

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 Middle School provides world-class education to inner-city students from low-income families to help them realize their full academic potential and to create a culture of learning in which all stakeholders-students, parents or guardians, faculty, and staff have clearly defined roles and expectations.

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.

On March 10-11, **Interim Assessments** using Illuminate for all students in ELA and Mathematics were administered to provide baseline student achievement performance data. Friday, March 13th was the last day of site-based instruction.

Our Instructional Aides conducted a **technology needs assessment**, by contacting all families by phone to assess technology device needs, internet, food, shelter, and other resources that were essential to families.

- Initial Pickup took place: March 16-20th
- Pick-up was available March 23 – April 3.
- Additional delivery took place from April 12-May 8th.
- By May 8th approximately 50% of students had checked out a Chromebook.

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.

On March 12-13, Watts Learning Center – Charter Middle School provided its teachers and Instructional Assistants 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.

The development of the **Distance Learning Plan** 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 and content area teams to develop relevant and accessible assignments for their students.

Each content area was assigned a specific day of the week:

- Monday: Science
- Tuesday: Math
- Wednesday: ELA
- Thursday: History/Social Studies
- Friday: Electives

Teachers utilized Zoom and Google Classroom to provide small group instruction. On Sunday night, students were provided a suggested schedule to ensure they would complete their tasks in a timely manner. By March 16th Distance Learning via Google Classroom was initiated.

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.

By March 27th, 100% of our students accessed and were participating fully in distance learning.

Throughout distance learning, our staff communicated with students/families on a regular basis via phone calls, Parent Square, and text messaging. Instructional Aides were assigned to specific classes and required to check-in daily and obtain insight and information on opportunities to support families. Vulnerable families were provided with food/meals financial support, and virtual one-on-one tutoring sessions to ensure children were not being heavily impacted.

Watts Learning Center – Charter Middle School distance learning implemented both asynchronous and synchronous modes of instruction.

The **major impact of school closure** on our **students** was stressful, isolating, and disengaging. 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.

COVID-19 has greatly impacted what we do on a day in, day out basis in so many ways. Not being able to support each other in person is extremely frustrating because we love our school community and they love us! We miss the in person human component of a quality education. We created our remote learning plan from scratch based on the input of all of our stakeholders. We also tried to keep as many best practices from the last two years in place and modify as needed. The last two years we have achieved at a high level in all areas of student achievement and the California dashboard. Our data speaks for itself.

Throughout the closure, our staff has involved students, families and staff in decision-making through surveys, Coffee with the Principal (Virtual Meetings), phone calls made to all households by our bilingual staff, Google Hangouts which allows families to call in, parent Square, during the in-person registration process in July, and Board Meetings which has led our team to develop, communicate and implement a distance learning plan for a smooth and efficient reopening of our school on August 17, 2020.

Watts Learning Center Charter Middle School (WLCCMS) has begun the school year with distance learning since the county of Los Angeles is on the State's County Monitoring List; and Los Angeles Unified School District (LAUSD) is currently fully online. Our school is co-located in an LAUSD site, and therefore we are unable to open for in-person instruction. We informed all families that its schools would remain closed with distance learning until the end of this year, December 31, 2020. Los Angeles County was placed on the State's Monitoring List on July 12 due to a COVID-19 case rates above 100 per 100,000 residents over a 14-day period. Until Los Angeles County is off the State Monitoring List for 14 consecutive days, all Los Angeles County schools may only provide distance learning to their students. We continue to stay in close communication with families who will be kept well-informed of when Los Angeles County Office of Education and Los Angeles County Public Health Department will permit schools to open for in-person instruction. .

As Watts Learning Center Charter Middle School continues to navigate the impact of COVID-19, we remain committed to supporting our students' well-being and academic growth. We have designed a virtual distance learning plan to serve our students at the start of

the school year and a hybrid learning plan which will be a combination of on-campus learning and distance learning. Our hybrid learning plan will be implemented once we are able to open our doors to students under state and county guidance.

Stakeholder Engagement

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

Watts Learning Center Charter Middle 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 a tiered reengagement strategies for students who need additional social-emotional and/or academic support.

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

- June 3rd - End of Year Virtual Zoom Coffee with the Principal
- June 5th – End of Year Virtual Zoom Coffee with the Principal
- July 15th: COVID-19 Parent Survey sent via [ParentSquare](#) App
- July 27th – August 7th: COVID-19 Parent Survey (hard copy); and phone calls made to households to collect data for the survey
- July 2020: In-person registration (physical distancing) took place for all students (new/continuing) with their parent/families and our staff members met with them individually to answer questions, provide detailed information regarding their preferences with returning to school. In addition, our staff shared the parent and student expectations, as well as staff expectations for the 2020-21 school year. For example, all students must be logged on to synchronous instruction each morning and dressed in their school uniform, ready to learn. Discussions took place on strategies for parents to implement at home by setting structures.

All materials, surveys, and materials are provided in English and Spanish; and bilingual staff communicate with families through phone calls and Zoom meetings.

- Google Hangouts was created for families to call and participate in stakeholder engagement meetings
- 2020-21 Parent Orientation Over 99% families participated

Our staff utilized various methods to communicate with families including via [ParentSquare](#), Instagram, and announcement on our school's website. Our Administrative Team hosted Zoom and Google Hangout workshops including:

- April 28th – Parent Council & Google Classroom
- July 30th – Student Academic Success Virtual Connections 101
- August 5th Reopening Schoolwide Orientation; and a follow-up FAQ video was created to address additional questions families had.

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

Watts Learning Center – Charter Middle School provided the following options for remote participation in public hearings and accessibility for the development of the Learning Continuity & Attendance Plan:

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity Plan was uploaded to the school's website at least 72 hours prior to the Public Hearing scheduled for September 16th.
- The Learning Continuity Plan was uploaded again at least 72 hours before the scheduled Governing Board meeting (September 23rd) to adopt the school's Learning Continuity and Attendance Plan.
- Our school provided stakeholders with the date, time and method to participate in the Public Hearing and the Governing Board Meeting remotely via Zoom; and by telephone.
- Our school provided stakeholders access to the Learning Continuity & Attendance Plan for review and opportunities to provide feedback via email/messaging using ParentSquare.
- 100% of our parents have a ParentSquare account and utilize the messaging system.
- Families were also notified of these dates and the document via ParentSquare; and hard copies of this report were made available at the front office.

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

Date of Public Hearing: September 16, 2020

Date of Board Adoption: September 23, 2020

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

As the recipients of our educational program, direct feedback from students was essential. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them and shared feedback that enabled our school to make ongoing refinements and improvements to the delivery of our distance learning program. Students also requested more “live” synchronous instruction; and opportunities to interact with their peers, through small group class settings such as Google Classroom; and/or breakout rooms in Zoom. In addition, students requested a workshop on learning how to maneuver the multiple tools and functions found in Google Classroom and Zoom.

Parents voiced their concern with their child’s health, exposure to COVID-19, and student safety. They would like the school to launch tutorial videos for students on the prevention of COVID-19; including the importance of hand-washing, wearing a mask and social/physical distancing from others.

Staff had concerns about school/student safety; and mitigation efforts to prevent the spread of COVID at school. Staff including teachers, paraprofessionals, support staff, counselors and the Parent Coordinator collaborated with the Administrative Leadership team with the development of the school’s Re-opening Plan.

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

At Watts Learning Center – Charter Middle School, stakeholder feedback has significantly influenced the development of our Learning Continuity and Attendance Plan. Putting the needs of our students/families and staff is priority one at our school.

As a result, our teachers will implement daily live synchronous instruction, with opportunities for small group instruction for our students to interact with their peers. Our staff has developed a library of “how-to” short videos outlining the various functions and tools found in Zoom; and Google classroom available to students and parents for download.

Our school has developed a Reopening Plan and once in-person instruction is made available all students our staff will meet with students to discuss our School’s Safety Plan with regards to COVID-19. Our school has purchased PPE supplies, equipment, partitions, and our janitorial staff has been thoroughly trained on revised cleaning methods that are taking place schoolwide, during the instructional day and in the evenings.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Due to the Governor's order issued on July 17, 2020, we will begin the school year with distance learning format on August 17, 2020. When it is deemed safe to open by the CA Department of Public Health (CDPH) and the Los Angeles Department of Public Health (LADPH); and when Los Angeles Unified School District (LAUSD) opens its schools for in-person instruction. Our school is co-located with an LAUSD High School in an LAUSD facility, and the district does not permit our school to offer in-person instruction unless LAUSD offers it too.

Once our school can offer in-person instruction, we will transition to a hybrid educational model with an A/B hybrid schedule. Students in grades 6-7 would attend on Wednesdays and Fridays; and grade 8 Tuesday and Thursday. On Mondays most students will receive synchronous instruction via distance learning, with the exception of students who are struggling academically, at greater risk of learning loss (Students with Disabilities, English Learners, Homeless, Foster youth) would attend in-person instruction. Instruction would be led by the classroom teacher for the in-person cohort; and would simultaneously be delivered live, for the cohort engaging in distance learning.

During the days of the week that students are engaged in distance learning, our teachers will also provide daily academic support and academic mentoring, to support students academically, and lessen learning loss, for each subject as follows.

- Tuesday: ELA
- Wednesday: Math
- Thursday: History
- Friday: Science

Upon returning to in-person instruction our school will implement the following to address the social-emotional needs and ensure student well-being:

- **Morning Advisory:** Our morning advisory is dedicated to learning about various mental health topics and coping strategies that our students will be encouraged to use in their daily functioning.

- **Daily Mental Health Check-ins:** During advisory students will be filling out a google form that will ask them to rate how they are feeling for the day. This data will then allow our school counselor and school counseling assistant to check-in with students who may disclose that they may be struggling or are going through some challenges.
- **Counselor Check-ins:** The counselor and counseling assistant will be checking in with students periodically via zoom and/or phone call. During these check-ins counseling will be conducting a mental assessment to make sure that we are providing the best resources possible.
- **Direct Counseling Line:** The counselor and counseling assistant have direct lines that students can access should they need to speak to someone about their mental health, social and emotional well-being. Also, parents can contact this number if they have concerns regarding their child's mental and social-emotional well-being.

Watts Learning Center – Charter Middle School plan to mitigate risk of transmission between students and staff while on campus includes but is not limited to, a range of physical distancing protocols, facilities related actions and disinfection procedures which include:

- **Physical distancing:** All staff and students must practice physical distancing maintaining at least 6 feet distance from others at all times.
- **Face coverings/masks:** the wearing of masks is required for all staff, students, parents, visitors, and anyone on our campus. In addition, face shields may be used by teachers to enable students to see their faces and avoid potential barriers to phonological instruction.
- **Ventilation and Air Flow** – HVAC filters will be replaced with more frequency. Windows and doors will be kept open, when possible to increase airflow.
- **Entrances and Exits:** parents/guardians will be encouraged to stay in their vehicle when picking up/dropping off students.
- **Classrooms:** desks/tables will be arranged to allow for 6 feet of distance between peers with teaching staff at the front of the room.

Proper disinfection procedures will be adhered to, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.

Our school will have sufficient supplies including face covering, hand sanitizer, disinfection materials, gloves, thermometers and hand washing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening in which students and staff entering the school site are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with the Los Angeles County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, or school response as needed.

Our school will continue to communicate with parents/guardians and students to solicit their input regarding the method of instruction that best meets their needs. We recognize that students/families each have different preferences for returning, and criteria that will make them feel safe enough to return to in-person instruction.

WLC- CMS has implemented a schoolwide data-driven culture where our staff utilizes data to inform instruction, allocation of resources, identification of students for additional academic, and social-emotional support. We have developed a Systematic Cycle of Assessments that includes diagnostic, formative, summative, and benchmark that will be administered both remotely and in-person. Results from these assessments will be used to identify students for intervention, academic support, reteaching, and to further challenge students academically, and to create an action plan in collaboration with the department, resources specialists, ELD specialist, and counseling Team.

- **Pre-Assessments (Baselines):** In order to gather a few baseline data metrics for all of our students, students will take a Lexile Pre-Assessment to measure their Lexile level. This is an important metric because it allows us to ensure all students are placed in the appropriate classrooms to maximize student learning.

Additionally, our new students will also take a Math & ELA pre-assessment to set goals as a TEAM and allow students to monitor their progress over the course of the school year through the use of exit tickets, short assessments, and interim summative assessments.

- **Exit Tickets:** In order to gauge the effectiveness of our instructional delivery, teachers will be using weekly exit tickets to gather ongoing student data. The main two reasons why we use weekly exit tickets is to :

- 1) Measure the effectiveness & student mastery on the weekly standard or skill delivered &
- 2) Use the exit ticket data to create a plan that allows students who underperformed to watch a reteaching video, be provided with extra practice, & given the opportunity to reassess.

OR create a plan for students who showed mastery to work on an extended activity to further enhance their learning.

- **End of Week Post-Assessment:** In order to gauge whether students retained the skill/concept, the end of the week post-assessment is intended to happen at the beginning or end of the lesson. If, after reviewing exit ticket data, you find that most of your students are ready for the post assessment, then this post-assessment will be the opening of the class. If, however, this lesson requires a re-teach before the post-assessment, then the assessment will happen at the end of the class.

- **Interim Summative Assessments:** In order to gauge student standard mastery over the course of the school year, we will be having three interim assessments for ELA & Math (October 2020, December 2020 & March 2021). We will be using Interim assessments as our North Star to guide us and allow us to identify & address the learning gaps that exist with intentionality in mind.

The following outlines our lessons and data cycles for the 2020-21 school year, and how data will be used to further differentiate, and/or re-teach to improve student outcomes.

1. **Lesson Videos:** It all starts with your videos. Your video lessons will identify the key skill/concept that your students will work on for the week. The notes that students take on the first video of the week should help them proceed towards mastery by the end of the week.
2. **Live Sessions - Classwork:** Whether students are working on reading articles, writing short responses, explaining concepts using evidence, clarifying procedures, completing equations, or any other practice that will help them better comprehend a concept and practice a skill, the goal for the practice session is for students to build confidence in their ability.
3. **Live Sessions - Exit Ticket:** Once the students have had some time to practice the skill based on their video lessons, they will have an exit ticket that will assess their mastery of the standard or skill. This should be a measurable representation of the skill they strengthened throughout the day.
4. **Prep Work for Data:** After all students have submitted their exit ticket, it is important that we dive into the data. Once we take a look at the data we must think of the following:
 - What was the most missed question? (Critical mass of error)
 - Compared to the exemplar, what could have caused students to miss or fall short on this question?
 - What is the part of the skill I must narrow my focus on to ensure that students do not make this mistake again? Is it a procedural component? Is it a conceptual component?
5. **Presenting Data Findings:** Once you have done the preparation work with the data (called intellectual prep), you will have an opportunity to present your findings to your grade level TEAM in order to share trends that were evident in your analysis.
6. **Preparing Re-teach:** Once you have narrowed your focus and have identified the area that must be addressed in order for students to master the skill/standard, you will create your reteaching plan and begin recording your reteaching video in order for students to have additional practice after being given specific feedback. This recording plan is what students will have as their second video for the week and must be planned the day before.
7. **Preparing Extension:** If your data highlights that some of your students have mastered the skill/standard after your initial lesson video & practice, it is important that we have an extension activity for them to work on to push their thinking skills to the next level

while your other students work on their additional practice. Create an assignment that allows students to extend their practice from the initial video.

8. **Re-Assess:** By the end of the week, all of the students will be given a reassessment to showcase their new mastery level. This will determine which students need academic mentoring the following week to receive additional support in a smaller setting.

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

Description	Total Funds	Contributing
Principal & Teachers (15) that will provide instruction both in-person and distance learning	\$1,341,691	N
PPE Equipment, supplies and janitorial services to ensure a safe, clean campus per CDPH guidelines	\$92,471	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 WLC-CMS. Watts Learning Center – Charter Middle School's Distance Learning instructional modes will include interaction, instruction and check-ins between students and educators via technology. It is important to note Distance Learning is not a minute-for-minute replacement of the school day, but rather, it is an altered and abbreviated schedule that reflects the realities of school closures, social-distancing, shelter-in-place, stay-at-home and other orders.

Zoom is the learning management platform that our student will use during distance learning; with Zoom meetings for synchronous instruction and Google slides that will be used for asynchronous instruction. ParentSquare will be used to communicate with families.

Watts Learning Center – Charter Middle School is committed to providing continuity of instruction to students during the school year, whether as a hybrid model, or distance learning environment. Input from our stakeholders (staff, teachers, parents, students, governing board) has informed the development of a comprehensive plan which addresses the necessary components of our educational program.

WLC- CMS will provide **Synchronous Learning** via daily live instruction led by credentialed teachers and with their peers for the purpose of instruction, progress monitoring and maintaining school connectedness. Educators, RSP/SPED teachers and Instructional Assistants will utilize video conferencing, teleconferencing and live interactions to provide differentiated support for students who require specific and targeted feedback for learning purposes. We recognize the live synchronous daily sessions are a new requirement for 2020-2021.

WLC – CMS will also incorporate **Asynchronous Learning** mode of instruction—such as prerecorded video lessons or learning tasks that students complete on their own time—that is not being delivered in person or in real time. Asynchronous learning encompasses a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems like Google Classroom that organize instructional materials and correspondence

WLC-CMS will provide **Instructional Aides** to provide additional small group instruction and/or one-on-one support, to address gaps in learning, address the needs of students with exceptional needs across the full continuum of placements and any student experiencing homelessness and/or foster youth services.

English Learners will receive daily integrated and designated **English Language Development (ELD)** to improve English Language acquisition and proficiency via Zoom and Google Classroom. Our teachers will participate in professional development sessions

specifically focused on providing engaging and effective instruction for ELs via distance learning. WLC-CMS will follow the California Department of Education's guidelines in order to administer the Initial and Summative ELPAC to the best extent possible. 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 and to answer any questions.

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.

Alternate Curriculum Students with disabilities on an alternate curriculum will have access to the Unique Learning System through their Schoology course. Students may also participate in a variety of online learning environments including but not limited to, live (synchronous) whole- and small-group instruction along with independent (asynchronous) instruction

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.

Watts Learning Center – Charter Middle School will provide Chromebooks and Wi-Fi Hotspots for all students that lack a device and/or connectivity at home in order to access all curricular and instructional materials. Our staff conducted a technology and internet survey to assess student needs which resulted in the following:

- 81% of our students identified the need for a Chromebook
- 250 students identified they would need a Wi-Fi hotspot

Our school distributed Chromebooks to the students/families the week of July 27 – August 7th. Wi-Fi hotspots were distributed on August 13-14. Our IT Coordinator will provide tech support for students and staff; and trouble-shoot all technology issues.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

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

Student attendance and participation will also be monitored using daily online course participation and/or verified daily assignment completion. Evaluating the time value of distance learning assignment is the role of the credentialed teacher. Additionally, our staff has designed a library of “how-to” short videos that students and families can access, to learn how to log-in to various instructional and curricular programs.

Each Watts Learning Center – Charter Middle School 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 Middle 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 Middle School provides its teachers and staff with a robust professional development program, including 2 weeks 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:

- Developing schoolwide Culture
- Data analysis
- PBIS Review: 8 Systems that Build Strong Culture
- Advisory Curriculum Deep Dive
- Culture of Error
- Developing Targeted Questions
- Google Classroom & SMART Objectives
- Academic Interventions
- Achieve 3000 LevelSet Exam Logistics; Data & Action
- Lesson Planning: Scripting CFU, Targeted questions, alignment to CAASPP
- Data Indicators: Lexile Growth; CAASPP, Reclassification Rate, CAST Coaching
- Differentiation for English Learners: ELD
- Assessing Student Progress/Intervention: EL & SWD
- Peer Observations Feedback: Gathering Best instructional Practices

Staff Roles and Responsibilities

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

In order to provide a high quality distance learning educational program, and ensure high levels of student engagement, and participation, the roles and responsibilities of key staff have been modified as a result of distance learning, they include:

- Janitorial Services cleans high touch point areas within the entire school campus throughout the day.
- Supervision/security staff are now assisting the office support staff by conducting phone calls to families when students are not participating in daily instruction and/or completing coursework/assignments.

- Teachers, para-professionals and Instructional Assistants have shifted instruction to distance learning.

Supports for Pupils with Unique Needs

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

Watts Learning Center – Charter Middle School will provide all interventions that we have done in the past such as small class sizes, small group instruction, academic mentoring, advisory academic support, mental health support, one on one tutoring and teacher office hours. Our co-teachers will be contacting students daily to ensure their academic and/or mental health needs are being met.

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

Description	Total Funds	Contributing
Technology Devices (Macbooks, Chromebooks), Wi-Fi hotspots, Internet (AT&T), cameras, headphones, SWIVL	\$120,000	N
Powerschool Student Information System	\$6,000	N
SPED Services & Staff	\$303,327	N
Uniforms (provided to students at no cost)	\$960	Y
Professional Development	\$33,246	N
Technology-based Instructional materials: Zoom, Google, NearPod, BrainPop, Writing A-Z	\$1,133	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

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

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

- Achieve 3000 Reading Lexile Assessments: 3 times/year
- Illuminate Assessments: ELA, Math & Science: 3 times/year
- Interim Assessment Blocks (IAB): 2 times/year
- Formative Assessments: Exit tickets (Daily)
- Summative Assessments (weekly)

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

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Watts Learning Center – Charter Middle School will implement the following strategies to address the specific needs of English Learners, low-income, foster youth, Students with Disabilities, and Homeless:

- A focus on increasing the total number of instructional minutes for synchronous “live” instruction

- Daily phone call reminder to ensure that students are ready to learn every morning and an afternoon attendance, to improve attendance.
- Daily intervention block to support students who struggle academically in ELA and Mathematics
- Advisory/Mental Health provided 4 times per year
- Academic Mentoring/Tutoring by subject 75 minutes daily
- Daily academic support (35 minutes/day)
- Daily Designated English Language Development (ELD) Block to support English Learners gain English Language
- Consistent daily schedule, that creates routines and clear instructional guidelines
- Instructional Assistants will collaborate with grade level teachers to support students during the day and after-school with differentiation and tutoring.

In addition, a reading intervention block has been added to address pupil learning loss for students who are struggling academically and as identified with Achieve 3000 reading assessments led by the Reading Intervention Teacher. Our in-house substitute teachers are co-teaching predominately in all ELA and Math courses to provide additional academic support, scaffolding, and small group instruction to further mitigate learning loss. Instructional Aides are providing small group instruction in breakout sessions in Zoom sessions; and after-school tutoring.

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 Middle 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

WLC-CMS 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
Illuminate & Achieve 3000 Assessments	\$23,460	Y
Reading Intervention Teacher & In-house Substitute teachers (4)	\$270,511	Y
Instructional Aides (9)	\$334,016	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 Middle School will monitor and support mental health and social and emotional well-being of its students during the school year, with strategies that include:

- **Morning Advisory:** Our morning advisory is dedicated to learning about various mental health topics and coping strategies that our students will be encouraged to use in their daily functioning.
- **Daily Mental Health Check-ins:** During advisory students will be filling out a google form that will ask them to rate how they are feeling for the day. This data will then allow our school counselor and school counseling assistant to check-in with students who may disclose that they may be struggling or are going through some challenges.
- **Counselor Check-ins:** The counselor and counseling assistant will be checking in with students periodically via zoom and/or phone call. During these check-ins counseling will be conducting a mental assessment to make sure that we are providing the best resources possible.
- **Direct Counseling Line:** The counselor and counseling assistant have direct lines that students can access should they need to speak to someone about their mental health, social and emotional well-being. Also, parents can contact this number if they have concerns regarding their child's mental and social-emotional well-being.

To support the mental health and social and emotional well-being of its staff our school will implement:

- Schoolwide Colleague Mentorship & Relationship process. Our Lead Teachers have been assigned to a cohort of teachers who they will monitor and conduct check-ins on a daily basis. These daily check-ins have been embedded in the instructional day.
- Employee Assistance Program: a resource available to all staff that provides counseling assistance.
- Principal meets with all staff during morning and afternoon huddle (identify trends, reminders, shout outs) daily
- Teacher Leaders conduct check-ins with all new teachers every Friday. They are also assigned 4-5 teachers each, and required to conduct to check-ins at least twice per week.
- Principal and Assistant Principal conduct check-ins with Lead Techers, Instructional Aides, and Safety Aides.
- Executive Office Manager conducts check-ins with all office staff, IT, custodial/janitorial, and parent coordinator

Watts Learning Center – Charter Middle School will provide all staff with a robust Professional Development on the following:

- Social-emotional and physiological development of students (middle school); and the impact that trauma and the pandemic has on the development of adolescence.
- ASCIP: Suicide Prevention Training
- Student tracker – notes documenting findings, referral to counseling interns
- Conducting Home visits
- Building positive relationships with families; continuity of staff

Our school’s counselor and counseling assistant provide mental health and/or social-emotional support. Our school is currently negotiating a partnership with Kedren Mental Health Services via an MOU, to provide mental health services for students, as requested by parents seeking higher level of service.

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.]

The Distance Learning Attendance Policy has been shared and discussed with parents in both English and Spanish. The document was disseminated via ParentSquare, U.S. Mail, and confirmation took place via Google Forms Doc; and Personal Phone call confirmations.

Our teachers will call households to build partnerships with parents as partners in their child’s education. Our support staff will implement daily wellness checks with all students before school (in the morning) and after-school. Each member of the support staff has been assigned a cohort of students/families to contact. The Parent Coordinator will facilitate parent meeting dates, communicate with families on policies (revised), students and parent expectations, providing translation services, and translate all materials to Spanish (15% language criteria)

Watts Learning Center – Charter Middle 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:

- Attendance at our live Zoom sessions are ***treated the same as in-person attendance***.
- Students should have ***no*** more than ***8*** absences through the school year.

- If a student is absent parents are still required to provide documentation through parent square or by calling the temporary to notify us about the reason for the absence.
- Students are expected to join their live zoom sessions by **8:40 am** to ensure that they can take care of any tech issues that may arise while still being on time.
- All students are expected to be on their Advisory Link by 7:40am Tuesday-Friday.

1. High Priority List:

The Attendance Clerk will issue a list of high priority students to call by 7:30am daily. This list will be sent to all Instructional Aides who are also assigned to contact students and families. Our staff will remind and support classroom teachers daily so that they take attendance within the first 10 minutes of class.

2. Call home & Speak to the Student:

A staff member will contact the parent for each incident in which the student is absent from distance learning. The purpose of the call is to determine the reason/root cause of the absence and provide assistance if needed, such as issue with logging on to learning platform, etc. We will also speak directly to students to reiterate the importance of attending all class sessions and punctuality. Calls will be prioritized and emphasize the importance of attendance.

3. Meeting & Building a Partnership with Parents:

If a student has registered absences and/or tardies, the school counselor will contact the parent to notify them of the absences, collaborate to develop an Action Plan and determine what factors are impeding the student's ability participate in daily classroom instruction. Our goal is to implement systematic procedures and protocols to support the academic needs of our students to mitigate further learning loss. Attendance and student participation check-ins with distance learning will continue.

4. Home Visit:

If a student continues to be absent, we will conduct a home visit in a non-congregate setting (physical distancing and wearing a mask). During the home visit our staff will meet with the student and parent to determine the reasons, challenges (or root cause of the absences); and develop an Action Plan to support the needs of the student/family that will mitigate further absences. Close monitoring of the student will continue to ensure their needs are being met; including positive encouragement.

5. Meeting with Administrators:

If no positive changes have been made after development of the Action Plan, a subsequent parent-student meeting will take place with the school's Administration. The goal is to inform students/families of the services and supports our school can provide to ensure full engagement and participation by the student.

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 Middle 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) from 7:15am – 9:00am. 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
Pupil & Family Engagement	Parent Coordinator, Parent Square	\$70,352	Y
Mental Health & Social & Emotional Well-Being	Assistant Director	\$108,000	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
34.34%	\$1,042.831

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 Middle School is a public charter school that serves a highly vulnerable community. Our school has a student enrollment of unduplicated pupils in excess of 97% 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 Intervention teacher and utilizing our Credentialed Substitute Teachers to co-teach with the classroom teacher was critical, to reduce student to teacher ratio, provide push-in support during breakout sessions and ensure all students are engaged during daily synchronous instruction. In addition, our school has added (9) Instructional Aides to assist in each classroom to provide academic support and small group instruction; and assist students during asynchronous blocks. Our students will use Achieve 3000 to improve their reading comprehension skills.

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.

[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 2 weeks 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.
- Reading Intervention Teacher; substitute teachers to co-teach in classrooms (4)
- Instructional Aides (9)
- Achieve 3000 reading intervention program