

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Collegiate Charter High School of Los Angeles	Vanessa Jackson, Executive Director	vanessajackson@collegiatecharterhighschool.org (323) 594-6486

General Information

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

Collegiate Charter High School of Los Angeles is a WASC-accredited public charter school serving grades 9-12, serving is college preparatory charter middle school serving grades 9-12 serving Los Angeles, principally the communities of East Los Angeles and Boyle Heights. Our mission is to prepare all scholars in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

On March 13th, Governor Newsom signed [Executive Order N-26-20](#) that despite school closure, schools must continue delivering high quality educational opportunities for students through distance learning and independent Study. In alignment with the decision of the Los Angeles Unified School District and the recommendations of the Los Angeles County Department of Public Health, Collegiate Charter High closed as of March 16th for site-based instruction.

During the school closure, the School's staff collaborated to develop: a distance learning plan, comprehensive needs assessment to identify student/family needs, provide teachers with professional development on the transition to distance learning, and methods to communicate effectively with families/students to supports scholar participation and engagement.

The School's **comprehensive needs assessment** included identifying student needs with the transition to distance learning including but not limited to Chromebooks, internet service, food/groceries, clothing, etc. On March 13, we surveyed scholars individually to identify needs. By March 20th, approximately 98.5% of scholars were issued a Chromebook, resource list on acquiring [reduced cost internet service](#), and/or Wi-Fi hotspot. Our staff ensured that all scholars had access to a technology device and internet to access instructional and curricular materials in preparation for our transition to Distance Learning and access to resources that were [communicated to families](#).

Collegiate Charter High School of Los Angeles **transitioned fully to distance learning** on March 30th. Our distance learning plan was disseminated and communicated with all scholars and their families, via virtual meetings, and uploaded to the school's website. The School implemented an asynchronous program March 30th through June 12th with teachers holding a daily schedule of office hours so that scholars could access additional teacher support daily as needed.

Professional development for our staff included the implementation of Zoom meetings for instruction and the implementation of Google Classroom. Our teachers participated in 15+ hours of professional development sessions on best practices for conducting digital distance learning. Our paraprofessionals participated in those that focused on differentiation, in addition to training led by the Special Services Coordinator and SPED teachers. Professional development topics includes: Bringing student work online; measuring, understanding, & tracking student growth, building interactive lessons, captivating your class with video, designing interactive curricula; and facilitating group work, to name a few. These trainings were completed by all teachers during the two weeks prior to fully implementing distance learning.

The transition to distance learning was seamless, as the School had already implemented a 1:1 student to Chromebook ratio. Our teachers utilized Zoom meetings and Google Classroom to host daily office hours and weekly community circles. Asynchronous instruction included pre-recorded lessons on Google Classroom. Our school implemented a hold harmless grading policy.

For **students with disabilities** – our teachers provided live instruction and office hours (synchronous) daily. Accommodations and modifications (where necessary) of instructional materials were provided including push-in and pull-out schedules that also provided additional academic support for scholars.

The **impact of distance learning** has varied for each **scholar** with some experiencing food insecurity, anxiety, isolation, depression; while others thrive in an environment without distractions; and others struggle because of the lack of continuity and structures at home and in their lives; and yet others lacked an environment at home conducive to learning as a result of multiple siblings, distractions of multiple families and extended families living in the same household. For **parents** distance learning was not only a challenge, but also caused anxiety for a variety of reasons; having to assist their child/children with their coursework in a learning platform they were not familiar with, job insecurity, food insecurity, stress attributed to the COVID-19 pandemic, to name a few. However, parents/families shared their gratitude with our staff particularly with the ongoing communication from school to home, providing resources beyond instruction, providing updates on available opportunities for families, assistance with the pandemic EBT application, and the support their scholar received by our school staff.

Stakeholder Engagement

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

Given the impacts of the COVID-19 pandemic, **meaningful and timely stakeholder engagement** is recognized and valued as a critical component of our school planning and cycles of continuous improvement. In order to ensure meaningful engagement of all stakeholders, Collegiate Charter High School of Los Angeles assessed for **barriers to meaningful parent engagement** including access to technology and languages of parents. Parents who speak languages other than English were partnered with the school's bilingual staff for bridging languages. Stakeholder engagement provides our school leaders with breadth and depth of understanding needs and a platform for lasting partnerships between school, home, and community. The Collegiate Charter High School of LA learning community has been **actively engaged in** soliciting feedback from its stakeholders (students, parents/guardians, staff, teachers, community) for the development of the school's Learning Continuity & Attendance Plan:

- March – June 2020; and August – Current: Principal hosted weekly Coffee Chats with team members to solicit input. A total of 3 input sessions that focused on the delivery model and schedule took place June/July with the school's leadership and grade level teaching chairs.
- May 2020 – Current: Weekly Team & Family Zoom meetings on Fridays @Noon.
 - Purpose: ask for feedback; solicit ideas for how remote instruction is taking place; and input/questions about campus reopening plan.
- May: School purchased subscription to ParentSquare to serve as the primary method for contacting families and distribution of updates and material in an electronic format. ParentSquare also provides translated posts, and direct-messaging. Every staff member and teacher were provided a laptop and GoogleVoice account in order to communicate with employees during business hours.
- June: all families and staff were surveyed to solicit their input on the distance learning that took place in Spring 2020, and what learning needs must look like for the 2020-21 school year to support every scholar and staff with: health & safety; and learning.
- August: School staff launched a 'Family Chats' via Zoom to discuss Fall 2020 school schedule, Google Learning Platform, policies and procedures during distance learning, how to access resources including tech support, meal services and provided every student/family with the contact information of their assigned Advisor. Approximately 905 of families participated.
- Summer 2020 families surveyed on their preference for Fall 2020: In-person or distance learning
 - 55% preferred distance learning; 45% preferred in-person
- Summer 2020: teachers surveyed: 90% preferred block schedule and synchronous learning.
- September 2nd: families surveyed on their preferred mode of instruction for mid-Fall semester (mid/late October 2020).

- 70% preferred distance learning; 30% preferred in-person

- Summer – current: Campus Reopening Taskforce comprised of staff, students and parents was formed and meets every Monday & Tuesday from 3:00 – 3:45pm

Parents/families have been able to participate in Zoom meetings and provide input/feedback since last Spring. Families who lacked internet service were provided a Wi-Fi hotspot. Families were surveyed again via ParentSquare in the summer to assess connectivity issues for the Fall semester.

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

Collegiate Charter High School of Los Angeles School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform was used for all meetings and hearings with stakeholders, and provided options for remote participation virtually via Zoom, or by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

- Governor’s Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school’s website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the **Board adoption of the Learning Continuity and Attendance Plan** as a non-consent item with the school’s Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Remind App, Robocall, and/email.

BOARD MEETING DATES:

Date of Public Hearing: September 23, 2020

Date of Public Meeting: September 29, 2020

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

Feedback from stakeholders was gathered throughout our transition to distance learning from Spring 2020 – August 2020; and impacted the actions included in this plan for the 2020-21 school year.

- Advisors and School Support (office staff) expressed the need for an effective and seamless parent communication platform
- Families expressed they struggle with accessibility to internet.
- Teachers expressed the need to transition to block scheduling for the 2020-21 school year.

The following trends were identified:

- Strong consensus that the asynchronous model that was piloted in spring 2020 as a result of school closure had inherent limitations and shared recognition of clear need for an effective synchronous instruction component.
- Multiple students, parents and staff expressed they had underlying health conditions (high-risk) that would make in-person instruction a health risk factor.

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

Stakeholder feedback significantly influenced the development of the Learning Continuity and Attendance Plan:

- All students will be provided with a device to access instructional and curricular program
- Students who lack connectivity will be provided a Wi-Fi hotspot
- Provide daily synchronous instruction for all core subjects and for all students.
- Provide staff-wide training on the use of ParentSquare. All Advisors must contact at least 4 parents per week. Last week, our staff made a total of 2,000 parent contacts, approximately 100 per teacher, and we're already exceeding our goal.
- Establish a block schedule for the 2020-21 school year
- Launched Collegiate's "Learning Access ticket" system in August. This is a tech-support ticketing system for families/students.

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.]

Collegiate Charter High School of Los Angeles prioritizes the health of its stakeholders in its reopening plan. California schools have been closed for in-person instruction since mid- March 2020, as a result of the COVID-19 pandemic. School closures for in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-3, the virus that causes COVID-19.

Collegiate Charter High School of Los is situated in Los Angeles County, which is currently designated as ‘Widespread’ County risk level, the strictest level, where most non-essential indoor business operations are closed. Schools in the Widespread (purple) tier are not permitted to reopen for in-person instruction, unless they receive a waiver from their local health department, which is only applicable to schools that serve grades TK-6. Schools can reopen for in-person instruction once their county has been in the Substantial (red) tier for at least two weeks. Schools must follow the [CDPH COVID-19 Industry guidelines](#) when they reopen or if they have to close again.

Collegiate Charter High School of Los Angeles has started the 2020-21 school year with all scholars participating in distance learning (Phase 1).

Once the conditions have been met to consider re-opening our school (Phase 2) will consider moving to a hybrid model that allows a cohort of students to return to campus in a safe manner based on guidance from the CA Department of Health Services and the Los Angeles County Health Department. Our school will implement a hybrid model, a combination of in-person and distance learning. The hybrid model will include a learning pod option for in-person instruction with 10-14 students in each pod. The learning platform will continue to be Google Suite, with the use of Zoom for instruction. Parents will be surveyed to select in-person (pods) or full distance learning. If there is significant interest in in-person instruction then our reopening plan will include a staggered schedule with A and B days (cohorts).

In order to support students at greater risk of experiencing learning loss our school has hired a Teaching Assistant to support with the co-teaching model, and small group instruction. Every classroom will be staffed with 2 teachers to ensure scholars receive additional support during Zoom sessions. NearPod and Hapara have been purchased to provide students with interactive lessons.

Collegiate has established a ***systematic cycle of assessments*** that includes:

- iReady Reading & Math: 3 times/year
- Formative assessments: daily exit tickets for all courses
- Summative Assessments

SOCIAL EMOTIONAL LEARNING

Built into the daily instructional scholar schedule is a 45-minute College Readiness course. This sequential SEL course starts in grade 9/10 focusing on executive functioning skills, mindfulness, sending professional emails, etc. This course includes weekly case conferencing with students and teachers. The platform is highly interactive for students to complete their coursework. For students in grade 12, the focus is on the college admission process led by the college counselor.

Health and Safety

The health and safety of our students and staff is the paramount principle in the school's guiding criteria for reopening. The school has developed comprehensive policies, procedures, and practices to maximize safety and mitigate exposure/transmission of COVID-19 during in-person instruction. Collegiate's Safe Reopening Plan details guidelines in the areas of:

1. Promoting Health Hygiene Practices

- Hygiene Instruction
- Personal Protective Equipment
- Handwashing and Hand Sanitizing Routines
- Appropriate Signage
- Additional handwashing stations throughout campus

2. Cleaning, Disinfection, and Ventilation

- Facilities Cleaning
- Disinfection Schedule
- Cleaning Products
- Personal Workspace and Share Workspace

3. Implementing Distancing

- Physical Distancing
- Arrival/Drop Off

- Schedule for In-Person Blended Learning
- Dismissal
- Classrooms
- Non-Classroom Spaces
- Restroom Usage
- Structured Recess and Physical Education
- Food Delivery

4. Limit Sharing/Multi-Touch Points

- Playground
- Library
- Water Fountains
- Classroom Materials

5. Train All Staff and Families

- Pre-Opening Trainings
- Signage and Communications

6. Check for Signs and Symptoms

- Screenings: daily morning health checks (temperature and symptom/exposure self-report prior to and at arrival)
- Stay Home Policy
- Wellness Checks

7. Plan for Sickness (Staff, Student, Visitor)

- Response to Symptoms on Site
- Attendance Policy

8. Maintain Healthy Operations

- Monitoring Systems
- Staff Responsibilities
- Contact List

9. Considerations for Partial or Total Closures

- Consultation with Local Health Department
- Transition Plan

10. Testing: bi-weekly COVID-19 testing for all staff and students as required per Prop 39

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
<p>Principal and Teachers to provide in-person and distance learning platform. Our school provides 285 instructional minutes daily through synchronous instruction that exceed the state’s SB98 requirements of 240 minutes for Gr. 9-12</p> <p>Principal & teachers participated in 16 days of intensive summer professional development (prior to the start of the 2020-21 school year); weekly professional development during the academic year; and 7 non-instructional full days have been added to the 2020-21 school year for additional professional development for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.</p> <p><i>* 15% of salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 85% with LCFF Base Funds. Total amount funded with LCFF S&C \$145,684</i></p>	\$971,224	*Y
<p>Procurement of PPE equipment, additional supplies, materials, partitions, hygiene, health & safety and disinfecting classrooms, school equipment, Tents for outdoor instruction, tables, chairs for outdoor instruction.</p>	\$113,757	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.]

Collegiate Charter High School of Los Angeles is committed to providing continuity of instruction to ensure that all students have full access to rigorous and relevant curriculum, engaging and effective instruction, and meaningful collaboration with teachers, staff, and other students. Collegiate has established a tiered Reopening Plan that details the criteria in which students transition from Distance Learning (DL) to Hybrid Learning (HL). The Distance Learning model is designed to create an effective synchronous learning experience for students while the school site remains closed due to the COVID-19 pandemic.

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 teacher from Collegiate Charter High School of Los Angeles.

All Scholars will participate in 285 minutes of daily "live" synchronous instruction through a block schedule Monday/Thursday; Tuesday/Friday, Wednesday. from 9am – 2:30pm in core subjects and College Readiness as outlined in the following chart. Our students will have access to daily tutoring sessions (optional) from 2:40 -3:25pm. Google Classroom is the Learning Platform utilized by all students in conjunction with Zoom meetings for synchronous instruction. Every classroom is staffed with two teachers: a lead teacher and a co-teacher, that serves to provide support through small group instruction. Physical Education, and UC A-G approved courses are offered during Block 1 and Block 2.

2020-21 DISTANCE LEARNING SCHEDULE M -F		
TIME	INSTRUCTIONAL MNUTES	DESCRIPTION
8:30 - 9:00 AM		Arrival and Health Checks
9:00 - 11:00 AM	120	BLOCK 1
11:00 - 11:15 AM		BREAKFAST
11:15 - 12:00 PM	45	COLLEGE READINESS
12:00 - 12:30 PM		LUNCH
12:30 - 2:30 PM	120	BLOCK 2
2:30 PM		DISMISSAL
3:45 - 4:45 PM		REMOTE ONLY ELECTIVES (OPTIONAL)

In preparation for the 2020-21 school year and distance learning all staff (teachers and non-certificated) participated in 12 full-days of Summer Professional development.

Collegiate Charter High School of Los Angeles has adopted the Achievement First online open-source standards aligned curriculum for core subjects, with the exception of Aviso, for Spanish courses. Collegiate has contracted a Consultant to support teachers with curriculum development for STEM. Our students will utilize the following supplemental technology based applications: NearPod, Hapara, GoGuardian, Google Suite and Zoom for synchronous instruction.

ENGLISH LEARNERS

English Learners will receive designated English Language Development (ELD) on Wednesdays in a 2-hour block utilizing standards aligned teacher created ELD curriculum, and Rosetta Stone, Duolingo and Read 180 as supplemental resources. EL also receive integrated ELD across all disciplines. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level.

STUDENTS WITH DISABILITIES

Our Students with Disabilities will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for SWD. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continue to provide push in support for students. A focus for the year is to provide both IAs and general education teachers training in how to provide effective support online.

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.]

In accordance with CA Ed Code 43503, Collegiate has assigned one device (Chromebook) per student so they can access lessons, resources, curriculum, and communication tools to stay connected. Our school is committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning.

Our staff conducted a technology and connectivity needs assessment via a family questionnaire.

100% of our students were issued a Chromebook and a headset. Approximately 17% of our students were issued a Wi-Fi Hotspot because they lack internet service at home. Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

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

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

Pupil Participation and Progress

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

In order for Collegiate Charter High School of Los Angeles students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.”

Teachers must document daily engagement for each student. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day.

Participation includes:

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

AND

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

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

Note: Collegiate Charter High School of Los Angeles provides all students with 285 daily instructional minutes via synchronous instruction that meets SB98 daily Instructional Minute requirements.

Each teacher will take attendance daily in Illuminate. 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 student. 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 Collegiate 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. Collegiate 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.]

Collegiate is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 16-days of intensive Summer Professional Development that focused on the following areas:

- Anti-racism Work
- Team Builder
- Remote Student Life
- Remote SPED Best Practices;101 Remote SPED
- Remote Facilitation/Learning Strategies
- Parent Partnerships as School Culture

- ParentSquare Training
- Introduction to Remote Resources
- Google Classroom Creation
- Safe Schools training
- Illuminate Assessments
- SPED Passport Review
- Lesson Plans/Grading in Distance Learning
- iReady Data Analysis
- How are we deliberately planning to support our Black and Latinx scholars
- Designing College Readiness/Advisory Time

Collegiate teachers participate in weekly 1-hour professional development on Wednesdays during the academic year. A total of 7 additional non-instructional days have been allocated for additional professional development focusing 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.

Staff Roles and Responsibilities

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

The Dean of Culture & Curriculum has designed a robust family engagement plan, monitors attendance, and the tiered reengagement strategies as required under SB98.

The Operations Staff (Operations Assistant and Admissions & Families Coordinator) have shifted their role to provide tech-support, assist students/families with distance learning, trouble-shooting issues for families, and contact families when students are absent.

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.]

Collegiate’s daily instructional schedule provides 285 instructional minutes (240 required) of synchronous instruction offered in a block schedule. In addition, students participate in 45-minutes of grade level appropriate College Readiness.

Our **Students with Disabilities** will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RSPs and general education teacher work together to plan lessons and provide accommodations for SWD. The co-teaching model utilize breakout rooms for more personalized support. In addition, Interventionists and Behavioral Intervention Implementation (BII) Specialist continue to provide push in support for students. Special Education (RSP) and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
SPED Services & Staffing	\$397,474	N
Professional Development & Consultant to support teachers with STEM Curriculum development	\$25,000	Y
Technology devices, Wi-Fi hotspots (50), Internet, & IT support	\$68,600	N
Online Core Curriculum: Aviso (Spanish); Rosetta Stone, Duolingo	\$15,000	N
Technology-based supplemental instructional applications: Zoom, Google Suite, Hapara, GoGuardian, NearPod, Rosetta Stone, Duolingo	\$19,700	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.]

All Scholars will participate in 285 minutes of daily “live” synchronous instruction through a block schedule Monday/Thursday; Tuesday/Friday, Wednesday. from 9am – 2:30pm in core subjects and College Readiness as outlined in the following chart. Our students will have access to daily tutoring sessions (optional) from 2:40 -3:25pm. Google Classroom is the Learning Platform utilized by all students in conjunction with Zoom meetings for synchronous instruction. Every classroom is staffed with two teachers: a lead teacher and a co-teacher, that serves to provide support through small group instruction. Instructional Assistants will provide push-in academic support through small group instruction.

All students receive 4 hours each of **ELA, Math** synchronous instruction; and 2 hours of synchronous **designated ELD** per week. In order to further mitigate pupil learning loss, every class is equipped with 2 teachers in order to identify and provide small group instruction/academic support for students who are struggling academically.

Pupil Learning Loss Strategies

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

Approximately 94% of Collegiate Scholars are Unduplicated Pupils (English Learners, Low-Income, Foster Youth).

To support its scholars during distance learning, Collegiate prepared and distributed Instructional Materials & supplies to students for home-use while in distance learning: backpack, school supplies, white board, whiteboard markers, headphones, sharpeners, notebooks, folders, consumables (workbooks & supplies), novels (ELA & History) and student desks, chairs for home use.

All students receive 4 hours each of **ELA, Math** synchronous instruction; and 2 hours of synchronous **designated ELD** per week. In order to further mitigate pupil learning loss, every class is equipped with 2 teachers in order to identify and provide small group instruction/academic support for students who are struggling academically.

English Learners will receive **designated English Language Development** (ELD) on Wednesdays in a 2-hour block utilizing standards aligned teacher created ELD curriculum, and Rosetta Stone, Duolingo and Read 180 as supplemental resources. EL also receive integrated ELD across all disciplines. To continue to develop English learner language skills, teachers will provide daily comprehensive

English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level.

English Learners and **Students with Disabilities** will be provided with universal tools and supports and accommodations that may include: need more chunking, scaffolding and support during peer interactions during the distance learning model to access the assigned curriculum. Teachers provide students with academic sentence frames when facilitating video conferencing, so students may more readily participate.

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.]

Collegiate will measure program effectiveness of its services and supports to address learning loss using the following systematic cycle of assessments in **English Language Arts** and **Mathematics** to obtain a baseline (beginning of the year assessment), that will be used for targeted small group instruction, and student progress will be monitored and assessed throughout the year. All assessment data will be collected, disaggregated by student group and grade level, analyzed, and presented to staff by the Administrative team, as follows:

- iReady Reading & Math: 3 times/year
- Formative assessments: daily exit tickets for all courses
- Summative Assessments

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Instructional Materials & supplies distributed to students for home-use while in distance learning: backpack, school supplies, white board, whiteboard markers, headphones, sharpeners, notebooks, folders, consumables (workbooks & supplies), novels (ELA & History) and student desks, chairs for home use.	\$40,200	N
Assessments: iReady: Reading & Math, Illuminate	\$23,100	Y
Instructional Assistants	\$74,400	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.]

Collegiate's primary professional development lens this year is focused on trauma informed teaching (ex. How are we intentionally building space in our classrooms for trauma-informed teaching?), with an emphasis on how to provide an impactful learning experience virtually. Teachers have received training on strategies to foster remote social engagement in order to create opportunities to integrate SEL during daily instruction. Our staff has participated in 17 days of summer professional development that took place in July/August 2020. Over the past 2 years, our staff has participated in over 100 hours of mindfulness training led by the Principal.

Our Advisory (credentialed teachers) are conducting check-ins with their students weekly; monitoring daily attendance; and responding to calls and messages promptly, and implementing SEL lessons daily. The Special Education Interventionist provides Social-emotional support for Students with Disabilities and General Education students. Our school will administer the CA Healthy Kids Survey twice per year.

Collegiate is contracting a counselor this year to provide social-emotional counseling for our students.

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.]

Collegiate Charter High School of Los Angeles communicates with families via ParentSquare, phone calls, email, and text messaging. All formal school communication is distributed via ParentSquare, including emails from teachers, school forms and applications. In order to effectively streamline communication platforms, it was essential that our school select a single platform where all information was disseminated to ensure consistency and tracking. Our staff communicates with families on a regular basis throughout the academic school year. For example: formal written communication and family chats during the beginning of year scholar on-boarding. Formal written communication takes place throughout the year.

When a student is absent, ParentSquare triggers an automated message to the parent notifying them of their child's absence.

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning

tracker that includes all of the components in the [CDE's Combined Daily Participation and Weekly Engagement Template](#) (Education Code (EC) Section 43504)

Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments.

Collegiate Charter High School of Los Angeles has developed the following tiered reengagement strategies for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

Tier	Threshold	Engagement/Re-engagement Strategy	School Team Member Responsible
Tier I	Proactive	<ul style="list-style-type: none"> All instruction held synchronously; daily interactions for all students with teachers via Zoom Advisors (teachers) direct-message/call 4 parents daily to cycle through whole advisory bi-weekly with proactive outreach 	<ul style="list-style-type: none"> Teachers Advisors (teachers)
Tier II	Responsive	<ul style="list-style-type: none"> Any time a student is missing from a Zoom class for more than 10 minutes, the parent receives an automated alert via ParentSquare in the parent's home language alerting them to their student's absence and requesting that they prompt their student to join the class The student's advisor calls the parent any time a student is missing from a full day of class 	<ul style="list-style-type: none"> Director of School Operations Advisors (teachers)
Tier III	Responsive	<ul style="list-style-type: none"> Any time a student has missed 3 days in a 3-week period, a meeting is scheduled between the parent and a school leader (Principal or dean) A truancy notice is sent 	<ul style="list-style-type: none"> Principal, Dean Director of School Operations
Tier IV	Remediative	<ul style="list-style-type: none"> Chronic and habitual truancy letters are sent weekly in parent's home language DCFS is called if neglect is suspected 	<ul style="list-style-type: none"> Director of School Operations Principal/Dean

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.]

Collegiate Charter High School of Los Angeles 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.

Collegiate Charter High School of Los Angeles will 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 delivered to each classroom for both breakfast and lunch. The meals that are provided by our food service provider will be individually packaged for health safety and ease of distribution. Students will eat in their classrooms and practice all safety guidelines practicable.

During Distance Learning: Grab & Go meals will be made available on Mondays and Thursday (twice per week) that will include multi-pack of breakfasts and lunches, for families to pick up, via curbside in a non-congregate setting. To ensure social distancing and "no-touch" pick-up, families will line up alongside the school building maintaining six-feet apart daily meals; or via curbside pick-up.

Collegiate Charter High School of Los Angeles will also partner with community-based agencies, nonprofit organizations, to provide direct food assistance to families including but not limited to information about food pantries/banks, and community events providing food disbursement.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-being	Dean of Culture & Curriculum, Director of College Counseling and Counselor (contracted)	\$220,217	Y
Pupil and Family Engagement and Outreach	Families Coordinator (Bilingual); ParentSquare	\$68,500	Y
Pupil and Family Engagement and Outreach	Support Staff, translators to contact families daily, provide tech-support, troubleshoot issues that students and families are having to maximize student daily attendance and participation in distance learning.	\$74,739	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
34.19%	\$609,177

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.]

Collegiate Charter High School of Los Angeles is a public charter school that serves a highly vulnerable community. Collegiate has a student enrollment of unduplicated pupils in excess of 96% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

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, scholars, staff, teachers), an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, CA Dashboard, assessment results including iReady Assessments (reading/math) administered in the 2019-20 school year. According to our Beginning of the Year i-Ready assessment results, over 50% of our scholars are reading 3+ or more grades - below grade level. Given the primacy of literacy for High School students, our focus is on ameliorating the quality and delivery of our literacy instruction across all areas of the instructional program for students and all student group. This disproportionately impacts our low-income students and ELs. We're investing in more ELD training for our teachers, as well as in staffing for daily tutoring sessions for struggling readers.

We identified the need for significant academic support for all students since 96% of students are Unduplicated. There was a need to strengthen the method and modality of the delivery of those supports with daily instruction. The addition of a Coach to support our teachers with STEM Curriculum Development and professional development was essential to improve the quality of the delivery of instruction as well as the content. Our staff participated in 16 days of intensive summer professional development prior to the start of the school year to prepare for a successful and impactful distance learning model. In addition, 7 non-instructional days have been added to the calendar to engage staff in professional development focused on data analysis of student work and assessment; developing plans to improve student achievement across all student groups, and to accelerate student learning.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with synchronous and asynchronous instruction; 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.

The distance learning daily instructional day was designed to engage students, promote participation and daily attendance, and ensure students have access to academic support and intervention from a credential teacher and Instructional Assistants.

All Scholars will participate in 285 minutes of daily “live” synchronous instruction through a block schedule Monday/Thursday; Tuesday/Friday, and Wednesday from 9am – 2:30pm in core subjects and College Readiness as outlined in the following chart.

2020-21 DISTANCE LEARNING SCHEDULE M -F		
TIME	INSTRUCTIONAL MNUTES	DESCRIPTION
8:30 - 9:00 AM		Arrival and Health Checks
9:00 - 11:00 AM	120	BLOCK 1
11:00 - 11:15 AM		BREAKFAST
11:15 - 12:00 PM	45	COLLEGE READINESS
12:00 - 12:30 PM		LUNCH
12:30 - 2:30 PM	120	BLOCK 2
2:30 PM		DISMISSAL
3:45 - 4:45 PM		REMOTE ONLY ELECTIVES (OPTIONAL)

Our students will have access to daily tutoring sessions (optional) from 2:40 -3:25pm. Google Classroom is the Learning Platform utilized by all students in conjunction with Zoom meetings for synchronous instruction. Every classroom is staffed with two teachers: a lead teacher and a co-teacher, that serves to provide support through small group instruction. Instructional Assistants were hired to support students during synchronous instruction.

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student's unique needs through our school's Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. 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, and Beginning of the Year iReady assessment 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.

Additional increased services include:

- Instructional Coaching for teachers
- Instructional Assistants to provide academic support for student
- Operations Support Staff – to ensure high student participation and attendance during distance learning, provide ongoing communication with families, provide prompt tech-support especially during distance learning to ensure student do not miss a day of instruction.
- Bilingual Families Coordinator that will outreach and communicate with families on a regular basis.
- Counselor to provide social-emotional counseling for our students