

# 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
[W.E.B. DuBois Public Charter School	Dr. Linda Scott. CEO	559-230-3073

## General Information

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

Our school and community have been greatly impacted by COVID 19 and the sequent school closure. We have had to purchase and deploy over 333 devices to ensure a one to one ratio. Teachers are now working back on site in order to have less struggles with the internet. Additionally, we have had to expand our online capabilities including purchasing different platforms such as Zoom, Microsoft teams, and Google Classroom. Professional Development has been altered to accommodate teachers needs regarding online teaching. Students have suffered mental anguish and have been exhausted with online teaching. The community is in fear of the virus as many minority families have been affected with a relative or themselves having Corona Virus. Additionally, some children have expressed dealing with death of loves ones and having emotional distress. We have continued our mental health services to our students and families in order to better serve our parents.

## Stakeholder Engagement

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

Our school has solicited stakeholder input through posting a draft of our plan online for the public. Having multiple public hearings. We have also used personal phone call for surveys and input. Additional parents and students were invited to participate in public hearing including our EL advisory meetings.

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

Public hearings were held on the following dates:  
School Site Council 8-4-2020 Part 1 8-6-2020 Part 2  
Parent Council 8-4-2020 Part 1 8-6-2020 Part 2  
District and English Learner Advisory Committee 9-8-2020  
Agape Board of Director 9-9-2020 Board Vote 9-10-2020

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

Parent feedback included questions concerning master schedule and high school credit. There were some parents that wanted to choose distance learning for the rest of the school year and information was provided for those options. Parents and students also had questions about supplies and the method to pick them up. All questions and concerns have been followed up on and answered and completed.

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

The majority of the plan was influenced by parent, student and board input as many family's had individual questions and wanted information on how the transition to return to school will be announced in order to prepare.

## 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.]

When the school closure ends per state and local authority instructions our school is prepared to immediately offer in person instruction and busing along with grab and go breakfast and lunch. We have also been providing transportation for our special ed students to the school site for assessments and additional needs in a one to one in person setting. Students who are not implementing the online learning are also seen in person using outside facilities during the week. Staff are using PPE supplies and students are also provided supplies. All students and staff are required to wear mask on campus at all times. We adhere to the 6 ft rule for social distancing along with signs displayed at each entry.

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

Description	Total Funds	Contributing
All students are provided a one to one device to be used for the duration of the school year. Teachers are prepared though professional development and have provided instruction online and in person on a limited basis. Additional PPE materials are supplied to staff and students in order to follow the COVID 19 guidelines.	\$125,870	ESSER

Additionally, busing has been purchased to ensure our students are able to get to school safely with a lower bus capacity. Employees not feeling well are ask not to report to work and substitute personal are called to fill the employee's role.

\$ 25,000

ESSER

## 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.]

Our school has provided services in accordance with the following 3 components content delivery, access to mobile devices, and access to Internet. Content delivery has been engaging and interactive for students. Teachers and Counselors use Zoom, Microsoft Teams, Google Classroom, Classroom Dojo, and Google Hangout for communication and instruction. Students are required to attend sessions unless a parent opts out then other alternatives are provided to ensure high quality educational opportunities. Student Support Counselors track attendance of each interactive classroom daily. Students that do not log in the virtual classroom are provided phone calls and social distancing home visits to determine further needs and an individualized plan to be successful. Our school's online curriculum resources are posted to our public website for easier access for parents, students and staff. Parents and students are provided weekly communications by staff for trouble shooting technology difficulties as needed. Teachers participate in continued professional development in order to provide the highest quality of instruction online and ensure a seamless transition for our students. Mobile device access has been swift with devices deployed daily to parents including chrome books, laptops, and tablets. Our school has fulfilled 100% of the needs of all students needing technology for the 2020- 2021 school year. In addition, internet access has been our top priority. Our school has deployed tablets with internet and hot spot access to special populations including SPED, EL, and Foster Youth as a priority. Our students that have special needs are provided services on site according to local health department limitations and guidelines.

In addition for students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily prerecorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model

or inperson instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

## **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.]

Students are provided daily instruction that are site- base students for a period of 4 hours on a block schedule. Special Education services are provided with push in and additional one to one in person assessments and tutoring to meet the terms of the IEP. All students have been serviced since the first day of instruction that were enrolled on the first day of school. Students are issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

## **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.]

Our students are provided instruction and contact by teachers and after school program staff using Zoom, Microsoft Teams, Google Classroom, Dojo and Google Hangout to deliver instruction and communication with parents and students.

Student supervision is conducted by School Counselors and Administration through a tracking system in a Google Docs data base, zoom online monitoring, social distancing home visits, and daily phone calls to students and parents. Counseling services are provided to all students that seek services. Weekly senior meetings have also been conducted by counselors to along with evaluation of schoolwork and credits to ensure the academic progress of seniors toward graduation.

Students with special needs served through our district SELPA and or general ed and special teachers and/or ISG. Students with an IEP participate in daily live instruction for 240 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 60 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

## **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.]

Our professional development is provided according to our professional development calendar. The professional development focuses on our SPSA and previous LCAP goals along with distance learning strategies to help teachers with their delivery and strategies for engagement. PD also focuses on language acquisition for EL students.

## **Staff Roles and Responsibilities**

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

Staff are responsible to check in on students from the time school starts to the time school ends. Staff also perform home visits for students that are not online or sleeping during instruction. Our staff also delivers supplies and exchanges technology as needed. Also, staff have been deployed to best help students through phone calls and ensuring their basic needs are met.

## **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.]

All students including special populations have been provided equitable access to technology and curriculum resources. English Learners have the same EL specialized curriculum and resources online as provided during traditional school modalities. Student that are EL are provided integrated instruction according to the schools EL plan. Teachers are working with their EL students to improve language acquisition and reading fluency. Our school population is 98 % Low-income therefore all students have been provided equitable resources and services. Our foster youth students engage with teachers and counselors weekly to ensure each student needs are met and resources are provided as needed. Students in special populations were provided first access to internet and technology to insure a seamless transition. Students with Special Needs are provided accommodations in accordance with their IEP various modifications that our required are discuss with the parent in accordance with COVID 19 guidelines that limits in person instruction. Student supervision is conducted by School Counselors and Administration through a tracking system in a Google Docs data base, zoom online monitoring, social distancing home visits, and daily phone calls to students and parents. Counseling services are provided to all students that seek services. Weekly senior meetings have also been conducted by counselors to along with evaluation of schoolwork and credits to ensure the academic progress of seniors toward graduation

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

Description	Total Funds	Contributing
Counselors are employed to assist in student engagement, tracking, and home visits. Teachers online platforms and one on one in person delivery for students with special needs.	\$ 398,780	LCFF Concentration
Description	Total Funds	Contributing
[Homeless students and students with special needs are provided online and in person one to one service on site by teachers and counseling staff. Supplies and resources are provided to our homeless students including busing, internet and equipment. All supplies are delivered to students the same as it would be in a regular classroom.]	\$570,681	LCFF: Supplemental

**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.]

Our school will address learning losses through additional tutoring and remediation classes along with after school program and Saturday school. Special Education students will be received additional hours of services to meet the terms of their IEP.

**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.]

Student with special needs will have learning losses through additional tutoring and remediation classes along with after school program and Saturday school. Special Education students will be received additional hours of services to meet the terms of their IEP

**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 services will be measured in accordance with benchmarks, SBAC, and local assessments. Assessments will be compared to online

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

Description	Total Funds	Contributing
[After school program and Saturday school services and supplies	\$ 152,658	After School Program
Description	Total Funds	Contributing
[Students will receive one on one tutoring online and/ or in person including being transported to the campus]	\$ 60,533	Learning Loss Mitigation Funds

## 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.]

Mental Health services are provided through partnering organizations with certified therapist. Student social and emotional needs are address through school counselors and follow up with each student along with needed resources and referrals.

## 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.]

Our Student Support Counselors track truancy and attendance for each student. Students that are not logging online parents are immediately notified through phone, school messenger, and/ or home visits. Students are provided truancy letters and are requested to attend school on afternoon session in order to receive their daily instructions missed in the morning. Saturday school will also be conducted for students not logging in to the virtual classroom. Students with the highest needs have been provided in person one to one tutoring.

## 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 District is offering curbside grab and go meal service. Free nutritious breakfast and lunch is being provided to students Monday through Thursday from 11 a.m. until 1 p.m. Parents may pick up food for their students. Students may also pick up their own food by using the drive-through and walk-up options at the school. Food is being dispersed from tables using appropriate distancing measures. All students are being served a grab and go meal from the school location during lunch hours and breakfast hours.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and LowIncome students
27.19%	\$1,065,604 Total Supplemental & Concentration



## 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.]

All services are being provided school wide according to our SPSA Plan as we are a schoolwide program and we are 100% free and reduced lunch. Specialized services are provided to English Learners in accordance with our EL plan. Students with special needs are provided services and accommodation according to their IEP using in person and on-site learning opportunities. Foster Youth and homeless students are also provided in person one to one learning opportunities twice a week and daily online instruction. Counselors have prioritized students with special needs in order to ensure they are receiving the proper resources and referrals needed.

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

Services will improve by 50% as students that have the highest needs are being serviced currently through one to one instructional engagement and additional one on one tutoring tailored to their needs.