

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>.

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General Information

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

West Park Charter Academy is a K-12 independent study program with two learning centers located in Fresno and Hanford, CA. The program serves students from not only those two cities, but also from many of the surrounding communities. Students at West Park Charter Academy are required to meet with their teacher for a minimum of 1 hour per week, although many of our students visit the learning centers throughout the week for required labs/classes, tutoring, use of technology, etc. (in addition to the 1 hour per week appointment with their teacher). However, during this pandemic (and students having to learn independently off-site since March 17, 2020), students are continuing their independent study by completing homework/assignments at home, as well as meeting with their teacher(s) for weekly instruction via Zoom and/or Google Meet. During the 2020-2021 school year, teachers and tutors will continue using the Zoom and/or Google Meet platforms to provide weekly instruction and support to students.

Without a doubt, the implications related to the COVID-19 pandemic have had an impact on students at West Park Charter Academy-both academically and on their social-emotional well being. During a typical school year, it is not uncommon for a large percentage of students who enroll at West Park Charter Academy to come with learning gaps in one or more subject areas. Naturally, these learning gaps have only grown since the pandemic forced the district to close the learning centers to students and staff for the remainder of the 2019-2020 school year, and only provide instruction and support from a distance. Although every effort was made to connect with students each week (during last Spring's closure) for instruction and tutoring support, it was simply not the same as providing these services to students in-person. That being said, the West Park Charter Academy teachers, support staff, and administration have learned a great deal since last Spring's school closure. This experience will help teachers and support staff in providing students with the best instruction possible, whether it is through a virtual platform or in-person.

The 2020-2021 school year began the week of August 10, 2020. During the first two weeks of the school year, teachers and support staff worked together to schedule brief initial meetings with students and parents/guardians, and distributed textbooks, materials, supplies, and Chromebooks. It was during these initial meetings that teachers walked students through signing into their Gmail accounts, online curricular

platforms, and practiced how to join a Zoom or Google Meet session. Additionally, the district has ordered and is expecting a shipment of WiFi hotspots for students who do not currently have Internet access. The WiFi hotspots will be distributed as soon as the shipment arrives.

As a result of the COVID-19 pandemic, the state and federal funds (such as the Coronavirus Relief Funds) have been and will be utilized to mitigate learning loss in the following ways:

- Teachers and support staff will be receiving ongoing training to support teaching virtually from the Fresno County Superintendent of Schools in the areas of technology, ELA, & Math
- Personal Protective Equipment (PPE) will be purchased to ensure the safety of staff and students
- Safety equipment, materials, and supplies to ensure a safe environment for staff and students
- Technology (i.e. Chromebooks, WiFi hotspots, headphones, etc.) for staff and students will be purchased
- Substitute tutors will be hired temporarily to address learning loss (they will be filling-in for the tutors who are providing child care for their own children because of the COVID-19 school closures)

Stakeholder Engagement

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

West Park Charter Academy solicited stakeholder feedback through public board meetings, stakeholder input surveys (in English and Spanish), and an ELAC meeting. A translator was provided during the ELAC meeting. Additionally, stakeholders were provided the opportunity to submit written comments/feedback during the board meetings via Zoom, and on the district's website. The stakeholder feedback was reviewed, analyzed, and helped district administration with the creation of the LCP.

District administration collaborated to develop the stakeholder surveys, and focused the items in the surveys on the following areas:

- Academic instruction: Virtual delivery, training, curriculum, etc.
- Health & Safety: PPE, social-emotional, etc.
- Technology: Student devices, WiFi hotspots, teacher hardware, etc.
- Communications: Via online and print resources

The LCP was then presented to stakeholders at a public board meeting, an ELAC meeting, and a staff meeting prior to board approval. Print copies of the LCP were provided to stakeholders who do not have Internet access as well.

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

It is West Park Elementary School District's practice to inform all stakeholders of monthly public board meetings. Each month, the board meeting's agenda is posted at least 72 hours prior to the meeting, and is available for the public to review in print (at the district office) and on the district's website. This process was followed in the review and adoption of West Park Charter Academy's LCP.

On September 11, 2020, the LCP was made available to the public in print (at the district office) and on the district's website. The plan was also presented to the board and public as an informational item at a public board meeting on September 14, 2020. The plan was adopted by West Park Elementary School District's board on September 21, 2020.

The West Park Elementary School District (West Park Elementary School and West Park Charter Academy) makes every effort to ensure the participation and engagement of stakeholders. Given the current situation, the district utilizes Zoom for remote participation of its stakeholders, and also provides a computer center for those who want to attend the meeting in-person. Zoom links are posted on the district's website, and on Parent Square. Those who wish to attend in-person, must first be vetted by answering questions from a checklist, have their temperature checked with a no-touch thermometer, then sign-in. Social distancing is practiced and masks are worn by those who attend in-person.

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

West Park Charter Academy received valuable input/feedback through a variety of methods, which include the following: monthly public board meetings, staff meetings, and stakeholder input surveys. This input will directly impact the program's distance learning efforts, thus ensuring students and staff have the necessary resources to address learning loss, and to increase academic achievement.

Below are some of the results from the stakeholder input surveys:

Parent/Guardians:

- 88% were satisfied with the levels of communication from teachers during the Spring 2020 semester
- 53% indicated that they have sufficient devices for their child(ren) to learn from home during distance learning
- 98% indicated that they have access to WiFi at home
- 43% would be OK with their child(ren) to return to school with safeguards in place for on-site instruction when it is permissible
- 33% indicated that they would like their child(ren) to continue with distance learning throughout the entire 2020-2021 school year

Students:

- 92% were satisfied with the levels of communication from teachers during the Spring 2020 semester
- 89% would like to receive their weekly instruction via Zoom
- 92% indicated that they have sufficient devices to complete homework at home (note: students completed this survey after they received their Chromebook from school)
- 98% indicated that they have access to WiFi at home
- 99% felt that they learned at a high level during the Spring 2020 semester

- 90% would like to complete and submit homework/assignments online during distance learning
- 57% would be OK with receiving on-site, weekly instruction with safeguards in place when it is permissible
- 23% indicated that they would like to continue with distance learning throughout the entire 2020-2021 school year

Teachers and Tutors:

- 25% indicated that their level of proficiency with technology is a "9," while 69% indicated their level is at an "8"
- 100% will be providing weekly instruction and support to students via Zoom
- 69% will be utilizing Google Classroom to communicate and assign homework to students
- 94% will be using email as a means of communicating with students and parents/guardians
- 81% will be using Parent Square as a means of communicating with parents/guardians

The stakeholder input data indicates that parents/guardians and students were satisfied with the levels of communication and instruction during the Spring 2020 semester. Most households currently have WiFi at home, but could use additional devices. For this reason, all students enrolled at West Park Charter Academy will have the opportunity to check-out a Chromebook during the school year.

The data also indicates that teachers and support staff have high levels of proficiency when using technology as a means to provide instruction to students. With that said, additional support and training in the area of strategies, best practices, and the overall use of technology to support instruction will be provided to staff and parents/guardians. This will ensure that stakeholders have equity, access, and an understanding of how to use the various online platforms—all of which support student achievement/success.

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

Stakeholder input will help guide the training, support, and resources that West Park Charter Academy will provide during the 2020-2021 school year. Based on the feedback, the program will make a concerted effort to provide professional development opportunities to teachers and support staff in the area of technology (i.e. best practices in using Zoom and/or Google Meet to provide instruction). In addition, parents/guardians will receive support in accessing various online platforms such as Zoom, Google Meet, Parent Square, etc. This support will come in the form of live and recorded trainings, as well as printed quick-reference guides (in English and Spanish).

Feedback from students indicates that most students have been able to check-out a Chromebook during the first two weeks of school; this is when teachers and support staff distributed textbooks, devices, and supplies to students. Once they are shipped, WiFi hotspots will be distributed to the small percentage of students who do not have access to Internet

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.]

In accordance with public health guidance, West Park Charter Academy is prepared to transition back to in-person instruction once the program's learning centers in Fresno and Hanford are no longer on the Governor's County Watchlist. Once removed from the Watchlist, district administration anticipates the transition from virtual learning to in-person instruction to take 1-2 weeks. Doing so would entail making sure parents/guardians and students are properly notified via mail, Parent Square posts (this is our online & app based communication platform), and individual phone calls.

To ensure a safe environment for staff, students, and parents/guardians, the learning centers have been supplied with the following PPE and cleaning supplies:

- Masks
- Face shields
- Gloves
- No-touch thermometers
- Plexiglass dividers at the receptionist areas
- Hand sanitizer
- Disinfectant wipes

Additionally, the staff members have been utilizing a vetting process, where they answer items on a Google Form prior to leaving their homes each morning, then being vetted again when they arrive at their respective site. Upon arrival, they are to answer the vetting questions on a checklist, use the no-touch thermometer, and sign-in. This process will also be used when the program receives clearance to have students on-site. Other health safeguards that West Park Charter Academy will follow include:

- Practice social distancing while at the learning centers
- Regular cleaning and disinfecting of the learning centers and the program's central office
- Ensuring that social-emotional support is provided to students

West Park Charter Academy will be providing social-emotional support to students through weekly check-ins with their respective teacher(s), as well as regular meetings (progress checks) with their respective academic/guidance counselors. The program also contracts an FCSS school psychologist, so students will receive any needed social-emotional supports and/or referrals to community-based resources.

In order to maintain everyone's health and safety, effective communication, flexibility, and best judgment are needed. Doing so will allow teachers and support staff to work each day and provide students with the academic instruction that they need.

Because these students have experienced a greater level of learning loss, a priority will be placed on providing in-person instruction and support to students who have an IEP, English Learners, Foster youth, and those who are homeless. Once students are permitted to receive on-site instruction, these students and their parents will have the option to continue to receive virtual instruction, or receive in-person instruction from their respective independent study teacher, as well as in-person support from their ELD teacher and tutor. Teachers will meet with all other students on their respective rosters each week for in-person instruction once it is feasible to do so.

In order to identify students who may have experienced significant learning loss during the 2019-2020 school closure, students at West Park Charter Academy will take the following formative assessments:

- Renaissance tests in ELA and Math (STAR Reading and STAR Math)
- CAASPP Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs)
- Illuminate's Benchmark Assessments (students will initially take the previous grade-level's test)
- Lexia and Reading Plus initial assessments

Teachers will work collaboratively in Professional Learning Communities (PLCs) to review and analyze their students' formative assessment results. This data will undoubtedly play an important role, as it will inform teachers of each student's individual academic needs, thus guiding instruction that is tailor-made and differentiated.

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

Description	Total Funds	Contributing
Safe Cubicle and Classroom Environment: All cubicles and classrooms will be supplied with plexiglass dividers, hand sanitizers, disinfectant wipes, and no-touch trash cans. In addition, each cubicle and classroom will have extra face masks and gloves for staff and students. All teachers and support staff will be provided with a Coronavirus cleaning and disinfecting online training via Keenan Safe Schools. Both learning centers will be supplied with the necessary cleaning supplies, and cleaned 5 days per week (instead of 2 days per week).	\$50,000	No

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.]

West Park Charter Academy is committed to providing its students with the instruction, support, and materials (print and digital) needed to continue growing academically. Although the program's learning centers will remain closed to its independent study students until Fresno and Kings Counties are removed from the Governor's County Watchlist, every effort will be made to ensure that teachers receive the necessary training and resources/materials to deliver strong instruction. With that said, the 2020-2021 school year will begin with students continuing to receive weekly instruction from their independent study teacher(s) via online platforms such as Zoom and Google Meet. West Park Charter Academy will ensure that students will continue learning and have full access to the adopted curriculum by:

- Checking-out textbooks for each subject area and course for each student in grades K-12 (core subjects and electives)
- Accessing the online platforms for the adopted curriculum (i.e. SAVVAS Realize, Google Classroom, Lexia, Reading Plus, etc.)
- Completing homework and assignments at home and receiving feedback from their teacher(s)
- Submitting completed homework and assignments via their school-assigned Gmail account and/or can drop off at site
- Communicating with their teacher(s) via school email account if they have questions and/or need help with assignments

In order to provide the highest-quality virtual instruction, teachers and support staff will be provided with various forms of technology such as:

- Wireless headsets
- ELMOS/Document Cameras
- Other digital/technological resources to support instruction

The program's transition from distance learning Independent Study to in-person instruction is anticipated to be relatively smooth. This is because students already have access to their respective textbooks, school Gmail accounts, Chromebooks, and other curricular and supplemental online platforms.

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.]

West Park Elementary School District has made a concerted effort to become a "one-to-one" school district, and has purchased a Chromebook for every student. With that said, students at West Park Charter Academy who currently do not have a device will be able to check-out a district Chromebook for the 2020-2021 school year. The distribution of Chromebooks began during the week of August 10th, with teachers meeting briefly with students and parents/guardians to review Gmail and other online platform login information. In addition, students and parents/guardians were required to read, sign, and submit a district Chromebook check-out form. The check-out form outlines the appropriate use (only for enrolled students to complete assignments) and maintenance of the Chromebooks. Once the forms have been signed, teachers are to keep a copy on file, then submit the original form to the program's central office.

Although the percentage of students who do not have access to WiFi is very small (approximately 2%), the district has purchased WiFi hotspots for those who do not have Internet access. The district has received notification that the hotspots have been shipped, but are still awaiting their delivery as of August 17th. Once the WiFi hotspots are delivered, they will be processed so that parents/guardians can be notified for pick-up.

The West Park Elementary School District administration understands the importance of students having access to a device and the Internet. Parent/guardian input data indicated that approximately 63% of households either do not have enough devices for their student(s), or do not have any devices at all. Households needing technology support can contact the district's I.T. department for assistance. The district will continuously monitor, address, and support the needs of each student with regards to access of devices and connectivity.

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.]

West Park Charter Academy is WASC Accredited, and in good standing with auditors-and will continue to adhere to and comply with independent study guidelines/requirements while our learning centers are closed to students. To ensure that all students are engaged and participate in their academic journey, teachers will do the following:

- Continue to assign homework/assignments to each student at the beginning of each learning period (which are 4 weeks each)
- Meet with each student for at least 1 hour per week to provide instruction via Zoom and/or Google Meet
- Grade student homework/assignments, and provide timely feedback to students
- Monitor progress, assign grades, and communicate with parents/guardians and students routinely
- Claim and submit attendance for each learning period based on the percentage of completed homework/assignments

In addition to the aforementioned information, teachers will monitor students' participation by following the program's attendance protocols. They will submit a Report of Missing Appointment/Assignment (RMA) for students who do not attend their weekly 1 hour appointment and/or mandatory labs and classes. The program requires that all students attend a weekly appointment with their respective teacher in order to receive instruction. This information is provided to parents/guardians and students upon enrollment in the program, and is explained in the Parent/Student Handbook. Parent/guardians and students receive a printed copy of the Parent/Student Handbook, but can also access it on the district's website.

Here are the steps in the RMA process:

- First RMA: A written warning is reviewed and signed by the parent/guardian, student, teacher, and director
- Second RMA: Communication between the program's director, counselors, and parents/guardians will take place; a plan for supporting the student will be discussed
- Third RMA: Although every effort will be made to come to resolve the issue, a student may be referred back to her/his school of residence if the issue persists.

West Park Charter Academy's goal during distance learning is to connect with students virtually, while providing them with meaningful, rigorous, standards-based, and engaging 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.]

West Park Charter Academy's teachers and support staff will be receiving professional development from the Fresno County Superintendent of Schools (FCSS) during the 2020-2021 school year. The areas of focus include:

- English Language Arts (ELA)
- Math
- Technology
- Visual and Performing Arts (VAPA)

The professional development that teachers and support staff will receive from the FCSS is as follows:

English Language Arts (ELA):

West Park Charter Academy teachers and support staff will be receiving one-on-one and small group coaching in:

- Utilizing Google Meet and/or Zoom to provide ELA instruction
- Utilizing formative assessments to address learning loss and to monitor progress in ELA
- Utilizing G-Suite tools to enhance students engagement in ELA
- Focus standards in ELA
- How to address ELD standards during instruction

Math:

West Park Charter Academy teachers and support staff will be receiving one-on-one and small group coaching in:

- Using Google Meet, Zoom, and other online resources/add-ons to provide Math instruction
- Using formative assessments in Math to locate gaps in learning (creating, implementing, review & feedback, and adjustment to teaching)
- Focusing on the most essential grade-level Math standards

Technology:

West Park Charter Academy teachers and support staff will be receiving one-on-one and small group coaching in:

- Maximizing online platforms such as Google Meet, Zoom, and G-Suite to deliver high-quality, effective instruction
- Learning how to use a doc cam/ELMO during distance learning

- Addressing grade-level technology standards (and creating engaging projects for students to complete)
- Implementing online resources to strengthen teaching and learning

Additional professional development will be provided to teachers and support staff in supplemental online programs and curricular platforms as well. In early August, teachers received training in Lexia Core5, PowerUp, and Reading Plus. These programs are mandatory for students to use at home, so it was important for teachers to learn how to navigate the platform, as well as how to monitor student progress, and address learning gaps. During the month of September, teachers will receive a technology training with an FCSS coach, and also an Illuminate training. This training will be very important, as they will be proctoring various online assessments (to find and address each student's learning loss) to their respective students in October.

The professional development that West Park Charter Academy teachers will receive during the 2020-2021 school year is centered around ELA, Math, Technology, and VAPA. Continuous progress monitoring (of the professional development) will be made by program administration and FCSS coaches/leadership; the necessary adjustments to the training will be based on teachers' and students' academic and social-emotional needs.

Staff Roles and Responsibilities

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

In order to maintain the health and safety of everyone involved, West Park Charter Academy staff members will be required to do adhere to the following safety measures:

- Self-vet at home prior to reporting to their work site by answering and submitting a "COVID-19 Exposure Control Form" each work day
- Be vetted once they enter their work site by answering questions on a checklist, taking their temperature with a no-touch thermometer, and sign-in
- Wear a mask/face covering while on-site
- Maintain social distance from others (as much as possible)
- Wash hands frequently and also use hand sanitizer
- Maintain a clean work space (i.e. desk(s), copy machine, etc.)

All staff members will be provided with the necessary supplies in order to maintain a clean and sanitized work space. As of late August, both learning centers will be cleaned and sanitized five days per week (instead of only two days per week).

Additionally, the program's three counselors will be checking-in with fellow staff members to support their social-emotional well-being.

Staff members who are experiencing COVID-19 symptoms and/or have been exposed to someone who has tested positive for COVID-19 must 1) communicate their situation with human resources and director 2) quarantine at home for 3 days (and monitor symptoms).

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.]

During this time of distance learning, West Park Charter Academy will make every effort to provide all pupils with unique needs the academic and social-emotional support they need. To complete assignments/homework, these students will have access to:

- The necessary print and digital curriculum (i.e. textbooks, access to online platforms)
- A Chromebook and a WiFi hotspot (if needed)
- A district assigned Gmail account
- Supplies to complete assignments
- Weekly instructional
- Access to a weekly tutorial support

English Learners will have access to the learning materials and supports listed above, and through weekly designated ELD instruction via Zoom and/or Google Meet. Students with social-emotional needs will be supported by their academic/guidance counselors, and a school psychologist. Referrals to community-based resources will be made on a case-by-case basis.

In addition to having access to the learning materials and supports listed above, students with exceptional needs will receive weekly instruction with their respective Independent Study teacher and the program's Special Education teacher. This will ensure that students' required services per their IEP are addressed and achieved.

Students who are either Foster or Homeless will have access to the learning materials and supports listed above. They will also receive weekly instruction and check-ins from their respective Independent Study teacher, routine check-ins with their academic/guidance counselor, and access to other community resources. The program's Foster & Homeless liaison will receive training throughout the 2020-2021 school year, and will communicate any updates and/or additional resources that would benefit our families and staff.

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

Description	Total Funds	Contributing
All West Park Charter Academy students will be supported academically by certificated teachers and qualified tutors during distance learning. Each student will continue to receive instruction (synchronous learning) for one hour per week via Zoom and/or Google Meet, as well as access to virtual labs and classes. Special emphasis will be placed on closing the achievement gaps in the areas of ELA and Math. Moreover, students who are at greatest risk of learning loss such as English Learners and students with disabilities will have the option to attend on-site one-on-one weekly instruction for 60-90 minutes. All students will have access to textbooks for their courses/subjects, a Chromebook, and other needed print and digital materials/devices/supplies. The program will also purchase and distribute WiFi hotspots to	\$850,000	Yes

Description	Total Funds	Contributing
<p>students who do not currently have WiFi access. Students will return the WiFi hotspots at the end of the 2020-2021 school year.</p> <p>Staff will be equipped with the technology, devices, and other materials/equipment needed to provide instruction to students during distance learning. Some examples of technology/devices teachers and support staff will have access to include: headsets with microphones, document cameras, updated laptops, tablets w/a stylus, etc.</p>		

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.]

Through no fault of their own, students at West Park Charter Academy have undoubtedly experienced significant learning loss during the school closure caused by the pandemic. To address the "COVID-slide," teachers and support staff will utilize a combination of print and digital resources, as well as professional development to strengthen their instruction. Depending on each student's academic needs, teachers and tutors will use a combination of one-on-one and small group instruction.

Weekly academic instruction will be provided to students via Zoom and /or Google Meet. With that said, teachers will use the following print and digital materials/resources during distance learning:

English Language Arts (ELA):

- Adopted grade-level English curriculum (textbooks and consumables) for grades K-12
- ThinkCentral (grades K-6) and my.hrw (grades 7-12) online platforms
- Renaissance (STAR Reading) assessments will be taken three times per year (beginning, middle, and end of year); growth will be measured throughout the year
- Lexia Core5 and PowerUp (initial placement assessment, then progress monitoring throughout the year)
- Reading Plus (initial placement assessment, then two assessments more taken throughout the year; progress monitoring throughout the year)
- Learning loss assessments for ELA through Illuminate (students will first take this assessment in October)

- Interim Assessment Blocks taken two to three times per year (formative assessment to help guide teachers' instruction)
- Focused Interim Assessment Blocks taken throughout the year (formative assessment to help guide teachers' instruction)
- CAASPP Starting Smarter resource
- ELA Professional learning in small groups and one-on-one coaching provided by the Fresno County Superintendent of Schools

English Language Development (ELD):

- Journeys ELD component for grades K-6
- English Learner Interactive Adaptive Reader for grades 7-12
- Weekly designated ELD instruction
- Instruction consisting of SDAIE strategies
- ELPAC practice and training tests
- ELD Professional learning in small groups and one-on-one coaching provided by the Fresno County Superintendent of Schools

Mathematics:

- Renaissance (STAR Math) assessments will be taken three times per year (beginning, middle, and end of year); growth will be measured throughout the year
- Learning loss assessments for Math through Illuminate (students will first take this assessment in October)
- Interim Assessment Blocks taken two to three times per year (formative assessment to help guide teachers' instruction)
- Focused Interim Assessment Blocks taken throughout the year (formative assessment to help guide teachers' instruction)
- CAASPP Starting Smarter resource
- IXL online resource

SAVVAS Realize online platform

- Math Professional learning in small groups and one-on-one coaching provided by the Fresno County Superintendent of Schools

Because progress monitoring is critical in addressing learning loss, West Park Charter Academy teachers, counselors, and administration will utilize biweekly Professional Learning Communities (PLC) time to analyze student data. Results from the learning loss assessments through Illuminate, IABs, FIABs, and various online academic programs will guide instruction; pacing of curriculum will be adjusted based on students' academic needs.

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.]

West Park Charter Academy teachers and support staff will utilize various strategies to address the learning loss experienced by students who are English Learners, low socioeconomic, foster youth, homeless, and students with exceptional needs. All students, regardless of their

specific situation, will have access to instruction, supports, resources, and materials provided by the program. For students who are either English Learners or have exceptional needs, the option for on-site, weekly (one-on-one) instruction for 60 minutes will be available.

In order to address students' learning loss, teachers will use the following strategies:

- Hold weekly virtual appointments with students in small groups; this allows for a stronger connection to school, partner/small group activities, etc.
- Ensure that each student has opportunities to read, write, listen, and speak during instruction
- Teachers will utilize SDAIE strategies when instructing ELs (i.e. graphic organizers, visuals, realia, kinesthetic activities)
- Utilize a combination of print and digital curriculum and supplemental resources when providing instruction

As previously stated, English Learners will have access to the necessary learning materials/supports to ensure their academic progress and social-emotional well-being. This will be achieved through weekly designated ELD instruction via Zoom and/or Google Meet. Students with social-emotional needs will be supported by their academic/guidance counselors, and a school psychologist. Referrals to community-based resources will be made on a case-by-case basis.

Students with exceptional needs will also have access to the necessary learning materials/supports to ensure their academic progress and social-emotional well-being. In addition, students will receive weekly instruction with their respective Independent Study teacher and the program's Special Education teacher. This will ensure that students' required services and goals per their IEP are addressed and achieved.

Like English Learners and students with exceptional needs, students who are either Foster or Homeless will be supported academically and social-emotionally. This will be achieved through a combination of weekly instruction and check-ins from their respective Independent Study teacher, routine check-ins with their academic/guidance counselor, and access to other community resources. Community resources will be shared with students' families and staff members throughout the school year.

West Park Charter Academy will make every effort to provide each and every student with access and equity to grade-level print and digital curriculum, a Chromebook, a WiFi hotspot, and other necessary materials/supplies. Teachers and support staff will continue to add to their respective "toolkits" throughout the 2020-2021 school year during professional development opportunities. All of these efforts will allow those providing instruction to better-tailor curriculum delivery, address learning loss, and provide social-emotional support to students.

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.]

West Park Charter Academy teachers, counselors, and administration will work to identify learning loss and monitor the progress of each student on a consistent basis. Designated time during biweekly staff meetings and PLCs will be used to review student formative assessment results, discuss effective and ineffective practices/activities, then plan for next steps (i.e. reteaching subject matter in a different way, implementation of projects, etc.). In addition, the effectiveness of implemented pupil learning loss strategies will be measured by:

- Monitoring students' grades in subjects/classes

- Utilizing student data in supplemental online programs (i.e. Lexia Core5, Lexia PowerUp, Reading Plus, STAR Reading, STAR Math, etc.)
- Reviewing and using the learning loss assessments through Illuminate to guide instruction
- Stakeholder surveys and feedback

A combination of quantitative and qualitative data will be analyzed to find each student's academic needs, as well as measure the effectiveness of our support efforts. It will take a "team effort" to meet this moment; if needed, we will be prepared to make adjustments to instructional delivery, assignments/projects, and assessments along the way.

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

Description	Total Funds	Contributing
<p>West Park Charter Academy's school closure due to the COVID-19 pandemic has undoubtedly impacted the program's unduplicated students. For this reason, every effort will be made to provide additional support to best meet their needs. Parents and students will have options, as weekly virtual instruction and limited on-site, one-on-one instruction (60-90 minutes each time) will be provided to students who have an IEP and/or are English Learners by a certificated teacher. Additionally, all students will be provided with textbooks, a Chromebook, a Gmail account, and other materials and supplies.</p> <p>Teachers, paraprofessionals, and counselors will be provided with the necessary digital programs and/or software to identify and address pupil learning loss.</p>	<p>\$250,000</p>	<p>Yes</p>

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health and emotional well-being of students and staff is even more crucial during this COVID-19 pandemic. With that said, West Park Charter Academy will continue to provide mental health and other community resource information to its stakeholders. With regards to students, teachers and support staff will:

- Spend time seeing how students are doing during weekly virtual instructional appointments
- Take "Brain Breaks" during weekly virtual instructional appointments
- Communicate with the program's contracted school psychologist (from the Fresno County Superintendent of Schools) if a request for services are needed (or if a situation needs to be discussed)
- The program's three academic/guidance counselors are available to support students and parents/guardians
- Provide suicide prevention hotline information on the back of students' ID cards
- Utilize Parent Square to post community resources on mental health, food distribution, and other needs to students and their families
- If needed, referrals to community-based mental health resources will be made

Supports that will be provided to staff include:

- Self-care reminders and resources during biweekly staff meetings
- Information and resources presented to staff by school psychologist during staff meetings
- Staff will take "Brain Breaks" during staff meetings
- Provide suicide prevention hotline information on the back of staff members' ID cards
- The program's three academic/guidance counselors are available to support staff members

In addition to the supports for staff listed above, teachers will receive Visual and Performing Arts (VAPA) training during the 2020-2021 school year. This training will equip teachers with ideas, strategies, and activities to best implement the Arts in their instruction. The goal of the VAPA training is to support students' mental health and social-emotional well-being.

As the 2020-2021 school year moves forward, West Park Charter Academy will continue to support the mental health and emotional well-being of its students and staff. For this reason, resources, trainings, and other supports will be reviewed and implemented.

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.]

To ensure that students are successfully completing the requirements associated with Independent Study, West Park Charter Academy will utilize the following pupil engagement and outreach strategies:

- Ensuring that students complete and submit homework/assignments within each 4-week learning period, as this is what generates attendance

- Consistent and ongoing communication regarding each student's progress (in parents' home language) via Zoom, Google Meet, phone calls, and/or Parent Square
- Teachers will follow the "Report of Missed Appointment/Assignment" or RMA process, where the first RMA = a warning, a second RMA = a meeting with the director and/or counselor, teacher, parent/guardian, and student, and a third RMA = a possible drop from the program.
- Student Study Team meetings will be held to discuss, plan, and implement strategies for student success
- Home visits for students who have gone AWOL

It will take an "all hands on deck" approach to support students during these uncertain times. To ensure the items listed above are addressed, teachers, counselors, paraprofessionals, and other support staff (i.e. office personnel; director) will communicate on a daily and weekly basis via phone, email, Zoom, Google Meet, and in-person to review/discuss student support. Naturally, each student's situation is different, so the level of support needed varies on a case-by-case basis. With that said, every effort will be made to support each student academically, and from a social-emotional standpoint. The West Park Charter Academy team is prepared to hold in-person or virtual Student Study Team meetings, home visits, etc.

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.]

Being that West Park Charter Academy is a K-12 independent study program, and only sees students for one hour per week (when sites are open to students), the program does not provide a daily hot lunches. However, once students are able to visit their respective learning centers for weekly, on-site instruction, the program will continue providing dry, healthy snacks to them. Parents/guardians have been informed that they can report to their school district of residence for daily meals during the COVID-19 campus closures. Additional community food distribution information will continue to be shared with families.

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

Section	Description	Total Funds	Contributing
School Nutrition	Healthy, dry snacks will be provided to students upon request (when they are able to receive in-person instruction at the learning centers).	\$10,000	No

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
30%	\$222,609

Required Descriptions

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

The services and actions outlined in this plan are intended to address the needs of all students, but specifically, West Park Charter Academy's foster youth, English Learners, and low-income students. There is no doubt that their level of need has increased during the COVID-19 pandemic. For this reason, access and equity to the necessary curriculum, devices, materials, and support services to ensure student success will continue to be a priority. Moreover, all actions and services identified as "contributing" were developed after conducting a comprehensive needs assessment (i.e. WASC Action Plan, stakeholder surveys, qualitative input, etc.). In addition, stakeholders will continue to have opportunities to provide input through:

- Monthly public board meetings
- ELAC meetings
- WASC meetings
- Biweekly staff meetings
- Directly on the district's website (stakeholders can provide comments/input in "Questions & Suggestions" section)

- Faculty Advisory Committee meetings
- Direct communication with district and program administration (i.e. phone calls, email, Parent Square)

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

The actions and services that West Park Charter Academy has identified as "contributing" were designed with the needs specific to the program's foster youth, low income, and English Learners in mind. This plan was developed using stakeholder input from educators, parents, students, and community members. The input attained was/is valuable, as it has helped guide this plan-all of which will assist with meeting the pandemic-related needs of unduplicated students.

The percentage to increase or improve services has been calculated at 30% using the dollar amount of \$222,609. Concentration and Supplemental funds will continue to support actions directed toward unduplicated students. This has resulted in the district providing "increased or improved" services by at least the percentage calculated above as compared to services provided for all students. That being said, our district has demonstrated that it has met the minimum proportionality percentage by expending funds on actions and services (found in this plan) directed towards the unduplicated student population.