monthly “At Home Learning Kits” filled with resources students will need in a Hybrid learning environment.
 - iPad for each students;
 - Access to Mobile WiFi Hotspot
 - Access to hundreds of apps purchased by Fenton in the “Self-Service” feature;
 - Daily Reading, Writing, and Phonics lessons;
 - Grade Level texts in all subject areas;
 - Learning Materials (ie. Crayons, pencil sharpeners, math manipulatives).

4) Results: Student achievement data will provide additional insight into teacher effectiveness and will be utilized as one component within the revised teacher evaluation process.

- Administration will meet once a year with all teachers to establish professional goals for the year and review the progress of student learning through an analysis of state data along with classroom summative and formative assessment data;
- Administration and teachers will continue to reflect and refine goals throughout the year through informal meetings and COST team meetings.
- Lead Teachers from the Charter school will act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed. A yearly stipend of \$5,000 for each selected teacher recognizes the additional work and responsibility of the position;
- Lead Teachers will strive to ignite a passion and implementation of effective teacher practices to encourage and maintain cutting edge teaching and learning.

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.]

The Charter School has a significant number of students identified as English learners, foster youth, homeless and/or qualifying for free or reduced price meals using the enrollment application. Parents submit enrollment applications, identical to the applications used by LAUSD, with critical information to properly identify students and provide the resources necessary. Every child has equal access to the same free, appropriate public education as provided to all children and youths. FPC applies the same instructional program components, services, and supports to foster and homeless youth, as was described above under EL, socioeconomically disadvantaged, and academically high or low achieving, as fits the particular student’s situation.

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.]

The Charter School staff will take on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

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

Description	Total Funds	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% School Psychologist & School Counselor; TAs; Specialists; Stipends; CMO Instructional; 7 PD Days; 4 Extra Days; Instructional Materials (4000s); Laptops; Class Size of 24.	\$1,605,362	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.]

The Charter School has developed a Social Emotional Systems and Support Subcommittee. This team will help to monitor and support mental health and social emotional well-being of pupils and staff during the school year. On August 12, 2020, the Charter School held the first Mental Health and Social and Emotional Well-Being training. Teachers will continue to receive professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.

- Incorporate welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning
 - Predictability
 - Flexibility

- Connection
- Empowerment

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 is not engaging in instruction and is at risk of learning loss.]

The Charter School began the year with a Welcome Back to School Parade full of energy and enthusiasm to reengage our students. Teachers, school counselors, and support staff have created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff are notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continue to locate and resolve lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

Pupil Participation: All students are expected to participate in at least two hours of synchronous instruction daily. Participation is measured by the teacher during the first morning check in. If a student does not participate, support staff will follow up with families via phone call, email, or text message in the child’s home language.

Time Value of Pupil Work: Teachers will monitor the four hours required of synchronous and/or asynchronous work by giving students an hourly credit in Data and Assessment software, Illuminate. A child will receive a score of “4” for a day if the child participated and completed expectations of a “4” hour day. Likewise, a child will receive a score of “1” if the child participated and completed “1” hour of work for the day. This data will be color coded and charted so the child’s teacher, parent, administrators, and support staff can assist the child to ensure work is completed throughout the year.

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.]

The Charter School will provide meals for all students regardless if they are in-person or attending remotely. Meals are served at the Charter School from 12:00pm – 1:30pm daily.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	\$25,000	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
33%	\$1,866,805

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The Charter School will implement the following goals and actions to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

Actions Related to In-Person Instructional Offering: Parent Center Director: Instructional Supports and Social Emotional Supports and Systems are communicated with families.

Actions Related to the Distance Learning Program: Attendance Manager; School Nurse; 50% PBIS Admin Coordinator: Assist with continuity of learning to prevent learning loss.

Actions to Address Pupil Learning Loss: Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% School Psychologist & School Counselor; TAs; Specialists; Stipends; CMO Instructional; 7 PD Days; 4 Extra Days; Instructional Materials (4000s); Laptops; Class Size of 24.

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

Actions Related to In-Person Instructional Offering:

Focus on Essential Standards:

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss outside;

Flipped Classroom Instructional Model:

- Students watch a short video with teacher working through a lesson at home in distance learning to preview the instruction prior to attending class;
- In class, these practice problems are reviewed and modified to meet the needs of the students based on a quick diagnostic exam;
- Students move to complete critical thinking questions through project based learning in a collaborative format.
- The teacher has more time to work one-on-one with students to mitigate learning loss

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.

- Incorporate welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning
 - Predictability
 - Flexibility
 - Connection

- Empowerment

Actions Related to the Distance Learning Program:

The Charter School has provided all English learners, foster youth and low-income students with an iPad and a Mobile WiFi Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students are provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School has established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-income students.

Actions to Address Pupil Learning Loss:

The Charter School staff will take on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.