

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday September 28, 2020 at 6:00 PM PDT

Location

Join Zoom Meeting

<https://exed.zoom.us/j/96518309654?pwd=RjV5aUpQbW81NmkyeG5VT3czNEpxQT09>

Meeting ID: 965 1830 9654

Passcode: 617967

One tap mobile

+16692192599,,96518309654# US (San Jose)

+16699006833,,96518309654# US (San Jose)

Dial by your location

+1 669 219 2599 US (San Jose)

+1 669 900 6833 US (San Jose)

Meeting ID: 965 1830 9654

Find your local number: <https://exed.zoom.us/u/acUwaekfyY>

You may join the meeting via your computer and/or phone.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Mary Keipp	
C. Additions/Corrections to Agenda		Mary Keipp	1 m

	Purpose	Presenter	Time
D. Approval of August 31, 2020 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
E. Approval of September 14, 2020 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

II. Communications

6:04 PM

A. Presentations from the Public	FYI	Mary Keipp	5 m
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Any persons present desiring to address the Board of Directors on any proper matter.

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

Agenda Items: No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

Non-Agenda Items: No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection at 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

Americans with Disabilities

YPI Charter Schools, Inc. adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at (818) 834-5805, (213) 413-9600 or (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

B. Modified Meeting Procedures During COVID-19 Pandemic			5 m
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Purpose Presenter Time

Instructions for Presentations to the Board by Parents and Citizens

The YPI Charter Schools (“Charter Schools”) welcome your participation at the Charter Schools’ Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools.

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the meetings of the Board of Directors of the YPI Charter Schools will move to a virtual/teleconference environment using Zoom. The purpose of the Governor’s executive order is to control the spread of Coronavirus and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conference, or other mass events.” The Governor’s executive order on March 20, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The intent is not to limit public participation, but rather to protect public health by following the Governor’s Say at Home executive order and the Los Angeles County’s “Safer at Home” Order.

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment, please follow these instructions:

1. A Google Form “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This Google Form will take the place of “speaker cards” available at meetings. <https://forms.gle/Hfm6BTFbqRuMrtCN8>
2. Speakers will fill in their names and select if they wish to address the board regarding specific agenda item (5 minutes allotted) or a non-agenda item (3 minutes allotted).
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.

After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

III. Public Hearing 6:14 PM

A. Sufficiency of Instructional Materials	Vote	Yvette King-Berg	10 m
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	Purpose	Presenter	Time
IV. Items Scheduled For Information			6:24 PM
A. Executive Director's Report	FYI	Yvette King-Berg	5 m
V. Items Scheduled For Action			6:29 PM
A. YPICS Learning Continuity and Attendance Plans	Vote	Yvette King-Berg	5 m
Recommendation to approve the YPICS Learning and Continuity Plans.			
B. Facilities: White Oak Lease	Vote	Ruben Duenas	5 m
VI. Closed Session			6:39 PM
A. Conference With Legal Counsel – Anticipated Litigation	Discuss	Sarah Kollman, Young, Minney & Corr, LLP	15 m
Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: One case			
To begin at 6:30 PM.			
VII. Open Session			6:54 PM
A. Action Taken	FYI	Mary Keipp	1 m
VIII. Announcements			6:55 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m
IX. Closing Items			6:57 PM
A. Adjourn Meeting	Vote		

Coversheet

Approval of August 31, 2020 Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of August 31, 2020 Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on August 31, 2020

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Monday August 31, 2020 at 6:00 PM

Location

Virtual Meeting held via Zoom.

<https://exed.zoom.us/j/95559171383>

Meeting ID: 955 5917 1383

One tap mobile

+16699006833,,95559171383# US (San Jose)

+16692192599,,95559171383# US (San Jose)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 219 2599 US (San Jose)

Meeting ID: 955 5917 1383

You may join the meeting via your computer and/or phone.

Trustees Present

C. Lopez (remote), D. Cho (remote), M. Green (remote), W. Njboke (remote)

Trustees Absent

M. Keipp, S. Mendoza

Guests Present

D. Gamez (remote), I. Castillo (remote), R. Duenas (remote), R. Quon (remote), Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Lopez called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Aug 31, 2020 at 6:10 PM.

C.

Additions/Corrections to Agenda

M. Green made a motion to move agenda action item F (meal program) to an informational item and action items E (homeless education policies), H (parent involvement/ code of conduct), and J (final YPICS rosters) to the consent calendar.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Lopez	Aye
W. Njboke	Aye
M. Keipp	Absent
D. Cho	Aye
M. Green	Aye
S. Mendoza	Absent

D. Approval of August 14, 2020 Board Meeting Minutes

C. Lopez made a motion to approve the minutes from Regular Board Meeting on 08-14-20.

M. Green seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green	Aye
W. Njboke	Aye
M. Keipp	Absent
S. Mendoza	Absent
C. Lopez	Aye
D. Cho	Aye

II. Communications

A. Presentations from the Public

There were no communications from the Public.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Items Scheduled For Information

A. Executive Director's Report

The ED report is from the previous month and a new report will be given at the next board meeting.

B. School Food Authority Meal Program Change in Offering Parameters

This item was moved from an action item to an information item as an update from the School Food Authority was announced after the agenda posted.

Schools can now apply for a waiver until December 31, 2020 to be able to provide students and the community with free meals. Originally, the action item would have addressed the need for guidance from the Board on changing to a percentage school, allowing YPICS to charge families for their students who do

not qualify for free meals as budgets can no longer sustain the lost in revenue. This change will need to be considered in the future.

IV. Consent Agenda Items

A. Background

B. Consent Items

Action Items E, H, and J were moved from Action to Consent.

E. Homeless Education Policies for BCCS, MORCS, and BCCHS

H. Parent Involvement and Code of Conduct

J. YPICS Final Rosters

M. Green made a motion to approve the consent agenda items.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp Absent

C. Lopez Aye

M. Green Aye

S. Mendoza Absent

D. Cho Aye

W. Njboke Aye

V. Items Scheduled For Action

A. YPICS June 2020 Financials

C. Lopez made a motion to approve the YPICS June 2020 financials and check registers as submitted.

M. Green seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Lopez Aye

S. Mendoza Absent

W. Njboke Aye

M. Green Aye

M. Keipp Absent

D. Cho Aye

B. YPICS FY19-20 Unaudited Actuals

C. Lopez made a motion to approve the YPICS FY19-20 unaudited actuals.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye

M. Green Aye

W. Njboke Aye

C. Lopez Aye

M. Keipp Absent

S. Mendoza Absent

C.

YPICS FY 19-20 Spring Consolidated Application

C. Lopez made a motion to approve the submission of the YPICS FY19-20 Spring Consolidated Application.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp Absent
M. Green Aye
C. Lopez Aye
W. Njboke Aye
D. Cho Aye
S. Mendoza Absent

D. J-13A Forms for BCCS and BCCHS

C. Lopez made a motion to approve submitting applications to request allowance for attendance due to the wildfires that prompted school closures(J-13 forms) for Bert Corona Charter School and Bert Corona Charter High School.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

W. Njboke Aye
M. Keipp Absent
S. Mendoza Absent
D. Cho Aye
C. Lopez Aye
M. Green Aye

E. YPICS Homeless Education Policy 20-21 for BCCS, BCCHS, and MORCS

This item was moved to the consent calendar.

F. School Food Authority Meal Program Change in Offering Parameters

This item was moved to the informational section.

G. YPICS FY20-21 CCU and Home Depot Credit Card Changes

C. Lopez made a motion to approve the proposed changes to the CCU and Home Depot credit cards.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye
W. Njboke Aye
C. Lopez Aye
M. Keipp Absent
S. Mendoza Absent
M. Green Aye

H. YPICS FY20-21 Parent Involvement and Code of Conduct Policies

This item was moved to the consent agenda.

I.

Authority to Pay GEAR UP Invoices

C. Lopez made a motion to approve GEAR UP payments over the spending authority of the Executive Director.

M. Green seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho	Aye
W. Njboke	Aye
M. Green	Aye
M. Keipp	Absent
C. Lopez	Aye
S. Mendoza	Absent

J. Final YPICS FY20-21 Rosters

This item was moved to the consent agenda.

VI. Announcements

A. Closing Announcements

On September 14, 2020 there will be a public hearing to discuss the schools' learning continuity and attendance plans and the September 21, 2020 board meeting will be rescheduled for September 28, 2020.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:20 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of September 14, 2020 Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of September 14, 2020 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for YPICS Board Public Hearing: Local Continuity and Attendance Plans on September 14, 2020

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Board Public Hearing: Local Continuity and Attendance Plans

Date and Time

Monday September 14, 2020 at 6:00 PM

Location

[Join with Google Meet](#)

meet.google.com/owu-wsod-mqh

Join by phone

(US) +1 617-675-4444 PIN: 434 192 673 4274#

Locations:

Board Members calling in from:

1200 W. 7th Street, Los Angeles, CA 90017; 405 Hilgard Avenue, Los Angeles, CA 90024; 10660 White Oak Avenue, Granada Hills, CA 91344; 17037 Chatsworth St., Granada Hills, CA 91344; 6934 Enfield Avenue, Reseda, CA 91335; 21201 W Oxnard St, Woodland Hills, CA 91367; 27201 Tourney Road, Suite 201, Valencia CA 91355

Trustees Present

C. Lopez (remote), D. Cho (remote), M. Green (remote), M. Keipp (remote), W. Njboke (remote)

Trustees Absent

S. Mendoza

Guests Present

L. Simonsen (remote), R. Quon (remote), Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

M. Keipp called a meeting to order on Monday Sep 14, 2020 at 6:02 PM.

II. Communications

A. Presentations from the Public.

There were no corrections to the agenda.

B.

Modified Meeting Procedures during the COVID-19 Pandemic

III. Items Scheduled for Information

A. Public Hearing Learning Continuity and Attendance Plan YPI Charter Schools

Notice was given 72 hours in advance of the Board of Trustees of YPI Charter Schools, of a board meeting held on September 14, 2020 and a public hearing to receive recommendations and comments from members of the public regarding the specific actions and expenditures purposed to be included in the Learning Continuity and Attendance Plan (LCP) was held. The public hearings began at 6:00 p.m. And comments and recommendations were heard.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:46 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Sufficiency of Instructional Materials

Section: III. Public Hearing
Item: A. Sufficiency of Instructional Materials
Purpose: Vote
Submitted by:
Related Material: Notice of Public Hearing Sufficiency of Materials.pdf



Notice of Public Hearing

“Sufficiency of Instructional Materials-*Education Code* Section 60119”

The YPI Charter Schools will conduct a Public Hearing on Monday, September 28, 2020, remotely via Zoom Meeting:

Join Zoom Meeting:

<https://exed.zoom.us/j/96518309654?pwd=RjV5aUpQbW81NmkyeG5VT3czNEpxQT09>

Meeting ID: 965 1830 9654

Passcode: 617967

The purpose of the hearing is to present information in support of the approval of Board Resolution 2020-7, which attests to the sufficiency of textbooks and instructional materials at YPI Charter Schools required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

1. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. <https://bit.ly/2Xtb5xx>
2. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link presented here.
4. When it is time for the speaker to address the board, his or her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.
6. After the comment has been given, the microphone for the speakers Zoom profile will be muted.

The Public Hearing will be conducted in English. Persons interest in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Ms. Yolanda Fuentes, Assistant Executive Administrator (818) 631-7445, Mr. Daniel Rios, Director of Instruction (818) 834-8505, or Ms. Cynthia Jimenez (213) 413-9600. Every reasonable effort will be made to accommodate these needs. If you have general questions or concerns regarding the Public Hearing, you may contact Ms. Yvette King-Berg, Executive

Director of the YPI Charter Schools, at (818) 726-8883.

Coversheet

Executive Director's Report

Section: IV. Items Scheduled For Information
Item: A. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: Executive Director Report 09 28 30 Final.pdf



YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT

September 28, 2020

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post--secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

CCSA:

“Highlights of Senate Bill 820 as Passed on 8/31/20

Senate Bill (SB) 820 passed the legislature on August 31, 2020 and is expected to be signed by the Governor any day. SB 820 amends several sections of the law related to the 2020-21 state budget that were originally enacted in SB 98, the Education Trailer Bill to the 2020-21 budget. This document provides a summary of the most significant changes in SB 820 that may impact charter school funding and operations in the 2020-21 school year. While this document provides a summary of the provisions of the law, each school will need to interpret and apply these new laws in the context of their specific circumstances and advice of their attorney. The addendum to this summary contains the specific language of SB 820 related to the most significant changes.

Summary of 2020-21 Requirements to Receive Funding for Growing LEAs: SB 820 Amends Education Code (EC) Sections 43502 through 43506.5 related to School funding and Growth for the 2020-21 Fiscal Year. (See specific code language in addendum)

EC 43502

- Provides funding for schools in 2020-21 based on the 2019-20 average daily (ADA) or pursuant to growth for 2020-21 as determined in Section 43505.
- Provide technical adjustments to ADA for districts in specified circumstances
- Provides clarity on ADA funding charter school that have divided or restructured pursuant to AB 1505/07. This language is consistent with existing language in other sections of SB 98.

EC 43502.5: New section requires a charter to use its enrollment lottery if it reduces enrollment to reflect funded ADA. So, if a charter chooses to reduce its enrollment because it will not receive sufficient funding for growth, it must use its lottery process to determine enrollment of new students.

EC 43503: Contains distance learning requirements. The amendment clarifies conditions of consent for recording of lessons for distance learning, an issue that has created some conflict locally.

EC 43504: Contains distance learning requirements. There is a helpful amendment that clarifies charter school credentialing requirements and flexibility to teachers for distance learning.

EC 43505: This is significantly amended section that contains conditions, requirements and timelines for funding new charter schools and adds new requirements and process for funding growing schools and districts for 2020-21.

Newly Operational Charter School Funding

- Provides new charter schools approved by June 1 (or July 9, for SBE charters), and opening in 2020-21 funding for 2020-21 based on certified enrollment on CALPADs Information Day, October 7, 2020.
- Enrollment will be converted to ADA based on the state average attendance rate.
- Schools will receive funding for July through January based on special advance per EC 47652, and payment for January on will be deferred, as with all LEAs.

Growth Funding for LEAs (except non-classroom-base charters):

- A growing LEA may receive funding for 2020-21 based on enrollment or ADA as documented in the most recently adopted budget prior to June 30, 2020 or its 2019-20 second interim report, if the document explicitly shows growth for 2019-20 to 2020-21.
- Funded ADA will be the lesser of the school's projected ADA, or actual certified enrollment (converted to ADA) on CALPADs Information Day, October 7, 2020.
- In no case will funded ADA be below prior year P-2 ADA.

Process to Receive Growth Funding:

- CDE shall post an application for funding no later than October 2, 2020.
- An LEA requesting growth funding must do so by November 6, 2020.
- An application requesting growth funding shall include:
- A copy of the LEA's most recently adopted (prior to June 30) 2020-21 budget or 2019-20 second interim report and supporting documentation, including board minutes documenting projected growth in ADA or enrollment from actual 2019-20 to 2020-21.
- Certification by the LEAs superintendent and board chair, under penalty of perjury, that the information provided is true and correct.
- Growth funding provided will be adjusted beginning with the February 2021 apportionment (but will be subject to the deferrals).

Non-classroom-based Charter School Exclusion

- Non-classroom-based Charter Schools are not eligible for growth funding and will receive 2020-21 funding based on the 2019-20 verified second principal apportionment.

EC 43506.5: A charter school that had previously opted to delay adding a grade level (per SB 98) can rescind that delay and reinstate the new grade with notice provided, as specified, no later than September 30 (see addendum).

Learning Continuity and Attendance Plan: SB 98 contained EC 43509 that establishes an alternative to the traditional LCAP for 2020-21. SB 820 provides clarifications related to the new plan (see addendum).

- By September 15, the CDE shall update the template and instructions to align the traditional LCAP budget overview for parents with the new Learning Plan and specify the amount of COVID relief funds received by the LEA (EC 43509(g)).
- By January 31, 2021, the CDE shall revise the template for the annual LCAP update to reflect the inclusion Learning Continuity Plan in the 2021-22 annual update (Section 57 of SB 820).

COVID-Relief Funds Spending Timelines: Section 59 of SB 820 (see addendum) extends the timelines for expenditure for some of the COVID relief funds, and expands the allowable use of funds previously allocated in SB 98:

- Funds allocated on the basis of LCFF supplemental grants must be used from March 1, 2020 to December 30, 2020. SB 820 allows this time to be **extended if allowed by federal law**.
- Funds allocated based on number of students with exceptional needs must be used from March 13, 2020 to **September 30, 2022**. Previously funds had to be expended by September 30, 2020.
- Federal funds allocated based on LCFF allocation must still be used from March 1, 2020 to December 30, 2020, but the state portion now may be used **until June 30, 2021**.
- **Expands allowable use of funds** to also include students in childcare, state preschool, and adult education, as well as grades TK-12, and allows funds to also be used for health testing, personal protective equipment, sanitation supplies for facilities and buses and other related needs.
- Extends LEA record retention requirement from three to five years.

Credentialing Flexibility: Section 67 of SB 820 (see addendum) contains additional suspensions of credentialing requirements due to school and testing center closures:

- Under specified conditions for 2020-21, suspends requirement to complete a teaching performance assessment for candidates of a preliminary single or multiple subject credential.
- Under specified conditions for 2020-21, suspends requirement to complete an administrator performance assessment for a candidate for a preliminary administrative services credential.
- Under specified conditions, from March 2020 through August 2021, suspends requirement to complete a reading competence instruction assessment for candidates for a preliminary multi-subject credential and a Level-1 or preliminary education specialist credential.
- A candidate for whom the assessment requirement is suspended shall complete and pass a CTC-approved performance assessment before being approved for a clear credential.
- If, due to testing center closures from March 2020 through August 2021, the requirement for a credential program applicant complete a basic skills proficiency test before entering a credential program is suspended. Basic skills proficiency test shall be completed before recommendation for a preliminary credential.
- If, due to testing center closures from March 2020 through August 2021, the requirement for completion of a subject matter examination for a university or district intern credential program are suspended, and the intern may teach in the subject area for which the intern has enrolled. The subject matter examination shall be completed before a preliminary credential.

Non-classroom-based Funding Determinations: Section 75 of SB 820 (see addendum) provides that a school with a funding determination that expires on June 30 of 2021 or 2022 shall receive its current funding level for two years if funding determination is received by June 30, 2021 or 2022, as applicable.

Other Changes Implemented by SB 820:

- **Apportionment Deferral Waivers:** Amends EC Section 14041.8 to change the deadline to submit a deferral exemption request from January 5, 2021 to **December 15, 2020**.
- **Physical Fitness Testing:** Suspended for 2020-21 school year (Section 68 of SB 820).

- **Grade 10 Proficiency Exam:** Offered only if allowable by public health orders (EC 48412).
- **State Seal of Biliteracy:** Allows waiver if unable to take the assessment (EC 51461).
- **English Language Assessment:** Sect 69 of SB 820 extends by 45 calendar days, unless otherwise determined by the Superintendent of Public Instruction, the time period required to initially assess pupils for English language proficiency. However, an LEA shall screen new pupils at the time of enrollment to informally determine English learner status to ensure pupils receive language development support.
- **Executive Order N-26-20:** Generally, makes the Governor's COVID Executive order enacted last spring inoperative as of July 1, 2020. However, several of those provisions were put in SB 98.

National:

"Summer Meal Programs Can Continue Operating as Funding Allows"

(Washington, DC, August 31, 2020) – Today, U.S. Secretary of Agriculture Sonny Perdue announced the U.S. Department of Agriculture (USDA) will extend several flexibilities through as late as December 31, 2020. The flexibilities allow summer meal program operators to continue serving free meals to all children into the fall months. This unprecedented move will help ensure – no matter what the situation is on-the-ground – children have access to nutritious food as the country recovers from the COVID-19 pandemic. USDA has been and continues to be committed to using the Congressionally appropriated funding that has been made available.

"As our nation reopens and people return to work, it remains critical our children continue to receive safe, healthy, and nutritious food. During the COVID-19 pandemic, USDA has provided an unprecedented amount of flexibilities to help schools feed kids through the school meal programs, and today, we are also extending summer meal program flexibilities for as long as we can, legally and financially," said Secretary Perdue. "We appreciate the incredible efforts by our school foodservice professionals, year in and year out, but this year we have an unprecedented situation. This extension of summer program authority will employ summer program sponsors to ensure meals are reaching all children – whether they are learning in the classroom or virtually – so they are fed and ready to learn, even in new and ever-changing learning environments."

"School Nutrition Association greatly appreciates USDA addressing the critical challenges shared by our members serving students on the frontlines these first weeks of school. These waivers will allow school nutrition professionals to focus on nourishing hungry children for success, rather than scrambling to process paperwork and verify eligibility in the midst of a pandemic." said School Nutrition Association (SNA) President Reggie Ross, SNS. "We look forward to continuing our dialogue with USDA to ensure school meal programs are equipped to meet the future needs of America's students."

"Today's announcement brings a huge relief to our school meal program and the community we serve," said Lindsay Aguilar, RD, SNS, Director of Food Services for Tucson Unified School District, AZ. "Many of our families who might not qualify for free meals are still going through a tough time and are worried about how to keep food on the table. Now their children will have one less thing to worry about as they adjust to evolving in-school and remote learning scenarios. These waivers also eliminate a massive administrative burden for our school nutrition staff, allowing them to focus on feeding children."

"These waivers will ensure every hungry child in the city of Cleveland has access to healthy school meals, while eliminating the burdensome, time consuming process of verifying and documenting enrollment," said Chris Burkhardt, SNS, Executive Director of School Nutrition for Cleveland

Metropolitan School District, OH. “Our school nutrition team had to develop and implement a bar code verification system this fall that has greatly complicated and slowed service. With these waivers, we’ll be able to speed up meal distribution for the safety of staff and families and ensure no student is denied access to healthy meals.”

Background:

USDA’s Food and Nutrition Service (FNS) is extending a suite of nationwide waivers for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) through the end of 2020, or until available funding runs out. This includes:

- Allowing SFSP and SSO meals to be served in all areas and at no cost;
- Permitting meals to be served outside of the typically-required group settings and meal times;
- Waiving meal pattern requirements as necessary; and
- Allowing parents and guardians to pick-up meals for their children.

Collectively, these flexibilities ensure meal options for children continue to be available so children can access meals under all circumstances. USDA is taking this unprecedented action to respond to the needs of its stakeholders, who have shared concerns about continuing to reach those in need without enlisting the help of traditional summer sites located throughout communities across the US. While there have been some well-meaning people asking USDA to fund this through the entire 2020-2021 school year, we are obligated to not spend more than is appropriated by Congress.

Importantly, the summer meal program waiver extensions announced today are based on current data estimations. Over the past six months, partners across the country have stood up nearly 80,000 sites, handing out meals at a higher reimbursement rate than the traditional school year program. USDA has continuously recalculated remaining appropriated funds to determine how far we may be able to provide waivers into the future, as Congress did not authorize enough funding for the entire 2020-2021 school year. Reporting activities are delayed due to States responding to the pandemic; however, based upon the April data we currently have available, FNS projects that it could offer this extension, contingent on funding, for the remaining months of 2020. USDA will continue to actively monitor this rapidly evolving situation and continue to keep Congress informed of our current abilities and limitations.

Since the start of the public health emergency, FNS has been maximizing existing program services and flexibilities to ensure those in need have access to food through our 15 federal nutrition assistance programs. To date, USDA has provided more than 3,000 flexibilities across these programs. USDA has also leveraged new and innovative approaches to feeding kids, including a public-private partnership that provided nearly 40 million meals directly to the doorsteps of low-income rural children. For more information on FNS’ response to COVID-19, visit fns.usda.gov/coronavirus

State:

From School Services of California –

“Legislature Passes Budget Cleanup Bill”

On its final day of business before recessing for the 2020 session, the Legislature passed a series of measures that amend the June Enacted State Budget, including Senate Bill (SB) 820—the education trailer bill.

As we reported through a number of Fiscal Report articles, SB 820 makes several policy changes, including:

- Accommodating for growth in average daily attendance (ADA) for purposes of 2020–21 apportionments for some local educational agencies (LEA), excluding non-classroom-based charter schools
- Expanding the eligible expenditures for Learning Loss Mitigation Funds to include child care and preschool programs and costs associated with health and safety
- Delaying today’s (August 31, 2020) deadline by 45 days to report the balance of any unexpended funds received from the Coronavirus Relief Fund
- Increasing funding for school nutrition programs
- Clarifying and expanding “hold harmless” provisions for early learning and care programs, including those operated by LEAs

While SB 820 garnered sufficient support to pass out of the Legislature and be presented to Governor Gavin Newsom, it did so amidst controversy. Specifically, legislators and constituents raised concerns about excluding non-classroom-based charters from funding for growth in enrollment. Opponents of this policy argue that excluding such charter schools from increased funding does not recognize when parents elect to enroll their children in schools of their choice, particularly during the COVID-19 pandemic that has catalyzed statewide distance learning. When responding to inquiries to justify the exclusion of non-classroom-based charter schools, representatives from the Department of Finance stated that, because COVID-19 has created significant uncertainty about the movement of students between LEAs and that the state is maintaining 2019–20 ADA levels for LEAs who may otherwise experience significant enrollment declines, the state would likely have to increase deferred payments to LEAs to accommodate increased costs. Furthermore, the staff noted that the 2019 Budget Act has reached the crest of deferrals the state imposed during the Great Recession.

“Education Trailer Bill—Impacts on Charter Schools”

Similar to the first education budget trailer bill for the 2020–21 Adopted State Budget (Senate Bill [SB] 98 [Chapter 24/2020]), SB 820—the education budget cleanup trailer bill—includes numerous provisions that either exclusively affect charter schools or affect them in slightly different ways than other local educational agencies (LEAs). This article covers those items uniquely pertinent to charter schools of which both charter schools and their authorizers need to be aware. (Note that the section numbers noted in parenthesis next to each title refer to the corresponding sections in SB 820.)

Attendance Lottery (Section 14)

As you are aware, the 2020–21 Adopted State Budget included an average daily attendance (ADA) hold harmless which states that all LEAs will be funded in 2020–21 based on their 2019–20 ADA. For LEAs in declining enrollment or who might be experiencing a decrease in enrollment this year due to the pandemic, this offers a reprieve. However, for those LEAs that are growing or that anticipated growth this year, the hold harmless provides a bit of a conundrum—more enrolled students with no corresponding funding. With SB 820, the Legislature provided some relief, though with limits.

SB 820 includes a provision to provide growth funding for LEAs, excluding non-classroom-based charter schools, as long as the LEA projected enrollment or ADA growth in its 2019–20 Second Interim report or 2020–21 Adopted Budget by June 30, 2020. This limitation on growth funding has a particular impact on charter schools who, unlike school districts, are not required to accept all students who apply.

Education Code Section (EC §) 47605(e)(2)(B) includes a provision that requires a charter school that has more students wishing to attend than it has capacity to hold a public random drawing to determine which students will be admitted. SB 820 takes a page from this provision for those charter schools that now find themselves with more students enrolled than is sustainable given their fiscal capacity due to the lack of or limited growth funding. In this case, the charter school must conduct a public random drawing in order to determine which students will remain enrolled in the charter school for the 2020–21 school year.

Growth Funding (Section 13)

A quick side bar regarding growth funding . . . If a charter school has ceased operation during or after the 2019–20 school year and is not providing instruction in the 2020–21 school year, the sponsoring LEA—as defined in EC § 47635(i)—absorbs the ADA of the former charter school.

Further, SB 98 included new charter school definitions as a result of changes enacted by Assembly Bill (AB) 1507 (Chapter 487/2019). SB 820 includes language for how ADA will be allocated for divided charter schools. Ultimately, the total ADA attributable to the restructured and remaining portions of a divided charter school cannot exceed the total ADA of the original charter school for the 2019–20 fiscal year. This calculated ADA will be used for any calculations for the affected charter schools that require the use of ADA.

Certificated Employees (Section 16)

AB 1505 (Chapter 486/2019) added a requirement that all charter school teachers be credentialed by July 1, 2020. It also, however, provided that teachers already employed by charter schools during the 2019–20 school year had until July 1, 2025, to obtain their certification. SB 820 clarifies that as it pertains to distance learning—where instruction must be provided under the immediate supervision of a certificated employee—the flexibility provided to charter school teachers employed during the 2019–20 school year apply. Therefore, those teachers, while not yet certificated, can provide instruction as part of distance learning.

Newly Operational Charter School Funding (Section 17)

For newly operational charter schools—either authorized by a school district or county office on or before June 30, 2020, or approved by the State Board of Education at its July 8 and 9, 2020, meeting, and beginning instruction in the 2020–21 school year—the California Department of Education (CDE) will use the certified enrollment as of Census Day, October 7, 2020, reduced by the statewide average rate of absence by respective grade span (i.e., K–8 or 9–12), as applicable.

These newly operational charter schools will receive advance funding per EC §47652 for July 2020 through January 2021, and be subject to the same deferrals as other LEAs for February through June 2021.

Rescission Notification (Section 18)

SB 98 allowed charter schools to delay adding grade levels as noted in their charter petition for the 2020–21 school year. SB 820 allows charter schools who provided that notification to rescind it. No later than September 30, 2020, the charter school must notify, in writing, its chartering authority, the CDE, and the parents or guardians of students—who indicated their intent to enroll in the charter school or affected grade levels—of the charter school’s decision to rescind the decision to add grade levels as proposed in its charter petition.

School Plan for Student Achievement (Section 73)

LEAs are required to complete a School Plan for Student Achievement (SPSA). Single-school districts and charter schools are able to use their Local Control and Accountability Plan (LCAP) to serve as the SPSA, provided certain requirements are met. As LEAs are not required to complete an LCAP for the 2020–21 school year, single-school districts and charter schools are required to complete an SPSA for 2020–21 in addition to their Learning Continuity and Attendance Plan (Learning Continuity Plan). SB 820 requires the stakeholder process used for the Learning Continuity Plan to also be utilized for the adoption of the SPSA.

Non-classroom-based Charter School Funding (Section 75)

Per SB 740 (Chapter 892/2001), non-classroom-based charter schools must take part in a funding determination process to calculate their funding amounts. SB 820 provides that non-classroom-based charter schools with funding determinations that expire on June 30, 2021, or June 30, 2022, will receive their current funding for two years upon submission of a complete funding determination request no later than June 30, 2021, or June 30, 2022, as applicable. If the charter school submits a late funding determination request, it will receive 85% funding for two fiscal years.

As of the posting of this article, Governor Gavin Newsom has not signed SB 820 into law, though he is expected to do so. Once signed, the provisions of SB 820 go into effect immediately, so we would encourage charter schools and their chartering authorities to begin planning for the required changes.

“CDE Estimates Apportionments after Cash Deferral”

The California Department of Education (CDE) has posted estimates of the impact of cash deferrals for this year, which are scheduled to begin in February 2021. The CDE estimates just released are based on an estimated 2020–21 First Principal Apportionment (P-1), reflecting the provisions in the 2020–21 Enacted State Budget.

There are three different apportionment schedules, depending on the historical characteristics of your organization. What follows is the CDE’s deferral schedule for almost 90% of the local educational agencies (LEAs) to which the “Type 1” apportionment schedule in Education Code Section (EC §) 14041(a)(2)–(4) applies:

Month	Apportionment Schedule for EC § 14041(a)(2)–(4)	Estimated Deferral Impact	Estimated Share of Annual State Aid Cash Net of Deferrals
July 2020	5%		5%
August 2020	5%		5%
September 2020	9%		9%
October 2020	9%		9%
November 2020	9%		9%
December 2020	9%		9%
January 2020	9%		9%
February 2020	9%	(4.77%)	4.23%

March 2020	9%	(7.38%)	1.62%
April 2020	9%	(7.38%)	1.62%
May 2020	9%	(7.38%)	1.62%
June 2020	Balance	(100.00%)	0.00%
New Fiscal Year			
July 2020		100%	100%
August 2020		7.38%	7.38%
September 2020		7.38%	7.38%
October 2020		7.38%	7.38%
November 2020		4.77%	4.77%

The last column in the table above can be used as the estimates of cash to be received during each of the corresponding months.

District:

With the start of the 2020-2021, we are closely watching how renewal petitions are received, reviewed and scheduled for LAUSD Board of Education approval or denial, based on the District's interpretation of AB 1505. There are forty-two renewals scheduled this year, and how the "low, middle and high bands" of student performance and achievement on State Testing will be considered are yet unknown. This is a particularly challenging year as State testing was canceled in the 2019-2020 school year due to the pandemic. Many renewing schools were hopeful of moving into a higher band, but did not have that opportunity, and how internal assessments will be utilized will be very telling, especially for schools such as the Fenton Primary Center that does not participate in State testing due to the grade level span served.

AB 1505 is going to play a significant role in the possibilities for approval of new charter petitions, and expansion, growth and renewal of existing charter schools. FCMAT's Fiscal Alert outlines specifically how fiscal impact criteria for new petitions and existing charter schools that seek to add one or more sites or grade levels may be used.

LAUSD has adopted its own interpretation of AB 1505 which we will observe in action when the first renewal petitions go before the board in November.

Fiscal Crisis and Management Assistance Team (FCMAT) Fiscal Alert -

"Fiscal Impact of New Charter Evaluation Criteria in AB 1505"

Background

In 2019, Governor Newsom signed into law Assembly Bill (AB) 1505 (Chapter 486/2019). This bill made significant changes to requirements for charter school petitions, including approval criteria, review timelines, renewal criteria and the appeal process. Portions of AB 1505 were operative starting January 1, 2020, but most became effective July 1, 2020.

The following changes to the charter petition process are now in place:

- The time frame for charter authorizers to review new or renewal charter school petitions is now 90 days, an increase from the previous 60 days.
- Findings and recommendations by the potential authorizer must be published at least 15 days before the final public hearing.
- Additional criteria are listed as reasons for denying a new charter school petition.

The new criteria that, if met, constitute reasons to deny a charter petition (Education Code sections 47605[c][7] and [8]) are as follows:

1. The charter school is demonstrably unlikely to serve the interests of the entire community; and
2. The authorizing school district is not positioned to absorb the fiscal impact of the proposed charter school.

Although there are implications for any potential authorizing district that uses the new criteria as a reason for denial and for the county superintendent of schools who may receive a charter petition appeal for the county board, this fiscal alert focuses on the second criterion.

New Charter Evaluation Criteria (Fiscal Impact)

AB 1505 limits use of the fiscal impact criteria to new charter petitions and existing charter schools that are adding one or more sites or grade levels to what is already authorized.

If the authorizer considers denying a petition based on fiscal impact, the law requires the authorizer to consider the academic needs of students whom the charter school proposes to serve.

Specifically, the two new criteria for denial of a charter school petition, per AB 1505, are as follows:

1. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
 - a) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - b) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
2. A school district can deny a charter petition if it is not positioned to absorb the fiscal impact of the proposed charter school. This criterion is met if the school district meets any of the following conditions:
 - a) Has a qualified interim certification and the county superintendent of schools, in consultation with Fiscal Crisis and Management Assistance Team (FCMAT), certifies that approving the charter school would result in a negative interim certification.
 - b) Has a negative interim certification.
 - c) Is under state receivership.

Rebuttable Presumption of Denial

Charter schools proposed in a school district that is not positioned to absorb the fiscal impact of the proposed charter school shall be subject to a rebuttable presumption of denial.

A rebuttable presumption of denial means that a district's or county board of education's denial stands unless evidence to the contrary based on fact is provided. One exception to this concept is that, if the district denies a petition based on its own fiscal distress in conformance with the criteria discussed above, then upon appeal the county board of education must also take into account any finding by the district regarding negative fiscal impact.

If the school district has a positive budget certification or a "lack of going concern" designation (Education Code section 42127.6), the rules that define it as not positioned to absorb the fiscal impact of the proposed charter school do not apply, because the code specifies only a qualified or negative interim budget certification, or state receivership. In addition, the inability to absorb the fiscal impact of the proposed charter school is determined based on a qualified or negative interim budget certification, which typically occurs only at the first and second interim reporting periods. For the limited purposes of AB 1505, budget determinations at third interim, unaudited actuals or budget adoption (if applicable) do not apply as a determinant of fiscal distress.

County Office Authorizers

Because Education Code section 47605[c][8] specifies "school district," the fiscal impact provision does not apply to charter school petitions submitted directly to a county office of education as the potential authorizer.

Current law allows a county board of education to approve a countywide charter if certain criteria are met. A county board is given broad discretion on approvals and denials, which cannot be appealed to the State Board of Education (SBE). Because countywide charter approvals already provide for considerable local discretion by a county board, the fiscal impact criteria do not apply.

District and County Office Considerations

As county superintendents review and make recommendations to county boards of education on charter school appeals based on the new fiscal impact criteria, FCMAT provides the following guidance:

- Determining negative fiscal impact should be based on the most recent interim report.
- The district needs to consider whether the projected change in ADA (and associated change in revenue), net of expenditure reductions, is large enough to change its budget certification based on the data in the petition and what is known when it is submitted.
 - Understanding the estimated number and grade span of the charter school's students that would come from the authorizer's district is essential in calculating the loss of revenue.
 - The district should also analyze which schools or locations are expected to lose enrollment if the petition is approved. The petitioner's intent to enroll forms, or even a Proposition 39 Request for Facilities form, if applicable, could be used for this purpose.

- If a district intends to use fiscal impact as a reason for denial, it will need use of the 30-day increase in the time frame given for charter authorizers to review new charter school positions and work closely with its county office to validate the assertion. A district should not wait until its board votes on the denial to start discussions with its county office.
- A county office of education should ensure that determination of the fiscal impact is performed by staff other than those who would normally review a charter appeal. This segregation of duties will help a county board make an independent decision based on staff recommendations. It is important to remember that the county superintendent has the responsibility to confirm or deny a district's assertion of fiscal impact, but the county board has the responsibility to grant or deny an appeal based on the county superintendent's recommendation.
- Smaller county offices may not have enough staff to separate these responsibilities. One alternative is for one or more neighboring or nearby county offices to perform this responsibility for each other when the need occurs.

FCMAT's Role

The reference in AB 1505 to the county superintendent of schools performing its function in consultation with FCMAT does not mean that FCMAT will perform an independent analysis of every district's denial of charter for reasons of fiscal impact. FCMAT will serve as a resource and, if requested by the county superintendent, will review the same information that the county superintendent used and provide an opinion.

Conclusion

County superintendents must make a recommendation to their county board either agreeing or disagreeing with a school district's fiscal impact determination and reasoning for denial of a new charter petition. FCMAT is available for consultation on the subject, if needed. A proactive approach, working with school districts before a determination is considered, is always best because it fosters a mutual understanding of timelines, definitions and expectations.

YPICS:

Monseñor Oscar Romero Charter School will begin working on their renewal documents next month to ensure adequate time to research, prepare and produce a final charter petition no later than June 30, 2021 that accurately presents their accomplishments since the last renewal 2017, efforts to serve their respective community during the pandemic and ensuring school closures, as well as future plans which address the new reality facing all schools.

YPICS In the News LAIST

Why One Teacher Gave All 'A's' During Last Spring's Lockdowns — And Why Another School Decided Not To Change A Thing

BY KYLE STOKES IN NEWS ON SEPTEMBER 14, 2020 6:00 AM

Back in March, two days after the coronavirus pandemic forced Pasadena's John Muir High School to close its doors, history teacher Manuel Rustin sent his juniors an assignment: a simple, three-page essay. "If you would've told me at that time, when I sent that out," Rustin recalled over Zoom, "that I would arrive at a place where I'd give all my students A's, I would be like, 'Impossible!'"

Not just A's on that assignment; A's for the *entire semester* — and for Rustin, this essay was the turning point. Rustin had practically spoon-fed his students everything they'd need to write this paper: primary source documents, court cases, class notes. They'd been studying the topic — school segregation — for weeks before

the lockdown. All they'd have to do while in quarantine was watch one last documentary film.

"I thought it was fine," Rustin said. "And it was *not* fine. The essays that were done were a whole mess." Of Rustin's 50 juniors, only around 20 even turned in a completed paper. "Less than 10" of those essays would've been acceptable, Rustin says — and this from a group of students he considered academically strong. "That's when I realized, 'Okay, I've got to pump the brakes,'" Rustin recalled. "In my head, we're all at home chilling. In their head, the world's falling apart."

"Kids weren't prepared," he added. "Staff weren't prepared."

'THOSE POLICIES FELL APART FASTEST'

So Rustin confronted a question that many teachers and school districts faced last spring: How is a teacher supposed to grade these mostly-unfinished, mostly-awful essays?

Across Southern California, the abrupt switch to distance learning [forced many school districts to relax their student grading practices](#). Los Angeles, Long Beach and Pasadena Unified — where Rustin teaches — all promised no student would receive an "F" last semester. Many schools also promised students' grades wouldn't decline from where they stood in mid-March.

These choices were fraught. Some teachers felt relaxed grading policies actually caused students to tune out last spring.

But to Susan Brookhart, who's studied grading for 30 years, the pandemic simply exposed flaws at the core of how most teachers grade.

"Some of those policies," said Brookhart, a professor emerita at Duquesne University, "make an assumption that grades are 'pay' for work students do; essentially that means I'm grading effort, and that's not what grades should be."

And when the coronavirus hit, she said, "Those are the traditional grading policies that fell apart fastest."

EVERYONE GETS A 'TROPHY'

To Rustin — a 17-year classroom veteran and a 2011 winner of the prestigious Milken Educator Award — the inequity was obvious.

John Muir High School's students are mostly low-income. Many didn't have working internet. His students were squeezed between crises at home and a crisis at school.

So as Rustin looked over his pile of lackluster segregation essays, at first he considered making the assignment extra credit — but then quickly dismissed the idea.

"Students," he figured, "who are really chilling at home in a comfortable environment— I'm going to let them have extra credit, but the other students, they're just stuck?"

Hence Rustin's decision: He gave every student in his classes last spring an A. Not only the juniors in his history class, but the seniors in his economics classes, and the students taking his hip-hop studies elective.

"It felt good, too," he remembered with a grin during an interview over Zoom.

Why not just give students a pass-fail grade? Because, he figured, fancy private schools would give their kids A's — and put his students at a disadvantage with a "public school 'P.'"

By giving them an A, "I'm not giving them a mark of excellence," Rustin explained. "This is to make sure

nobody else out there could look like they did better than you right now. I'm not giving you a trophy, I'm giving everyone a trophy, and now we don't know who did better or not because it's just not fair to judge each other in that way, right now, for this one semester."

Rustin said many of his colleagues disagreed; he said a viral Medium essay he wrote about his all-A's choice generated so much debate that he called an informal staff meeting to clear the air.

But Brookhart said Rustin had keyed on a big flaw with traditional grading practices: Awarding students points just for meeting deadlines or understanding a worksheet on the first try is inequitable, especially now, as students navigate all the hurdles of distance learning. Those hurdles include spotty internet connections, broken laptops, distractions — or all-out turmoil — at home.

"My completing this worksheet might be no skin off my nose," Brookhart said. "You completing your worksheet might be a huge effort because you had to fight to get it done."

Plus, asking whether a student completed a worksheet — or even whether he understood this *one* worksheet — doesn't really answer the bottom line question: when the course is over, did he learn the material?

A PANDEMIC-PROOF GRADING POLICY?

As districts across L.A. County relaxed their grading policies, Yvette King-Berg decided the charter schools she oversaw would hold firm.

"I was like, 'No,'" recalled King-Berg, who runs the YPI Charter Schools network. "You have had 10 weeks of instruction. You need to continue to work for your grades. We're going to continue to check for mastery." King-Berg was able to make that call because her charter school network uses a very different method for determining student grades; it's called "standards-based grading."

Instead of counting each assignment for points, or rewarding students for grasping something on the first worksheet, "you're assessing students on what they know at the end," explained Mark Rothenay, a science teacher at YPI's Bert Corona High School in Pacoima.

"They're not really penalized if they make those mistakes," Rothenay said, "because it's okay to make mistakes." Boiling student grading down to that bottom-line question — "do you know the material or not?" — requires filtering out all the ways traditional, point-based grading systems measure students' effort and punish students' non-compliance.

In standards-based grading, homework becomes more about practice; teachers often *don't* grade it. Deadlines on assignments become more flexible. Even on projects or tests that do count, students get do-overs and retakes. If that sounds simple, it's not. Doing standards-based grading right involves complex changes to everything, from classroom management to report cards. Teachers need training so they can not only learn, but embrace the new system.

But YPI Charter Schools have been giving standards-based grades for years — and the system's strengths basically made Bert Corona High School's grading policies pandemic-proof.

For one thing, there's no need for a hold-harmless policy: in a standards-based system, you don't really need to worry about students' grades backsliding because of a missed deadline.

"If we already said, in our judgment, that a student has mastered that skill," explained math teacher Nestor Garcia, "we can't take that back and say, 'Oh no, the student didn't do it on the final so they actually don't know it,' if we've already seen evidence that they *do* know it."

'I'M GLAD I BROKE AWAY FOR ONE MOMENT'

Bert Corona carried out King-Berg's directive. Some students did receive F's last spring, Garcia said. But overall, YPI Charter Schools officials say the semester went alright. Students stayed engaged in classes. And while they don't have data to compare, they were pleased with students' scores on some internal standardized tests.

Perhaps that's because of extensive efforts by the school's support staff to hunt down students who didn't show up for online lessons.

But Brookhart wouldn't be surprised if standards-based grading deserved some of the credit for the school's ability to maintain continuity.

"Standards-based grading has proved quite robust, and I've heard that. Anecdotes are not research data, but I have heard anecdotes like that," said Brookhart.

In her semi-retirement, Brookhart does consulting work, and she's received a lot of calls from schools intrigued by standards-based grading.

Pasadena teacher Manuel Rustin was intrigued, too. He had hoped to learn some standards-based grading practices over the summer break, and use it this year.

But he ran into the wall a lot of teachers find: Without training in standards-based practices, or a mandate from your school's administration, reforming your grading policy is really hard. (For the record, Rustin also cautioned that he felt comparisons between a district-run school like his and a charter school like Bert Corona aren't always fair; too many variables differ between his school and a charter.)

There was another reason Rustin delayed exploring a new grading system: for much of the summer, he didn't know whether his classes would be all online or partially in-person.

"So, right now I'm pretty much [grading] the way I've always done it," he said.

Still, "I'm glad I broke away at least for a moment," Rustin added, "at least for that one semester, giving them all A's, and standing by my principles of not wanting to punish a kid or letting them be disadvantaged."

'A PROMISING PRACTICE'

The good news, though, is that Rustin's fall semester is so far going much better than last spring. He said attendance has been strong. Students are much more engaged, he said — and much less panicked about the world outside of school.

Many schools' grading policies are not as relaxed this year as they were during the pandemic. In Rustin's Pasadena Unified School District, the regular A-F policy is back in effect.

And in L.A. Unified, there's no longer a blanket "no-F's" policy; the elementary and secondary grading policies have more-or-less returned to normal.

But LAUSD guidelines for this year do discourage teachers from giving out failing grades, encouraging teachers to make special arrangements with students who are missing assignments and give "Incompletes" rather than "F's" to students whose attendance is spotty.

And the district has also provided some training in mastery grading — a close cousin to standards-based grading.

"While it is not yet a directive," an LAUSD representative said in a statement, "we continue to encourage its use as a promising practice."

Coversheet

YPICS Learning Continuity and Attendance Plans

Section: V. Items Scheduled For Action
Item: A. YPICS Learning Continuity and Attendance Plans
Purpose: Vote

Submitted by:

Related Material:

1. Board Brief Recommendation to Adopt the Learning Continuity and Attendance Plans (C 43509) for BCCS BCHS and MORCS 09282020.pdf
2. 2020_Learning_Continuity_and_Attendance_Plan_Bert_Corona_Charter_School_20200925.pdf
3. 2020_Learning_Continuity_and_Attendance_Plan_Monsenor_Oscar_Romero_Charter_Middle_School_20200925 (1).pdf
4. 2020_Learning_Continuity_and_Attendance_Plan_Bert_Corona_Charter_High_School_20200925.pdf



YPI CHARTER SCHOOLS

September 28, 2020

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to adopt the Learning Continuity and Attendance Plans (EC 43509) for BCCS, BCCHS, and MORCS

BACKGROUND

On June 29, 2020, Governor Gavin Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020-21 Local Control and Accountability Plan (LCAP) and Annual Update with a “Learning Continuity and Attendance Plan” (Learning Continuity Plan or LCP). The bill requires the Learning Continuity Plan to include specified information about the instruction and support the local education agency (LEA) will provide to pupils in the 2020-21 school year as a result of the uncertainty caused by COVID-19 and potential school closures. SB 98 supersedes the requirement to develop and adopt a Local Control Accountability Plan by December 15, 2020 established by Executive Order N-56-20.

ANALYSIS

LEAs must adopt their Learning Continuity Plans by September 30, 2020 with the following plan requirements:

- **Overview:** A brief overview of how the LEA will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community.
- **Stakeholder Engagement:** Description of the options provided for remote participation and efforts to solicit stakeholder feedback and input.
- **Instructional Offerings:** Actions LEA will take to offer classroom-based instruction whenever possible with emphasis on students who have experienced significant learning loss due to school closures and those who are at greater risk of experiencing learning loss due to school closures.
- **Mental Health and Social and Emotional Well-Being:** Professional development and resources for staff and pupils to address trauma and other impacts of COVID-19 on the school community.
- **School Nutrition:** Description of how meals will be provided to pupils eligible for free and reduced meals whether participating in distance or in-person instruction.

- Distance Learning Program:
 - Staff Roles and Responsibilities
 - Continuity of Instruction
 - Pupil Participation and Progress
 - Pupil Engagement and Outreach
 - Supports for Pupils with Unique Needs
 - Pupil Learning Loss
 - How federal and state funding is to be used
- Increasing and /or improving services to the number and concentration of unduplicated pupils.

Executive Director King-Berg used the Existing YPICS Leadership Team as the foundation of the Reopening Task Force (additional members included adding teachers and gathering parent voices through the Youth Truth Survey, Spring Surveys, and surveys conducted during closure (Town Hall meetings, Orientations, Thursday Parent Meetings, and summer to ensure all stakeholder voices on the Taskforce). Additionally, the sub committees (Academic, School Climate and Culture, and Operations/Safety) included additional members whose collective input was used to complete the three LCPs for YPI Charter Schools. Following the Board's adoption, the plans will be submitted to the LAUSD Charter Schools Division no later than the September 30, 2020 deadline and will be submitted to the county no later than 5 days after the September 28, 2020 YPICS Board Meeting.

RECOMMENDATION

It is recommended that the Board of YPI Charter Schools adopt the Learning Continuity Plans for the Fenton schools and authorize Executive Director King-Berg to submit the plans to the LAUSD Charter Schools Division prior to September 30, 2020.

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter Middle School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

General Information

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

Bert Corona Charter Middle School (BCCMS), a Youth Policy Institute Charter School (YPICS) transitioned to a distance learning instructional format on March 16, 2020, following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major impacts on our community, physically, socio-emotionally, and economically. Parents reported job losses, the increased need for child-care, and food instability and lack of access to technology and internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness. The Charter School has an enrollment of 370 students. The Charter School's enrollment and demographic student subgroup population consists of 24% English Learners, 98.1% Hispanic or Latino, 84% Socially Disadvantaged, and Following the closure of school facilities in March, Bert Corona Charter MS has continued to conduct all classes and course offerings via Distance Learning. Bert Corona Charter MS scholars have access to the following:

Technology: Chrome Books. An additional one hundred and twenty-two (122) devices (desktops, laptops, iPads) were distributed/loaned to families to support distance learning; as well as, instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. Bert Corona Charter MS aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service. As the school continues to communicate with families regarding enrollment documents, TDAP, attendance, meal program, in the two-way conversations that the school is having it has learned of additional family needs such as the increased needs to access to hotspots. The Charter School works swiftly to resolve any technology needs or gaps.

School Meals: With the high number on Free/Reduced Meals (77%) we partnered with a local charter school less than 1/2 miles away to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals for the week to families on Tuesdays, from 3:30pm-6:00pm.

Access to Instruction and Curriculum: The Charter School followed the recommendations from the California Department of Education for providing instruction in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources. All scholars had access to 4+ hours of daily instruction daily. Scholars had face-to-face time with teachers daily. The school completed 10 full-weeks of instruction from March 13 through the end of the year.

Teachers incorporated Standards Based Learning (SBG), Project-Based Learning (PBL), and Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Additionally, teachers planned and implemented synchronous lessons through a format that provided small group support and designated ELD. All certificated and classified staff worked collaboratively to meet the needs of English Learners, foster youth and low-income scholars.

The Charter School staff were provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve list of "unreachable" scholars to provide assistance and engage them in distance learning or to connect their families to social services resources. The Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model. Teachers were provided with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction.

Teachers planned for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms.

Internal data shows that 20% scholars performing at the lowest band moved up a band and that 17% more of scholars were performing at the highest bands on the iReady Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which held immediately at the close of the school year to accommodate for student learning loss.

Stakeholder Engagement

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

YPI Charter Schools (YPICS) developed a Reopening Task Force that began meeting in April through the summer to gather and collect feedback from a variety of stakeholders includes parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in depth on a variety of complex topics. The Subcommittees consisted of the following:

Academic & Instruction:
 School Culture & Climate
 Operations & Safety

The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/> and additional Virtual Instructional Strategies can be found on our website at <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by the TaskForce is also located on the Charter School's website.

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

In addition to the YPICS Task Force, the YPI Charter Schools held it first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for Parents to hear about plans for Reopening and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders In addition, YPICS sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on a number of platforms including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school-year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The Charter School delivers a high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. All students and those identified as English Learners, foster youth and low-income students; as well as students with IEPs were provided the same access to instructional opportunities as general education students.

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

The entire BCCS' Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students all contributed to the influence, integration and specific support to engage all stakeholders in our instructional delivery and assistance. The Charter School team makes daily calls to parents and students who checked into their online classes. The Charter School's staff divided students list and each had a regular list of students that they connected with weekly, reaching out to parents for support and clarification of expectations. Calls received were very positive and teachers noticed more student participation as time went by. An important note was ensuring that parents were welcoming of the calls and support offered at home to ensure students were participating in our online learning program. The Charter School's team also communicated with parents that the 10- week report cards were electronically mailed to them. In the process of daily calls, the Charter School also updated parent emails or cell phones. Both Remind and OneCall are being used for mass communication.

The staff communicated using Google Meets and Slack. The Charter School moved away from two a day (AM and PM) daily meetings: to one per day: to three meetings per week. Meetings were 15 to 30 minutes long and focused on keeping staff updated about important actions happening at the national, state, local, and organization/school level. Further insuring that staff, students and families are supported with social emotional access.

The following considerations are for “Pandemic” learning and attendance outcomes by teachers, parents, administrators and students:

1.Remote learning does not work if we do not communicate with our students.

Your students can not read your mind and you can not read theirs. Make sure that we use the tools provided to communicate with our students on a regular basis. If possible try to post your class updates around the same time every day to create a rhythm for the students.

2.Planning is crucial.

Since the students will access the materials without you present it is important that you provide all the necessary resources for the students to complete the assignments. The last thing you want is to post an assignment and then 10 minutes later get 120 comments asking where a link is.

3.Be mindful of what tools and websites your students already use.

If you introduce a new tool to the students you are asking them to learn both the content and how to use the tool. Using tools and sites that your students are already familiar with will help make the transition to online instruction easier for you and your students.

4.If you do use a new tool with your students provide a tutorial on how to use the tool.

Keep in mind that when you are introducing a new tool to your students you are asking them to learn two things. They need to learn the content and how to use the tool. If you are planning on using a new tool make sure you provide some sort of resource for students so they feel comfortable using the tool.

5.Be ready for things not to work right.

Remember that this is probably your first time attempting online-only instruction and it is your students’ first time participating in online instruction. Be ready for things to not work or for students to be confused about instructions. During the next few days be ready to make changes to your lessons and if necessary scrap them altogether and plan for something else.

6.Try and have fun.

We are trying something different and innovative in K-12 schooling. Don't forget to have some fun and celebrate even your small victories. Your instructional and tech teams are here for you if you need any help.

YPICS also has a direct number for parents to communicate individual needs of support for their children. Due to confidentiality and student privacy having access to an individual Parent Hotline for support is available.

Please see Chart #1 Bert Corona Charter MS

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

1.Continue professional development activities initiated in the 2019-2020 school year focused on CCSS, ELD for ELs and additional support for SPED sub-groups.

2. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
3. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.
4. Bert Corona Charter will continue to incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals:
 - Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD monitoring templates.
 - Use of SFA to assist EL students.
 - Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SDAIE model.
 - Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning

Please see Chart #2 BCCS for a further description of the aspects of the Learning Continuity and attend Plan influenced by specific stakeholder input.

Continuity of Learning

In-Person Instructional Offerings

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

The Charter School will offer classroom-based instruction whenever possible. Parent survey data show that 20% of our families have requested to continue with distance learning when in-person instruction is possible. The Charter School will continue to provide scholars with at least 4 hours of synchronous and asynchronous instruction. The roughly 80% of students that will be attending school in-person will be grouped in either "Group A" or "Group B". There will be no more than 15 scholars in a give class when school resumes.

See Charts #3-#9 for BCCS In-Person Instructional Offerings Schedule.

Scholars will be able to access a combination of synchronous and asynchronous instruction from home while their peers are in session. This applies to the 20% of scholars what will be on a distance model exclusively and the scholars what will be on the hybrid learning model. All

scholars will have access to technology equipment and hotspots. The YPICS Taskforce explored the following variables when considering a hybrid education model. The following are examples from the YPICS Academic-Instruction Committee, School Culture and Climate Committee, and the Operations Committee (which includes operations & safety).

Academic-Instruction Committee:

20-21 BCCS Academic Hybrid Program

Monday Instructional Program

Students are provided with flipped classroom lessons, activities, and assignments to be completed asynchronously.

The focus of the instruction is to introduce students to the concepts for the week and determine their preliminary level of mastery via activities and assignments.

Lessons are presented via videos to prepare students for activities, and assignments are provided to measure student understanding.

Students work independently and collaboratively to respond to critical thinking question

Exit tickets are provided to identify students' level of mastery

Tuesday - Friday Instructional Program

Students attend school in an A Group (Tuesdays and Thursdays) and B Group (Wednesday and Friday) rotation.

Through Tuesday-Friday scholars receive two days of direct instruction in Mathematics, Science, Reading (Success For All), Physical Education and Humanities).

In live instruction sessions, students complete Do Nows and gaps are identified (show call and modeling are used to fill gap).

Instructors facilitate the utilization of cooperative learning to examine topics, have students analyze, and form arguments supported by facts; Success for All strategies are used to support engagement and support reciprocal teaching.

Exit Tickets are provided (4 - 6 differentiated critical thinking questions) to identify students level of mastery.

RSP teachers co-plan with general education teachers and push-in to instruction to support scholars with IEPs.

All students have a target support period where they can receive the appropriate intervention or enrichment

Students with IEPs will participate in a pull out program during target support time to work with RSP teachers.

Instruction will be delivered in cohorts of 15 or less.

Cohorts of students make use of a classroom and teachers rotate classrooms.

All students receive asynchronous lessons, activities, and assignments on their non-direct instruction day.

Tutor support is provided under the guidance and direction of credentialed teachers to ensure that students successfully participate and receive needed support.

Flipped Classroom-See Chart #10

Learning Platform: All scholars in grades 5-8 will use the Google Suite of tools as their learning platform:

Google Classroom

- Screencastify allows teachers to record videos for flipped instruction;
- Pear Deck (a student response system for formative check-ins);
- Flipgrid (allows students to submit video/audio responses to various prompts);
- Nearpod (allows teachers to make every lesson interactive and gives the teacher the ability to flex between hybrid and distance learning instruction).

Promote use of technology (particularly Google Docs) so that students can collaborate effectively on a presentation without having to physically be next to each other.

Focus on Essential Standards Mastery and Engagement:

Identify/Revise essential standards for each grade level/course;

- Ensure that all scholars have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Work collaboratively with instructional support staff to identify intervention for students experiencing pupil learning loss.

Universal Design

YPI Charter Schools (YPICS) use universal design for learning (UDL) principles to develop and select curriculum that provides ALL individuals with equal opportunities to learn. UDL is designed to serve ALL learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach ALL students including those with diverse needs. Grounded in research of learner differences and effective instructional settings, UDL principles call for varied and flexible ways to:

Present or access information, concepts, and ideas (the “what” of learning).

Plan and execute learning tasks (the “how” of learning).

Get engaged—and stay engaged—in learning (the “why” of learning).

UDL is different from other approaches to curriculum design in that educators begin the design process expecting the curriculum to be used by a diverse set of students with varying skills and abilities.

Effective access for all unduplicated pupil group

Success For All (SFA)-ELD

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework. and as outlined in the Master Plan for English Learners. Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie. iReady Math & ELA), formative assessments (which includes scholar’s self assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

SFAF’s Common Core aligned middle and high school programs extend cooperative learning and detailed, effective middle school and high school ELD lessons. All students learn the skills and strategies they need to read, comprehend, and analyze the complex content area texts they encounter in middle and high school and the strategies taught provide necessary supports for English Learners and students with special needs. These programs are also designed to accelerate the academic development of struggling older students until they are achieving at, or above, grade level.

SPED

YPICS primarily uses a traditional Resource Program model. Scholars will participate in the general education setting with their non-disabled peers for most, if not all, of their school day. Through the use of the push-in model, special education teacher(s) will collaborate, co-teach, and consult with general education teachers as needed to provide appropriate scholar supports as outlined in their respective IEPs. Collaborative, co-teaching, and consultation service delivery methods will require special education and general education teachers to plan, deliver, and assess the effectiveness of service delivery along with the appropriateness of accommodations and/or modifications.

Scholars with higher, more moderate needs receive direct support from the special education teachers and paraprofessionals via a pull-out model that will address scholar needs as necessary per their IEP.

The Charter School also provides a continuum of service and support options to students with moderate to severe disabilities as well. Although the school does not have a traditional special day class, students have the opportunity to participate in a pull-out structure in the

special education setting, along with accommodations and modifications in the general education setting, which will meet their academic, behavioral, and social needs.

Services and supports such as counseling, ERMHS, Speech therapy, adapted P.E., Hard of Hearing, and Occupational Therapy are provided to all students in accordance with their IEPs. The Charter school utilizes one full-time equivalent Marriage Family Therapists (MFTs) intern, and a social worker intern to meet the emotional needs of all students, not just those with disabilities.

School Climate and Culture Committee:

Welcome Back School Orientations: All families will participate in a Welcome Back to School Orientation to meet their school leaders and teachers and pick-up any need tech equipment and school materials.

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

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma informed-teaching alongs with the tools and resources to move from a Learner Managed to a Learner Empowered. All staff will continue to receive Professional development about self-care and emotional wellness. The school will continue to partner with local Health and wellness agencies to provide mental health counseling to scholars and families.

Incorporate welcoming/Inclusion activities

- Create Learning Teams and expectations;
- Use SFA cooperative groups to get scholars talking;
- Set goals together, include the scholar.
- Core Priorities of Trauma-informed Distance Learning:
 - Predictability;
 - Flexibility;
 - Connection;
 - Empowerment/Engaged.

The following examples from the Operations/Health & Safety Committee are influenced by a comparison of best practices for reopening schools by the California Charter Schools Association comparing the guidelines from the California Department of Pulich Helth (6/5/2020, LA County Public Health Department (7/28/20) and the Department of Education (6/8/2020).

Maintain Healthy Operations

- Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes;
- Develop a dedicated hotline a web page that includes answers to common questions and that all staff can direct the public to for the latest updates;
- Designate staff liaison to be responsible for responding to COVID-19 concerns;

- Maintain communication systems that allow staff and families to self-report symptoms and receive notifications of exposures and closures.

Distancing-Arrival to School

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

Distancing-Classroom Set up

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

Distancing-Non Classroom Spaces

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

Distancing-Dismissal from School

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

Considerations for Partial or Total School Closure

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

Health and Safety

Healthy Hygiene Practices

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

Cleaning/Disinfecting/Ventilation

- In accordance with CDC guidance, ensure that ventilation systems and fans operate properly;
- Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13);
- Ensure proper ventilation with as much fresh outdoor air as possible;
- Suspend use of resources that necessitate sharing/touching (eg. water fountains);
- Staff should clean and disinfect frequently-touch surfaces.

Limit Sharing

- Limit the use of shared PE equipment;
- Limit sharing of objects and equipment.

Check for Signs and symptoms

- Encourage parents/staff to pre-screen at home;
- Purchase thermal cameras;
- Take the temperature of staff and scholars when entering campus;
- Actively encourage staff and scholars who are sick or have had contact with someone with COVID-19 to stay home;
- Document incidents of possible exposure and notify local health officials, staff and families immediately while maintaining confidentiality.

Plan for When Staff, Child or Visitor Becomes Sick

- Sick student/staff may not return until they meet (CC and LA County Public Health Officials criteria to discontinue home isolation";
- Teachers should have emergency sub plans;

- Anyone showing symptoms should be required to wear a face covering and go into isolation area;
- Close off areas used by sick person and do not use before cleaning; wait 24 hours before cleaning.

Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie.iReady Math & ELA), formative assessments (which includes scholar’s self assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

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

Description	Total Funds	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility.	151206	No
Parent Facilitators-Director of Instruction & School Climate and Culture Director: Instructional Supports and Social Emotional Supports and Systems are communicated with families	53239	Yes

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.]

As the Charter School began the re-opening planning process for YPICS, teacher input was sought out concerning bell schedules, room arrangements, management, curriculum and instruction expectations, and collaboration in a socially-distanced work environment. The team discussed scenarios that were likely to arise so as to try to mentally and operationally prepare for the new situations the school was likely to be confronted with.

LowIncomePupils,EnglishLearners,FosterYouth

BCCS' continuity of instruction offers the full curriculum including: ELA, Mathematics, ELD, Social Studies, Science, Art, and PE. Guidelines and expectations for all students:

1. While the BCCS campus is closed, academics will continue online for all students
2. Students should be checking their email and google classroom daily
3. The schedule provided is designed so that students have a clear focus for each day
4. Students will continue to complete and submit assignments and assessments, there is a daily "Do Now" and a daily "Exit Ticket "to ensure regular and ongoing evidence of mastery of the work assigned.
5. All will be recorded in the grade book
6. Teachers, administrators, and all other support staff will be available via email as well as other platforms such as Google Meet to ensure the continuation of student learning.

Scholars will receive at least four hours of synchronous instruction at a minimum.

Learning Platform: All scholars in grades 5-8 will use the Google Suite of tools as their learning platform:

- All YPICS schools are utilizing the following resources to enhance blended/ learning: Google Meet and Google Classroom as our foundational virtual platforms;
- Additional support programs/apps including: Online student response systems (ie. Nearpod, Peardeck, etc) and i-Ready for Math/ELA intervention & acceleration.

Google Classroom

- Screencastify allows teachers to record videos for flipped instruction;
- Pear Deck (a student response system for formative check- ins);
- Flipgrid (allows students to submit video/audio responses to various prompts);
- Nearpod (allows teachers to make every lesson interactive and gives the teacher the ability to flex between hybrid and distance learning instruction).

Focus on Essential Standards Mastery and Engagement:

- Identify/Revise essential standards for each grade level/course;
- Ensure that all scholars have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Work collaboratively with instructional support staff to identify invention for students experiencing pupil learning loss.

LowIncomePupils,EnglishLearners,FosterYouth

Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie.iReady Math & ELA), formative assessments (which includes scholar's self assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

Other learning opportunities and engagement are as follows:

- Service Learning

Involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience.

- Project-Based Learning

Core subject teachers work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are expected to know deeply. The school has implemented a curriculum that encourages the learner to connect multiple subject areas with each other. Students find that they are able to apply mathematic concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. YPI Charter School students are engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives.

- Parent Engagement

YPICS is committed to community based education providing support for its students through an integrated approach to school, family, and community. YPICS embodies the belief that students thrive when they are part of a supportive community. YPICS specifically defines community based learning. in the following ways:

- Community Resources in the Classroom: To support student learning, YPI Charter Schools draws on existing community relationships to involve parents, grandparents and other family members, college age tutors, and mentors in the education of its students. YPICS will continue to include the community through virtual meetings, Cafe Con Directores, School Advisory Council (SAC) participation, Parent Orientations, School Informational Sessions, and other parent/community meetings and events.
- School as Community Center: The school serves as a hub for lifelong learning for the neighborhood providing services; such as, parenting workshops, computer literacy, and ESL classes. These services will be moved to a virtual format using the Google Meets platform.

See Distance Learning Framework Charts 11-14 (Students are engaged in 4 days of Synchronous Instruction)

SPED

Through our virtual learning platform, Google Meet, special education teachers are providing instruction and support alongside the general education teachers. This Push-in support allows special education teachers to monitor the learning and needs of their students in real-time.

Scholars with special needs are also provided Pull-out support which happens in small group Google Meet sessions that are led by the special education teacher. Pull-out sessions happen in two ways:

- 1.) Impromptu sessions - When the special education teacher is able to keenly sense when students require a small group to limit distractions and and slow the pace of the general instruction that is taking place in the larger group setting.
- 2.) Scheduled sessions - Pull-out sessions are also scheduled by the special education teacher to support a group of students with special needs who requires additional reteaching or pre-teaching of material. This is usually done during time dedicated to supporting students with high-needs called “targeted intervention.”

*Following the guidance of State and Local Public Health Officials services will be provided on campus for the Charter School's SPED Ed students when it is safe to do so.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Bert Corona Charter MS conducted all classes and course offerings via Distance Learning. Bert Corona Charter MS scholars had access to Chrome Books. An additional one hundred and twenty-two (122) devices (desktops, laptops, iPads) were distributed/loaned to families to support distance learning; as well as, instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. Bert Corona Charter MS aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service. All equipment is uploaded with programs purchased by the YPICS Schools, such as IReady Math & Ready, access to google classrooms, Flocabulary, and the myriads of apps available to students and families through the student portal.

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.]

Low Income Pupils, English Learners, Foster Youth

Assessment

Measuring what our students are learning and mastering through the instruction they are receiving, either formally or informally, is critical to addressing deficiencies in learning and to ensure students are appropriately challenged in their areas of growth. The following strategies are available to us in a socially-distanced environment: A combination of initial screenings, diagnostic exams (ie. iReady Math and ELA),

formative assessments (ie. Illuminate DNA), and summative assessments (ie. end of unit assessments and end of year benchmarks, or state assessments) to identify and address learning loss.

The Charter will measure pupil participation daily.

Pupil participation:

All students are expected to participate in at least four hours of synchronous instruction four days a week and one day a week of asynchronous instruction. Participation is measured by the teacher who will take attendance period-by-period through-out the day (both at the beginning and at the end of the session meet). If a student does not participate or is absent, support staff will follow up immediately with families via phone call, use of the "Remind" communication system, SchoolMint, email, text message, in the scholar's home language. The Office Teams and Tech Support Teams will track on-going communication and outreach with parents and will collaborate with teachers on tracking parent and family check-ins and follow-up regarding challenges and technology challenges. Student attendance will not be penalized because of their technology difficulties. Submitted work will be acknowledged towards attendance and work completion.

Time Value of Pupil Work: Teachers will monitor the four hours of synchronous and/or asynchronous work by daily attendance tracking in the Data and Assessment Software, Illuminate. The Illuminate- "Daily Attendance Report" will be used to monitor presence in the classroom. Evidence of work completion and actual minutes in attendance, will be tracked in Google Classroom through the "Meet Quality Tool Report". All students are expected to submit daily "Do Nows" and "Exit Tickets" as evidence of daily work completion. Additionally, regular classroom assignments, learning activities, deliverables, and assessments will be tracked in Google Classroom. Teachers will use a YPICS Legend, which explains the attendance codes to identify the type of absence or credit for full attendance. Teachers will certify the attendance records.

See Attached Legend Chart #15.

Promote the use of technology (particularly Google Docs) so that students can collaborate effectively on a presentation without having to physically be next to each other Designate a table with a safety barrier for students to get one-on-one support from teachers, tutors, etc. (Areas will be sanitized after each use)

What does collaboration look like with distance learning?

YPICS staff will be using a number of programs and applications such as the Google Suite, PearDeck and NearPod will allow students to:

- Collaborate in whole group or small groups
- Submit collaboratively developed responses that the teacher can assess individually
- Virtually collaborate on a common learning task
- Get public feedback from teachers
- Access material through auditory (visual) prompts

The following are used to assess pupil progress through live contacts and synchronous instructional minutes:

- Teacher Evaluation (Rubrics)

- Teacher assessments and rubrics used to evaluate daily student academic achievement.

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.]

Low Income Pupils, English Learners, Foster Youth

Professional Development and Collaboration

The current health crisis and its impact on classroom education has required a re-equipping of our staff in order to meet the challenges presented to us. Therefore, the Charter School will continue to provide professional development for all staff to implement flexible remote distance learning instructional model. Teachers will be provided with training on a range of distance learning tools and resources to engage students. The YPICS Academic team has developed a survey to get feedback from our staff as to their most pressing concerns and needs for professional development:

Flipped Classroom Instructional Models and supports:

- Models of instruction - Blended learning approaches (hybrid, concurrent, flipped classroom, playlist model, etc);
- Models of instruction - Interacting with students in a socially-distanced classroom (differentiation, small group instruction, conferencing, rotations, setting norms) (NearPod, PearDeck);
- Designing asynchronous independent practice tasks (learning tasks that students engage in at home, on their own time) ScreenCastify allows teachers to record videos for flipped instruction;
- Making videos for asynchronous instruction (Flip Grid);

Learning Platform

- Equipping students to be effective “distance learners” (ie. increasing engagement)- NearPod, and PearDeck;
- Google Classroom, Google Docs, etc. Google Suite

Assessments

- Executing reliable assessments (google forms, automating feedback, iReady [Math & ELA], and Khan Academy);
- Staff collaboration time to engage in improvement cycles (ie. reviewing student assessments, planning instructional shifts, lesson plans, etc);
- Data Meetings;
- Effective Instructional Practices (ie. Get Better Faster, Teach Like a Champion, etc);

Increasing Student Engagement

- Classroom management for health and safety;
- Classroom Management in general (Routines, Procedures, Rules, Expectations);

- Equipping students to be effective “distance learners” (ie. increasing engagement)- NearPod, and PearDeck;
- Models of instruction - Interacting with students in a socially-distanced classroom (differentiation, small group instruction, conferencing, rotations, setting norms) (NearPod, PearDeck);

Physical Education Strategies

Focus on Essential Standards Mastery and Engagement

- Identify/revise essential standards for each grade/course;
- Ensure all students who need additional support to mitigate pupil learning loss;
- Schedule time for students experience pupil learning loss;
- Intervention Models - Supporting students who need additional support (Flocabulary);
- Effective Instructional Practices (ie. Get Better Faster, Teach Like a Champion, Marzano, etc);
- Project Based Learning;
- Standards Based Grading;
- SFA

Technology Integration / Enhanced Learning Support

YPI Charter Schools supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into a thoughtful, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate internet search results; as well as, how to communicate deep understanding using software applications and multimedia technology. Technology savvy teachers are recruited to teach at YPICS. All of the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Additionally, staff, students, and families are supported by the YPiCS Instructional/Technology Director and Two Tech Assistants who provide support through providing Professional Development, Help-Desk, and office hours to the school teams. Virtual, independent Professional Development, which models the Flipped Instructional Model is also provided to staff and is available on the YPiCS Virtual PD website.

These topics, among others, will be addressed by YPICS staff and outside professional experts upon the return of our entire team in July /August and throughout the 2020-21 school year. Teachers will be provided multiple differentiated PD opportunities to address PD topics which most fits their needs along with YPICS Priorities for this year.

Directors of Instruction and the YPICS Instructional Technology Director serve as Instructional Support Lead & Mentor Teachers and are focused on training staff in the implementation of the Flipped Classroom Instructional Model, Google Suite of Instructional Tools, Essential Standards Mastery/Student Engagement, and the use of Assessments (Standards-Based Grading-Rubrics; student self-reflection)

Staff Roles and Responsibilities

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

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

Supports for Pupils with Unique Needs

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

College Ready

At YPICS means students have opportunities that prepare them for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree). Being ready for college means that a student has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

Career Ready

YPICS believes a career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being ready for a career means that a student has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, technical/vocational program, apprenticeship or significant on-the-job training).

Active Citizens

YPICS citizen-scholars are not just tourist in their classrooms. They are active citizens, change agents, and California's future leaders. Our students learn that being an active citizen is about being community-oriented and looking beyond the microcosm of their own lives and family, to contribute some of their time, skills and energies to make a better world for the larger community in which they attend school and live.

The Charter school has verified, and secured those in need, that all English Learners, foster youth, and low-income students have tech equipment and access to WiFi Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL), Standards Based Grading (SBG), and Project Based Learning (PBL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned in a co-teaching format to provide small group support and designated ELD (SFA). Students are provided opportunities to engage in Designated and integrated ELD Daily. All certificated and classified staff worked collaboratively to meet the needs of English Learners, foster youth and low-income students. The Charter School has established a teacher portal of resources such as

access to iReady Math/ELA Curriculum, intervention, and assessment supports for all learners along with resources (including 3 years of Instructional technology Professional Development resources data-base) to support English Learners, foster youth, and low-income students.

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

Description	Total Funds	Contributing
Program Coordinator and School Climate and Culture Assistant : Assist with continuity of learning to prevent learning loss.	73140	Yes
Salaries & Benefits for Core Staff	1283783	No
Professional Development: Learning Platforms (Google Classroom, NearPod, PearDeck, Screencastify, Flip Grid, iReady Math & ELA) Essential Standards (ELD Standards and SFA), Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	72262	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	75847	No
Technology: Computers and Digital Devices for Distance Learning and Hybrid Educational Model	198622	No

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.]

LowIncomePupils,EnglishLearners,FosterYouth

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

1) Systematic Response: The Charter School will screen student need, apply appropriate tiered instruction, monitor student achievement (quarterly benchmarks through iReady Assessments in ELA & Math, and revise application of instruction as needed.

Teachers will universally screen all students during the first month of the school year utilizing diagnostic assessments in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers will use formative and summative assessments to identify strengths and deficiencies preventing students from achieving grade level expectations.

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

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

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

by teachers, supervised by administrators and implemented by paraprofessionals;

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

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

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

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

- Administration will meet once a year with all teachers to establish professional goals for the year and review the progress of student learning through an analysis of state data, YPICS Benchmark assessments along with classroom summative and formative assessment data;
- Administration and teachers will continue to reflect and refine goals throughout the year through informal meetings and bi-weekly data team meetings.
- Lead Teachers from the Charter school will act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed.
- Lead Teachers will strive to ignite a passion and implementation of effective teacher practices to encourage and maintain cutting edge teaching and learning.

Students identified as struggling or demonstrated no growth during the 2019-2020 school year, based on the final iReady Math and Reading End of Year Assessment, were invited to participate in the 2020 Summer School Intervention and Enrichment Program.

Pupil Learning Loss Strategies

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

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

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

Description	Total Funds	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% of School Counselor;Tutors, Stipends, Summer School, laptops; Instructional Materials (4000s)	196633	Yes
Summer School (Extended Learning)	33374	

Mental Health and Social and Emotional Well-Being

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

The Charter School has developed a School Culture and Climate Committee. This team, under the direction and support of the Director of School Culture and Climate, will help to monitor and support mental health and social well being of pupils and staff during the school year. Additionally, the school has a Counselor to provide social emotional support to families and students. On February 7, 2020 YPICS provided all staff a Professional Development Day on Trauma Informed Instruction. On, August 3, 2020 and August 7, 2020, the Charter School held the first Mental Health and Social Emotional Well-Being training of the school year. All staff will continue to receive professional development on trauma informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered.

Low Income Pupils, English Learners, Foster Youth

Incorporate welcoming/inclusion activities;

- Create learning teams and expectations;
- Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in class activities;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning;
- Predictability
- Flexibility
- Connection
- Empowerment

Youth Mental Health First Aid (YMHFA) will teach the Charter School teams how to identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and provide initial support to the Charter Schools' scholars (ages 9-14) who may be developing a mental health or substance use problem and help connect them to the appropriate care.

All YPICS staff will take the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

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.]

Low Income pupils, English Learners, Foster Youth

Teaching and Learning.

Tier I Supports - Student/parent is responsive to calls and student is completing assignments

1. Large Group- Direct instruction to a cohort of learners or in a flipped classroom model using Google Meets .
2. Classified staff called the student/parent to "check in" and provide support with academic questions.

3. Remind messages were sent weekly with information about what was happening at BCCS and new resources available to our families and community.

Tier II Supports - Student/parent responded to calls; however, students not completing assignments Small Group Sessions- Teachers and tutors held small group academic support sessions. Students were targeted based on need.

1. Teachers held “office hours” for students to ask questions or connect with the teacher.
2. Teachers called students/parents to “check in”, encouraged students to participate in Google Meets sessions, and provided support with academic questions.
3. Teachers and tutors send emails to students as reminders.
4. Students were invited to participate in small group counseling and mentoring opportunities.

Tier III Supports - Student/parent who were not responsive to calls and students not completing assignments Administration called home to speak to parents to identify needs and connect families to the appropriate resources.

1. Students were connected to counseling services from our outside provider
2. Teacher and tutors setting up one on one meets or calls.
3. Computers were distributed; Internet access is still being negotiated. (More families are requesting internet access)

Instruction

Teachers employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, ScreenCastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and PearDeck to enhance the interactive nature of their lessons to increase engagement and the ability to continually assess student progress towards mastering daily learning objectives. PearDeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:

1. Attendance Manager/Teachers monitor student attendance and communicate with families.
2. Parent outreach and communications will stress the importance of attendance and arriving at their virtual school on time each day.
3. School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
4. Teachers are trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
5. School will use Family Support Team process that mirrors the School Support Team model.

Further, teachers use a suite of Google tools, including Google meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers have support from colleagues through Monday, grade level and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides’ call home daily to follow up with families of students that have missed a class period, or are absent for the day. The purpose is to check-in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Monday's. Think Together, YPICS after school provider, created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Charter School will provide nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served once a week on Tuesdays, between 3:30pm-6:00pm, as requested by parents in the parent survey.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	4854	Yes

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
28.4%	805,328

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.]

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

Chart #10

Flipped Classroom Model

Resources	Video Testimonial	Approach	Needs	Rationale
https://www.blendedlearning.org	https://www.blendedlearning.org/models/#flip	Post video lessons, lectures, readings to allow students to review and prepare for classroom activities Task students to work independently; Provide targeted support in class. Allow students to collaborate and problem solve (monitor and provide guidance)	Provide technology ensure access to internet	Teachers spend their time on facilitating learning and targeting gaps; lessons delivered through engaging videos
Teaching Learning Cycle				
Model: Allows teachers to work one on with with students to mitigate learning loss	At home: Students watch (ten minutes) video per subject and prepare responses to critical thinking questions.	In class: <i>start</i> Students complete Do Now and gaps are identified (show call and modeling used to fill gap)	In class: <i>middle</i> Utilize cooperative learning to examine topics, analyze, and form arguments supported by facts. (SFA strategies for engagement and reciprocal teaching)	In class: <i>end</i> Exit Tickets are provided 4 - 6 critical thinking questions (questions differentiated to identify level of mastery)

7th Grade Group B W/F - Chart 6										
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE		RSP	
7:45 - 8:00			Class Supervision							
8:00 - 8:50	Block 1	Block 1B	Math	Humanities	Math	Humanities			PREP/SUB	
	50 min									
8:50 - 9:10	20 min	Breakfast in Room								
9:10 - 10:00	Block 2	Block 2B	PREP/SUB	PREP/SUB	Science	SFA	PE	PE	PREP	
	50 min									
10:00 - 10:10	10 min	Teacher Exchange with Student Break								
10:10 - 11:00	Block 3	Block 3B	Science	SFA	Math	Target/RSP			Pink Cohort	
	50 min									
11:00 - 11:40	40 min	Student Lunch in Room (Teacher Lunch)								
11:40 - 12:30	Block 4	Block 4B	Math	Target/RSP	Science	Humanities			Green Cohort	
	50 min									
12:30 - 12:35	5 min	Teacher Exchange Only								
12:35- 1:25	Block 5	Block 5B	Target/RSP	Humanities	PREP/SUB	PREP/SUB	PE	PE	Yellow Cohort	
	50 min									
1:25 - 1:35	10 min	Teacher Exchange with Student Break								
1:35 - 2:25	Block 6	Block 6B	Science	SFA	Target/RSP	SFA			Brown Cohort	
	50 min									
2:25 - 2:30	5 min	Students Wipe Down Area								
2:30 - 2:45	15 min	Dismissal								
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning			

Distance Learning Instructional Framework: Grade 7

	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction
Period 1 8:30 - 9:00	Check-in through Google Classroom	PE/SEL	PE/SEL	PE/SEL	PE/SEL
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction to ELs; Math/Sci teachers will deliver Math Support instruction.			
9:55 - 10:10	Break				
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	ELA 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 4 11:00 - 11:30 (30 min)	Submit Exit Tickets	Targeted Support - 7th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.
11:30 - 12:00	Lunch				
Period 5 12:00 - 12:50 (50 min)	Submit clarification questions to teacher and tutors	Social Studies 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Social Studies 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 6 12:50 - 1:20 (30 min)	i-Ready Pathway Lesons	Targeted Support - 7th Social Studies Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support- 7th Social Studies Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support- 7th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.
1:20 - 1:35	Break				
"After School" Support 1:35 - 5:00pm	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon-Fri) Time: 2-4pm	Rotation I: PD				
	Rotation II: Online Academic Support (intervention / tutoring OR advanced studies)				
	Rotation III: Grade Level Meetings				
	Rotation IV: Critical Friends Group				
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)				

Distance Learning Instructional Framework: Grade 8

	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction
Period 1 8:30 - 9:00	Check-in through Google Classroom	PE/SEL	PE/SEL	PE/SEL	PE/SEL
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction for ELs; Math/Sci teachers will deliver Math Support instruction.			
9:55 - 10:10	Break				
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	ELA 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 4 11:00 - 11:30 (30 min)	Submit Exit Tickets	Targeted Support - 8th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.
11:30 - 12:00	Lunch				
Period 5 12:00 - 12:50 (50 min)	Submit clarification questions to teacher and tutors	History 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	History 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 6 12:50 - 1:20 (30 min)	i-Ready Pathway Lesons	Targeted Support - 8th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.
1:20 - 1:35	Break				
"After School" Support 1:35 - 5:00pm	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon-Fri) Time: 2-4pm	Rotation I: PD				
	Rotation II: Online Academic Support (intervention / tutoring OR advanced studies)				
	Rotation III: Grade Level Meetings				
	Rotation IV: Critical Friends Group				
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)				

Distance Learning Instructional Framework: Grade 5

245 MINUTES						
Minutes	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction	
Period 1 8:30 - 9:00 30	Check-in through Google Classroom	SEL	PE	PE	PE	
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction to ELs; Math/Sci teachers will deliver Math Support instruction.				
9:55 - 10:10	Break					
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	Social Studies 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	
Period 4 11:00 - 11:50 (50 min)	Submit Exit Tickets & clarification questions to tutors and teachers	ELA 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Social Studies 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	
11:50 - 12:20	Lunch					
Period 5 12:20 - 1:20 (60 min)	i-Ready Pathway	Targeted Support - 5th ELA Tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 5th MATH Tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 5th Social Studies Tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 5th Science Tutors, and RSP will provide targeted support to small groups of students.	
1:20 - 1:35	Break					
“After School” Support 1:35 - 4:35 pm	245	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon-Fri) Time: 2-4pm	Rotation I: PD					
	Rotation II: Announcements				Criteria for Targeted Support	
	Rotation III: Grade Level Meetings				Students with a grade of B or better will not be required to attend targeted support.	
	Rotation IV: Critical Friends Group					
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)					

Distance Learning Instructional Framework: Grade 6

245 MINUTES					
	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction
Period 1 8:30 - 9:00	Check-in through Google Classroom	PE/SEL	PE/SEL	PE/SEL	PE/SEL
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction to ELs; Math/Sci teachers will deliver Math Support instruction.			
9:55 - 10:10	Break				
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	ELA 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 4 11:00 - 11:30 (30 min)	Submit Exit Tickets	Targeted Support - 6th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.
11:30 - 12:00	Lunch				
Period 5 12:00 - 12:50 (50 min)	Submit clarification questions to teacher and tutors	Social Studies 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Social Studies 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 6 12:50 - 1:20 (30 min)	i-Ready Pathway Lessons	Targeted Support - 6th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.
1:20 - 1:35	Break				
"After School" Support 1:35 - 4:35 pm	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon- Fri) Time: 2-4pm	Rotation I: PD				Criteria for Targeted Support <u>Students with a grade of B or better will not be required to attend targeted support.</u>
	Rotation II: Online Academic Support (intervention / tutoring OR advanced studies)				
	Rotation III: Grade Level Meetings				
	Rotation IV: Critical Friends Group				
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)				

A Summary Learning Continuity and Attendance Plan Summary of Feedback Provided by Specific Stakeholder Groups
Bert Corona Charter School

Chart #1

Common Themes	Summary of Feedback	Stakeholder Group
The Interaction- Synchronous Instruction	Synchronous instruction provided by the YPICS staff was highly valued by parents and students. YPICS’ scholars seemed to receive more synchronous instruction than students from neighboring schools with an average of four hours of live instruction. Staff appeared to value being able to connect with scholars daily. Staff also reported that compared to their colleagues they felt less isolated during the Pandemic and serving scholars during this time provided them an extra sense of purpose.	Staff, Parents, Scholars
Continue with Google Meets and the Google Suite	Scholars had access to a variety of online programs, that were already part of the YPICS curriculum suite of instructional options. Stakeholder feedback suggests more consistent training for parents to be able to increase their capacity to connect with school and remain engaged and informed with their child’s educational program.	Staff, Parents
How to return to school Preferences	Parents were surveyed on options for In-Person Instruction. The majority of parents, 80%, preferred to continue the spring A/B schedule in school, yet 20% indicated preference to continue in the virtual learning model and are not yet ready to return to campus.	Staff, Parents
Social Emotional Learning & Anti-Bias/Anti-Racist Education	During the 2019-2020 school year our scholars witnessed the best and the of worst of humanity through the COVID-19 global pandemic and the impact of racial in justice on the nation. Our School Climate & Culture Support Team felt it was critical for our scholars to receive Anti-Bias & Anti-Racist Education Woven into their daily instruction. In addition, scholars need conflict resolution skills, self-care strategies, emotionally safe classrooms, and to learn how to highly engage in daily lessons.	Staff
Continue with ELD for ELs and SPED ELs	Staff, and parents agree, continue professional develop activities initiated during the 2019-20 school year focus on CCSS implementation with ELS and SPED ELs	Staff, Parents

A Description of the Aspects of the Learning Continuity and Attendance Plan Influenced by Specific Bert Corona Charter Stakeholder Input	
Chart #2	
Common Themes	Summary of Feedback
The Interaction-Synchronous Instruction	Scholars will receive at least 4 hours of synchronous instruction at a minimum. Parents and staff found that scholars are able to receive more individualized support during synchronous instruction.
Continue with Google Meets and the Google Suite of online tools	YPICS Scholars will continue to have access to the suite of Google tools, such as, Google Meets, Google Teacher Classrooms, Screencastify, Pear Deck, & Flipgrid. Staff and parents will be provided training in how to use these platform tools. Additional learning platforms will include iReady Math and ELA, Teachers were trained during Summer Professional Development days, August 7-10 th . Parent Trainings will be held during September and October. Additional parent trainings will be held throughout the year.
How to return to school Preferences	All YPICS Middle School scholars will begin their A/B instructional day at 8:30am. The morning focus is PE/Art/Social Emotional Learning to help transition the day from home to school. Block 1 focuses on in-school intervention and acceleration support and an ELD block through SFA for English Learners from 9:00am-9:55am. Block 2 is for English Language Arts and Math from 10:10am-11:30am. Block 3 will focus on History and Science from 12:00pm-1:20pm. Teacher office hours are from 1:20pm-2:00pm daily. The Think Together After School Program will be provided daily from 2:00pm-4:00pm.
Social Emotional Learning & Anti-Bias/Anti-Racist Education	All YPICS staff participated in a Professional Development Training on August 7, 2020 focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will serve as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team will continue to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.
ELD Focus-Success For All (SFA)	All YPICS Staff participated in SFA Professional Development Training on August 8, 2020 which focused on SDAIE and ELD strategies. The Academic Team will continue to provide resources and training throughout the year in SFA

6th Grade Group A T/Th - Chart 3										
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE		RSP	
7:45 - 8:00			Class Supervision							
8:00 - 8:50	Block 1	Block 1A	PREP/SUB	PREP/SUB	Math	Humanities	PE	PE	PREP	
	50 min									
8:50 - 9:10	20 min	Breakfast in Room								
9:10 - 10:00	Block 2	Block 2A	Math	Humanities	Science	SFA			PREP/SUB	
	50 min									
10:00 - 10:10	10 min	Teacher Exchange with Student Break								
10:10 - 11:00	Block 3	Block 3A	Science	SFA	Math	Target/RSP			Orange Cohort	
	50 min									
11:00 - 11:40	40 min	Lunch in Room								
11:40 - 12:30	Block 4	Block 4A	Math	Target/RSP	PREP/SUB	PREP/SUB	PE	PE	Grey Cohort	
	50 min									
12:30 - 12:35	5 min	Teacher Exchange Only								
12:35- 1:25	Block 5	Block 5A	Target/RSP	Humanities	Science	Humanities			Purple Cohort	
	50 min									
1:25 - 1:35	10 min	Teacher Exchange with Student Break								
1:35 - 2:25	Block 6	Block 6A	Science	SFA	Target/RSP	SFA			Blue Cohort	
	50 min									
2:25 - 2:30	5 min	Students Wipe Down Area								
2:30 - 2:45	15 min	Dismissal								
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning			

6th Grade Group B W/F - Chart 4									
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE	RSP	
7:45 - 8:00		Class Supervision							
8:00 - 8:50	Block 1	Block 1B	PREP	PREP	Math	Humanities	PE	PE	PREP
	50 min								
8:50 - 9:10	20 min	Breakfast in Room							
9:10 - 10:00	Block 2	Block 2B	Math	Humanities	Science	SFA			PREP/SUB
	50 min								
10:00 - 10:10	10 min	Teacher Exchange with Student Break							
10:10 - 11:00	Block 3	Block 3B	Science	SFA	Math	Target/RSP			Pink Cohort
	50 min								
11:00 - 11:40	40 min	Lunch in Room							
11:40 - 12:30	Block 4	Block 4B	Math	Target/RSP	PREP	PREP	PE	PE	Green Cohort
	50 min								
12:30 - 12:35	5 min	Teacher Exchange Only							
12:35 - 1:25	Block 5	Block 5B	Target/RSP	Humanities	Science	Humanities			Yellow Cohort
	50 min								
1:25 - 1:35	10 min	Teacher Exchange with Student Break							
1:35 - 2:25	Block 6	Block 6B	Science	SFA	Target/RSP	SFA			Brown Cohort
	50 min								
2:25 - 2:30	5 min	Students Wipe Down Area							
2:30 - 2:45	15 min	Dismissal							
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning		

7th Grade Group A T/Th - Chart 5										
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE		RSP	
7:45 - 8:00			Class Supervision							
8:00 - 8:50	Block 1	Block 1A	Math	Humanities	Math	Humanities			PREP/SUB	
	50 min									
8:50 - 9:10	20 min		Breakfast in Room							
9:10 - 10:00	Block 2	Block 2A	PREP/SUB	PREP/SUB	Science	SFA	PE	PE	PREP	
	50 min									
10:00 - 10:10	10 min		Teacher Exchange with Student Break							
10:10 - 11:00	Block 3	Block 3A	Science	SFA	Math	Target/RSP			Orange Cohort	
	50 min									
11:00 - 11:40	40 min		Student Lunch in Room (Teacher Lunch)							
11:40 - 12:30	Block 4	Block 4A	Math	Target/RSP	Science	Humanities			Grey Cohort	
	50 min									
12:30 - 12:35	5 min		Teacher Exchange Only							
12:35- 1:25	Block 5	Block 5A	Target/RSP	Humanities	PREP/SUB	PREP/SUB	PE	PE	Purple Cohort	
	50 min									
1:25 - 1:35	10 min		Teacher Exchange with Student Break							
1:35 - 2:25	Block 6	Block 6A	Science	SFA	Target/RSP	SFA			Blue Cohort	
	50 min									
2:25 - 2:30	5 min		Students Wipe Down Area							
2:30 - 2:45	15 min		Dismissal							
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning			

8th Grade Group A T/Th - Chart 7									
Time	Min	Block	Math	SCI	ELA	SS	PE	RSP	
7:45 - 8:00			Class Supervision						
8:00 - 8:50	Block 1	Block 1A	Math	SFA	ELA	SS		Purple Cohort	
	50 min								
8:50 - 9:10	20 min		Breakfast in Room						
9:10 - 10:00	Block 2	Block 2A	Math	SCI	ELA	SFA		Blue Cohort	
	50 min								
10:00 - 10:10	10 min		Teacher Exchange with Student Break						
10:10 - 11:00	Block 3	Block 3A	SFA	SCI	PREP/SUB	PREP/SUB	PE	PE	Grey Cohort
	50 min								
11:00 - 11:40	40 min		Student Lunch in Room (Teacher Lunch)						
11:40 - 12:30	Block 4	Block 4A	Math	SCI	SFA	SS		Orange Cohort	
	50 min								
12:30 - 12:35	5 min		Teacher Exchange Only						
12:35- 1:25	Block 5	Block 5A	Math	SCI	ELA	SS		PREP	
	50 min								
1:25 - 1:35	10 min		Teacher Exchange with Student Break						
1:35 - 2:25	Block 6	Block 6A	PREP/ SUB	PREP/SUB	ELA	SS	PE	PE	PREP/ Sub
	50 min								
2:25 - 2:30	5 min		Students Wipe Down Area						
2:30 - 2:45	15 min		Dismissal						
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning		

8th Grade Group B W/F - Chart 8									
Time	Min	Block	Math	SCI	ELA	SS	PE	RSP	
7:45 - 8:00			Class Supervision						
8:00 - 8:50	Block 1	Block 1B	Math	SFA	ELA	SS		Green Cohort	
	50 min								
8:50 - 9:10	20 min		Breakfast in Room						
9:10 - 10:00	Block 2	Block 2B	MATH	SCI	ELA	SFA		Pink Cohort	
	50 min								
10:00 - 10:10	10 min		Teacher Exchange with Student Break						
10:10 - 11:00	Block 3	Block 3B	SFA	SCI	PREP	PREP	PE	PE	Green Cohort
	50 min								
11:00 - 11:40	40 min		Student Lunch in Room (Teacher Lunch)						
11:40 - 12:30	Block 4	Block 4B	Math	SCI	ELA	SS		Brown Cohort	
	50 min								
12:30 - 12:35	5 min		Teacher Exchange Only						
12:35- 1:25	Block 5	Block 5B	Math	SCI	ELA	SS		PREP	
	50 min								
1:25 - 1:35	10 min		Teacher Exchange with Student Break						
1:35 - 2:25	Block 6	Block 6B	PREP/SUB	PREP/SUB	ELA	SS	PE	PE	PREP/ Sub
	50 min								
2:25 - 2:30	5 min		Students Wipe Down Area						
2:30 - 2:45	15 min		Dismissal						
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning		

5th Grade T-F - Chart 9											
7:45 - 8:00			Class Supervision								
8:00 - 8:50	Block 1	Block 1A	SFA								
	50 min										
8:50 - 9:10	20 min	Breakfast in Room									
9:10 - 10:00	Block 2	Block 2A	Humanities								
	50 min										
10:00 - 10:10	10 min	Student Break									
10:10 - 11:00	Block 3	Block 3A	Math								
	50 min										
11:00 - 11:40	40 min	Lunch in Room									
11:40 - 12:30	Block 4	Block 4A	Science								
	50 min										
12:30 - 12:35	5 min	Student Break									
12:35 - 1:25	Block 5	Block 5A	PE								
	50 min										
1:25 - 1:35	10 min	Student Break									
1:35 - 2:25	Block 6	Block 6A	Target/RSP						RSP		
	50 min										
2:25 - 2:30	5 min	Students Wipe Down Area									
2:30 - 2:45	15 min	Dismissal									
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning				

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monseñor Oscar Romero Charter	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

General Information

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

Monseñor Oscar Romero Charter School (MORC), a Youth Policy Institute Charter School (YPICS) transitioned to a distance learning instructional format on March 16, 2020, following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major impacts on our community, physically, socio-emotionally, and economically. Parents reported job losses, the increased need for child-care, and food instability and lack of access to technology and internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness. The Charter School has an enrollment of 356 students. The Charter School's enrollment and demographic student subgroup population consists of 29% English Learners, 99.2% Hispanic or Latino, 96% Socially Disadvantaged, 9% SPED, and Following the closure of school facilities in March, Monseñor Oscar Romero has continued to conduct all classes and course offerings via Distance Learning. Monseñor Oscar Romero scholars have access to the following:

Technology: Chrome Books. Additional devices (desktops, laptops, iPads) were distributed/loaned to families to support distance learning; as well as, instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. MORC aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service. As the school continues to communicate with families regarding enrollment documents, TDAP, attendance, meal program, in the two-way conversations that the school is having it has learned of additional family needs such as the increased needs to access to hotspots. The Charter School works swiftly to resolve any technology needs or gaps.

School Meals: With the high number on Free/Reduced Meals 94.08% we partnered with a local charter school less than 1/2 miles away to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals for the week to families on Tuesdays, from 3:30pm-6:00pm.

Access to Instruction and Curriculum: The Charter School followed the recommendations from the California Department of Education for providing instruction in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources. All scholars had access to 4+ hours of daily instruction daily. Scholars had face-to-face time with teachers daily. The school completed 10 full-weeks of instruction from March 13 through the end of the year.

Teachers incorporated Standards Based Learning (SBG), Project-Based Learning (PBL), and Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Additionally, teachers planned and implemented synchronous lessons through a format that provided small group support and designated ELD. All certificated and classified staff worked collaboratively to meet the needs of English Learners, foster youth and low-income scholars.

The Charter School staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve list of "unreachable" scholars to provide assistance and engage them in distance learning or to connect their families to social services resources. The Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model. Teachers were provided with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction.

Teachers planned for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms.

Internal data shows that 20% scholars performing at the lowest band moved up a band and that 17% more of scholars were performing at the highest bands on the iReady Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which held immediately at the close of the school year to accommodate for student learning loss.

Stakeholder Engagement

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

YPI Charter Schools (YPICS) developed a Reopening Task Force that began meeting in April through the summer to gather and collect feedback from a variety of stakeholders includes parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in depth on a variety of complex topics. The Subcommittees consisted of the following:

Academic & Instruction:
School Culture & Climate
Operations & Safety

The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/> and additional Virtual Instructional Strategies can be found on our website at <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by the TaskForce is also located on the Charter School's website.

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

In addition to the YPICS Task Force, the YPI Charter Schools held it first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for Parents to hear about plans for Reopening and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on a number of platforms including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school-year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The Charter School delivers a high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. All students and those identified as English Learners, foster youth and low-income students; as well as students with IEPs were provided the same access to instructional opportunities as general education students.

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

The entire MORCS ' Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students all contributed to the influence, integration and specific support to engage all stakeholders in our instructional delivery and assistance. The Charter School team makes daily calls to parents and students who checked into their online classes. The Charter School's staff divided students list and each had a regular list of students that they connected with weekly, reaching out to parents for support and clarification of expectations. Calls received were very positive and teachers noticed more student participation as time went by. An important note was ensuring that parents were welcoming of the calls and support offered at home to ensure students were participating in our online learning program. The Charter School's team also communicated with parents that the 10- week report cards were electronically mailed to them. In the process of daily calls, the Charter School also updated parent emails or cell phones. Both Remind and OneCall are being used for mass communication.

The staff communicated using Google Meets and Slack. The Charter School moved away from two a day (AM and PM) daily meetings: to one per day: to three meetings per week. Meetings were 15 to 30 minutes long and focused on keeping staff updated about important actions happening at the national, state, local, and organization/school level. Further insuring that staff, students and families are supported with social emotional access.

The following considerations are for “Pandemic” learning and attendance outcomes by teachers, parents, administrators and students:

1. Remote learning does not work if we do not communicate with our students.

Your students can not read your mind and you can not read theirs. Make sure that we use the tools provided to communicate with our students on a regular basis. If possible try to post your class updates around the same time every day to create a rhythm for the students.

2. Planning is crucial.

Since the students will access the materials without you present it is important that you provide all the necessary resources for the students to complete the assignments. The last thing you want is to post an assignment and then 10 minutes later get 120 comments asking where a link is.

3. Be mindful of what tools and websites your students already use.

If you introduce a new tool to the students you are asking them to learn both the content and how to use the tool. Using tools and sites that your students are already familiar with will help make the transition to online instruction easier for you and your students.

4. If you do use a new tool with your students provide a tutorial on how to use the tool.

Keep in mind that when you are introducing a new tool to your students you are asking them to learn two things. They need to learn the content and how to use the tool. If you are planning on using a new tool make sure you provide some sort of resource for students so they feel comfortable using the tool.

5. Be ready for things not to work right.

Remember that this is probably your first time attempting online-only instruction and it is your students’ first time participating in online instruction. Be ready for things to not work or for students to be confused about instructions. During the next few days be ready to make changes to your lessons and if necessary scrap them altogether and plan for something else.

6. Try and have fun.

We are trying something different and innovative in K-12 schooling. Don't forget to have some fun and celebrate even your small victories.

YPICS also has a direct number for parents to communicate individual needs of support for their children. Due to confidentiality and student privacy having access to an individual Parent Hotline for support is available.

Please see Chart #1 Monseñor Oscar Romero Charter MS

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

1. Continue professional development activities initiated in the 2019-2020 school year focused on CCSS, ELD for ELs and additional support for SPED sub-groups.
2. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
3. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.
4. Monseñor Oscar Romero Charter will continue to incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals:
Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD monitoring templates.
Use of SFA to assist EL students.
Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SDAIE model.
Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning

Please see Chart #2 MORCS for a further description of the aspects of the Learning Continuity and attend Plan influenced by specific stakeholder input.

Continuity of Learning

In-Person Instructional Offerings

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

The Charter School will offer classroom-based instruction whenever possible. Parent survey data show that 20% of our families have requested to continue with distance learning when in-person instruction is possible. The Charter School will continue to provide scholars with at least 4 hours of synchronous and asynchronous instruction. The roughly 80% of students that will be attending school in-person will be grouped in either "Group A" or "Group B". There will be no more than 14 scholars in a give class when school resumes.

See Charts #3-#9 for MORCS In-Person Instructional Offerings Schedule.

Scholars will be able to access a combination of synchronous and asynchronous instruction from home while their peers are in session. This applies to the 20% of scholars what will be on a distance model exclusively and the scholars what will be on the hybrid-learning model. All scholars will have access to technology equipment and hotspots. The YPICS Taskforce explored the following variables when considering a hybrid education model. The following are examples from the YPICS Academic-Instruction Committee, School Culture and Climate Committee, and the Operations Committee (which includes operations & safety).

Academic-Instruction Committee:

20-21 MORCS Academic Hybrid Program

Monday Instructional Program

Students are provided with flipped classroom lessons, activities, and assignments to be completed asynchronously.

The focus of the instruction is to introduce students to the concepts for the week and determine their preliminary level of mastery via activities and assignments.

Lessons are presented via videos to prepare students for activities, and assignments are provided to measure student understanding.

Students work independently and collaboratively to respond to critical thinking question

Exit tickets are provided to identify students' level of mastery

Tuesday - Friday Instructional Program

Students attend school in an A Group (Tuesdays and Thursdays) and B Group (Wednesday and Friday) rotation.

Through Tuesday-Friday scholars receive two days of direct instruction in Mathematics, Science, Reading (Success For All), Physical Education and Humanities).

In live instruction sessions, students complete Do Nows and gaps are identified (show call and modeling are used to fill gap).

Instructors facilitate the utilization of cooperative learning to examine topics, have students analyze, and form arguments supported by facts; Success for All strategies are used to support engagement and support reciprocal teaching.

Exit Tickets are provided (4 - 6 differentiated critical thinking questions) to identify students level of mastery.

RSP teachers co-plan with general education teachers and push-in to instruction to support scholars with IEPs.

All students have a target support period where they can receive the appropriate intervention or enrichment

Students with IEPs will participate in a pull out program during target support time to work with RSP teachers.

Instruction will be delivered in cohorts of 15 or less.

Cohorts of students make use of a classroom and teachers rotate classrooms.

All students receive asynchronous lessons, activities, and assignments on their non-direct instruction day.

Tutor support is provided under the guidance and direction of credentialed teachers to ensure that students successfully participate and receive needed support.

Flipped Classroom-See Chart #10

Learning Platform: All scholars in grades 5-8 will use the Google Suite of tools as their learning platform:

Google Classroom

- Screencastify allows teachers to record videos for flipped instruction;
- Pear Deck (a student response system for formative check- ins);
- Flipgrid (allows students to submit video/audio responses to various prompts);
- Nearpod (allows teachers to make every lesson interactive and gives the teacher the ability to flex between hybrid and distance learning instruction).

Promote use of technology (particularly Google Docs) so that students can collaborate effectively on a presentation without having to be next to each other physically.

Focus on Essential Standards Mastery and Engagement:

Identify/Revise essential standards for each grade level/course;

- Ensure that all scholars have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Work collaboratively with instructional support staff to identify invention for students experiencing pupil learning loss.

Universal Design

YPI Charter Schools (YPICS) use universal design for learning (UDL) principles to develop and select curriculum that provides ALL individuals with equal opportunities to learn. UDL is designed to serve ALL learners, regardless of ability, disability, age, gender, or cultural

and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach ALL students including those with diverse needs. Grounded in research of learner differences and effective instructional settings, UDL principles call for varied and flexible ways to:

Present or access information, concepts, and ideas (the “what” of learning).

Plan and execute learning tasks (the “how” of learning).

Get engaged—and stay engaged—in learning (the “why” of learning).

UDL is different from other approaches to curriculum design in that educators begin the design process expecting the curriculum to be used by a diverse set of students with varying skills and abilities.

Effective access for all unduplicated pupil group

Success For All (SFA)-ELD

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework. and as outlined in the Master Plan for English Learners. Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie.iReady Math & ELA), formative assessments (which includes scholar’s self assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

SFAF’s Common Core aligned middle and high school programs extend cooperative learning and detailed, effective middle school and high school ELD lessons. All students learn the skills and strategies they need to read, comprehend, and analyze the complex content area texts they encounter in middle and high school and the strategies taught provide necessary supports for English Learners and students with special needs. These programs are also designed to accelerate the academic development of struggling older students until they are achieving at, or above, grade level.

SPED

YPICS primarily uses a traditional Resource Program model. Scholars will participate in the general education setting with their non-disabled peers for most, if not all, of their school day. Through the use of the push-in model, special education teacher(s) will collaborate, co-teach, and consult with general education teachers as needed to provide appropriate scholar supports as outlined in their respective IEPs. Collaborative, co-teaching, and consultation service delivery methods will require special education and general education teachers to plan, deliver, and assess the effectiveness of service delivery along with the appropriateness of accommodations and/or modifications.

Scholars with higher, more moderate needs receive direct support from the special education teachers and paraprofessionals via a pull-out model that will address scholar needs as necessary per their IEP.

The Charter School also provides a continuum of service and support options to students with moderate to severe disabilities as well. Although the school does not have a traditional special day class, students have the opportunity to participate in a pull-out structure in the special education setting, along with accommodations and modifications in the general education setting, which will meet their academic, behavioral, and social needs.

Services and supports such as counseling, ERMHS, Speech therapy, adapted P.E., Hard of Hearing, and Occupational Therapy are provided to all students in accordance with their IEPs. The Charter school utilizes one full-time equivalent Marriage Family Therapists (MFTs) intern, and a social worker intern to meet the emotional needs of all students, not just those with disabilities.

School Climate and Culture Committee:

Welcome Back School Orientations: All families will participate in a Welcome Back to School Orientation to meet their school leaders and teachers and pick-up any need tech equipment and school materials.

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

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma informed-teaching along with the tools and resources to move from a Learner Managed to a Learner Empowered. All staff will continue to receive Professional development about self-care and emotional wellness. The school will continue to partner with local Health and wellness agencies to provide mental health counseling to scholars and families.

Incorporate welcoming/Inclusion activities

- Create Learning Teams and expectations;
- Use SFA cooperative groups to get scholars talking;
- Set goals together, include the scholar.
- Core Priorities of Trauma-informed Distance Learning:
- Predictability;
- Flexibility;
- Connection;
- Empowerment/Engaged.

The following examples from the Operations/Health & Safety Committee are influenced by a comparison of best practices for reopening schools by the California Charter Schools Association comparing the guidelines from the California Department of Pulch Helth (6/5/2020, LA County Public Health Department (7/28/20) and the Department of Education (6/8/2020).

Maintain Healthy Operations

- Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes;

- Develop a dedicated hotline a web page that includes answers to common questions and that all staff can direct the public to for the latest updates;
- Designate staff liaison to be responsible for responding to COVID-19 concerns;
- Maintain communication systems that allow staff and families to self-report symptoms and receive notifications of exposures and closures.

Distancing-Arrival to School

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

Distancing-Classroom Set up

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

Distancing-Non Classroom Spaces

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

Distancing-Dismissal from School

- Staggered dismissal;
- Designated exits;
- One-way pat of travel;

- Limited visitor access to office & classrooms.

Considerations for Partial or Total School Closure

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

Health and Safety

Healthy Hygiene Practices

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

Cleaning/Disinfecting/Ventilation

- In accordance with CDC guidance, ensure that ventilation systems and fans operate properly;
- Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13);
- Ensure proper ventilation with as much fresh outdoor air as possible;
- Suspend use of resources that necessitate sharing/touching (eg. water fountains);
- Staff should clean and disinfect frequently-touch surfaces.

Limit Sharing

- Limit the use of shared PE equipment;
- Limit sharing of objects and equipment.

Check for Signs and symptoms

- Encourage parents/staff to pre-screen at home;
- Purchase thermal cameras;
- Take the temperature of staff and scholars when entering campus;
- Actively encourage staff and scholars who are sick or have had contact with someone with COVID-19 to stay home;
- Document incidents of possible exposure and notify local health officials, staff and families immediately while maintaining confidentiality.

Plan for When Staff, Child or Visitor Becomes Sick

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

Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie.iReady Math & ELA), formative assessments (which includes scholar’s self assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

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

Description	Total Funds	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility.	111615	No
Parent Coordinator, Coordinator of Operations, and 10% Coordinator of Instruction : Instructional Supports and Social Emotional Supports and systems are communicated with families.	174188	Yes

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.]

As the Charter School began the re-opening planning process for YPICS, teacher input was sought out concerning bell schedules, room arrangements, management, curriculum and instruction expectations, and collaboration in a socially-distanced work environment. The team discussed scenarios that were likely to arise so as to try to mentally and operationally prepare for the new situations the school was likely to be confronted with.

Low Income Pupils, English Learners, Foster Youth

MORCS' continuity of instruction offers the full curriculum including: ELA, Mathematics, ELD, Social Studies, Science, Art, and PE. Guidelines and expectations for all students:

1. While the MORCS campus is closed, academics will continue online for all students.
2. Students should be checking their email and google classroom daily.
3. The schedule provided is designed so that students have a clear focus for each day.
4. Students will continue to complete and submit assignments and assessments, there is a daily "Do Now" and a daily "Exit Ticket "to ensure regular and ongoing evidence of mastery of the work assigned.
5. All will be recorded in the grade book.
6. Teachers, administrators, and all other support staff will be available via email as well as other platforms such as Google Meet to ensure the continuation of student learning.

Scholars will receive at least four hours of synchronous instruction at a minimum.

Learning Platform: All scholars in grades 5-8 will use the Google Suite of tools as their learning platform:

- All YPICS schools are utilizing the following resources to enhance blended/ learning: Google Meet and Google Classroom as our foundational virtual platforms;
- Additional support programs/apps including: Online student response systems (ie. Nearpod, Peardeck, etc) and i-Ready for Math/ELA intervention & acceleration.

Google Classroom

- Screencastify allows teachers to record videos for flipped instruction;
- Pear Deck (a student response system for formative check-ins);
- Flipgrid (allows students to submit video/audio responses to various prompts);
- Nearpod (allows teachers to make every lesson interactive and gives the teacher the ability to flex between hybrid and distance learning instruction).

Focus on Essential Standards Mastery and Engagement:

- Identify/Revise essential standards for each grade level/course;
- Ensure that all scholars have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Work collaboratively with instructional support staff to identify intervention for students experiencing pupil learning loss.

Low Income Pupils, English Learners, Foster Youth

Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie.iReady Math & ELA), formative assessments (which includes scholar's self assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

Other learning opportunities and engagement are as follows:

- Service Learning

Involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience.

- Project-Based Learning

Core subject teachers work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are expected to know deeply. The school has implemented a curriculum that encourages the learner to connect multiple subject areas with each other. Students find that they are able to apply mathematics concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. YPI Charter School students are engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives.

- Parent Engagement

YPICS is committed to community based education providing support for its students through an integrated approach to school, family, and community. YPICS embodies the belief that students thrive when they are part of a supportive community. YPICS specifically defines community based learning. in the following ways:

- **Community Resources in the Classroom:** To support student learning, YPI Charter Schools draws on existing community relationships to involve parents, grandparents and other family members, college age tutors, and mentors in the education of its students. YPICS will continue to include the community through virtual meetings, Cafe Con Directores, School Advisory Council (SAC) participation, Parent Orientations, School Informational Sessions, and other parent/community meetings and events.
- **School as Community Center:** The school serves as a hub for lifelong learning for the neighborhood providing services; such as, parenting workshops, computer literacy, and ESL classes. These services will be moved to a virtual format using the Google Meets platform.

See Distance Learning Framework Charts 11-14 (Students are engaged in 4 days of Synchronous Instruction)

SPED

Through our virtual learning platform, Google Meet, special education teachers are providing instruction and support alongside the general education teachers. This Push-in support allows special education teachers to monitor the learning and needs of their students in real-time.

Scholars with special needs are also provided Pull-out support which happens in small group Google Meet sessions that are led by the special education teacher. Pull-out sessions happen in two ways:

- 1.) Impromptu sessions - When the special education teacher is able to keenly sense when students require a small group to limit distractions and and slow the pace of the general instruction that is taking place in the larger group setting.
- 2.) Scheduled sessions - Pull-out sessions are also scheduled by the special education teacher to support a group of students with special needs who requires additional reteaching or pre-teaching of material. This is usually done during time dedicated to supporting students with high-needs called “targeted intervention.”

*Following the guidance of State and Local Public Health Officials services will be provided on campus for the Charter School's SPED Ed students when it is safe to do so.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Monseñor Oscar Romero MS conducted all classes and course offerings via Distance Learning. Monseñor Oscar Romero MS scholars had access to Chrome Books. An additional one hundred and twenty-two (122) devices (desktops, laptops, iPads) were distributed/loaned to

families to support distance learning; as well as, instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. Monseñor Oscar Romero MS aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service. All equipment is uploaded with programs purchased by the YPICS Schools, such as IReady Math & Ready, access to Google classrooms, Flocabulary, and the myriads of apps available to students and families through the student portal.

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.]

Low Income Pupils, English Learners, Foster Youth

Assessment

Measuring what our students are learning and mastering through the instruction they are receiving, either formally or informally, is critical to addressing deficiencies in learning and to making sure students are appropriately challenged in their areas of growth. The following strategies are available to us in a socially-distanced environment: A combination of initial screenings, diagnostic exams (ie. iReady Math and ELA), formative assessments (i.e. Illuminate DNA), and summative assessments (ie. end of unit assessments and end of year benchmarks, or state assessments) to identify and address learning loss.

The Charter will measure pupil participation daily.

Pupil participation:

All students are expected to participate in at least four hours of synchronous instruction four days a week and one day a week of asynchronous instruction . Participation is measured by the teacher who will take attendance period-by- period through out the day (both at the beginning and at the end of the session meet). If a student does not participate or is absent, support staff will follow up immediately with families via phone call, use of the "Remind" communication system, SchoolMint, email, text message, in the scholar's home language. The Office Teams and Tech Support Teams will track on-going communication and outreach with parents and will collaborate with teachers on tracking parent and family check-ins and follow-up regarding challenges and technology challenges. Student attendance will not be penalized because of technology difficulties. Submitted work will be credited towards attendance and work completion.

Time Value of Pupil Work: Teachers will monitor the four hours of synchronous and/or asynchronous work by daily attendance tracking in the Data and Assessment Software, Illuminate. The Illuminate- "Daily Attendance Report" will be used to monitor presence in the classroom. Evidence of work completion and actual minutes in attendance, will be tracked in Google Classroom through the "Meet Quality Tool Report". All students are expected to submit daily "Do Nows" and "Exit Tickets" as evidence of daily work completion . Additionally, regular classroom assignments, learning activities, deliverables and assessments will be tracked in Google Classroom. Teachers will use a YPICS Legend, which explains the attendance codes to identify the type of absence or credit for full attendance.

See Attached Attendance Legend Chart #15.

Promote use of technology (particularly Google Docs) so that students can collaborate effectively on a presentation without having to physically be next to each other Designate a table with a safety barrier for students to get one-on-one support from teachers, tutors, etc. (Areas will be sanitized after each use)

What does collaboration look like with distance learning?

YPICS staff will be using a number of programs and applications such as the Google Suite, PearDeck and NearPod will allow students to:

- Collaborate in whole group or small groups
- Submit collaboratively developed responses that teacher can assess individually
- Virtually collaborate on a common learning task
- Get public feedback from teachers
- Access material through auditory (visual) prompts

The following are used to assess pupil progress through live contacts and synchronous instructional minutes:

- Teacher Evaluation (Rubrics)
- Teacher assessments and rubrics used to evaluate daily student academic achievement.

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.]

Low Income Pupils, English Learners, Foster Youth

Professional Development and Collaboration

The current health crisis and its impact on classroom education has required a re-equipping of our staff in order to meet the challenges presented to us. Therefore, the Charter School will continue. to provide professional. development. for all staff to implement flexible remote distance learning instructional. model. Teachers will be provided with training on a range of distance learning tools and resources to engage students. The YPICS Academic team has developed a survey to get feedback from our staff as to their most pressing concerns and needs for professional development:

Flipped Classroom Instructional Models and supports:

- Models of instruction - Blended learning approaches (hybrid, concurrent, flipped classroom, playlist model, etc);
- Models of instruction - Interacting with students in a socially-distanced classroom (differentiation, small group instruction, conferencing, rotations, setting norms) (NearPod, PearDeck);

- Designing asynchronous independent practice tasks (learning tasks that students engage in at home, on their own time)
ScreenCastify allows teachers to record videos for flipped instruction;
- Making videos for asynchronous instruction (Flip Grid);

Learning Platform

- Equipping students to be effective “distance learners” (ie. increasing engagement)- NearPod, and PearDeck;
- Google Classroom, Google Docks, etc. Google Suite

Assessments

- Executing reliable assessments (Google forms, automating feedback, iReady [Math & ELA], and Khan Academy);
- Staff collaboration time to engage in improvement cycles (ie. reviewing student assessments, planning instructional shifts, lesson plans, etc);
- Data Meetings;
- Effective Instructional Practices (ie. Get Better Faster, Teach Like a Champion, Marzano, etc);

Increasing Student Engagement

- Classroom management for health and safety;
- Classroom Management in general (Routines, Procedures, Rules, Expectations);
- Equipping students to be effective “distance learners” (ie. increasing engagement)- NearPod, and PearDeck;
- Models of instruction - Interacting with students in a socially-distanced classroom (differentiation, small group instruction, conferencing, rotations, setting norms) (NearPod, PearDeck);

Physical Education Strategies

Focus on Essential Standards Mastery and Engagement

- Identify/revise essential standards for each grade/course;
- Ensure all students who need additional support to mitigate pupil learning loss;
- Schedule time for students experience pupil learning loss;
- Intervention Models - Supporting students who need additional support (Flocabulary);
- Effective Instructional Practices (ie. Get Better Faster, Teach Like a Champion, etc);
- Project Based Learning;
- Standards Based Grading;
- SFA

Technology Integration / Enhanced Learning Support

YPI Charter Schools supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into a thoughtful, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate internet search results; as well as, how to communicate deep understanding using

software applications and multimedia technology. Technology savvy teachers are recruited to teach at YPICS. All of the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Additionally, staff, students, and families are supported by the YPiCS Instructional/Technology Director and Two Tech Assistants who provide support through providing Professional Development, Help-Desk, and office hours to the school teams. Virtual, independent Professional Development, which models the Flipped Instructional Model is also provided to staff and is available on the YPiCS Virtual PD website.

These topics, among others, will be addressed by YPICS staff and outside professional experts upon the return of our entire team in July /August and throughout the 2020-21 school year. Teachers will be provided multiple differentiated PD opportunities to address PD topics which most fits their needs along with YPICS Priorities for this year.

Directors of Instruction and the YPICS Instructional Technology Director serve as Instructional Support Lead & Mentor Teachers and are focused on training staff in the implementation of the Flipped Classroom Instructional Model, Google Suite of Instructional Tools, Essential Standards Mastery/Student Engagement, and the use of Assessments (Standards Based Grading-Rubrics; student self-reflection)

Staff Roles and Responsibilities

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

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

Supports for Pupils with Unique Needs

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

College Ready

At YPICS means students have opportunities that prepare them for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree). Being ready for college means that a student has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

Career Ready

YPICS believes a career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being ready for a career means

that a student has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, technical/vocational program, apprenticeship or significant on-the-job training).

Active Citizens

YPICS citizen-scholars are not just tourist in their classrooms. They are active citizens, change agents, and California’s future leaders. Our students learn that being an active citizen is about being community-oriented and looking beyond the microcosm of their own lives and family, to contribute some of their time, skills and energies to make a better world for the larger community in which they attend school and live.

The Charter school has verified, and secured those in need, that all English Learners, foster youth, and low-income students have tech equipment and access to WiFi Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL), Standards Based Grading (SBG), and Project Based Learning (PBL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned in a co-teaching format to provide small group support and designated ELD (SFA). Students are provided opportunities to engage in Designated and integrated ELD Daily. All certificated and classified staff work collaboratively to meet the needs of English Learners, foster youth and low-income students. The Charter School has established a teacher portal of resources such as access to iReady Math/ELA Curriculum, intervention, and assessment supports for all learners along with resources (including 3 years of Instructional technology Professional Development resources data-base) to support English Learners, foster youth, and low-income students.

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

Description	Total Funds	Contributing
Program Coordinator (Attendance), School Climate and Coordinator (Attendance & PBIS): Assist with continuity of learning to prevent learning loss.	118635	Yes
Salaries & Benefits for Core Staff:	1184467	No
Professional Development: Learning Platforms (Google Classroom, Nearpod, Peardeck, Casstify, Flip Grid, iReady Math & ELA) Essential Standards, Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	35028	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	82250	No

Description	Total Funds	Contributing
Technology: ChromeBooks and Digital Devices for Distance Learning and Hybrid Educational Model	108160	No

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.]

Low Income Pupils, English Learners, Foster Youth

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

1) Systematic Response: The Charter School will screen student need, apply appropriate tiered instruction, monitor student achievement (quarterly benchmarks through iReady Assessments in ELA & Math, and revise application of instruction as needed.

Teachers will universally screen all students during the first month of the school year utilizing diagnostic assessments in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers will use formative and summative assessments to identify strengths and deficiencies preventing students from achieving grade level expectations.

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

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

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

by teachers, supervised by administrators and implemented by paraprofessionals;

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

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

- At Home Learning Kits: Students will receive monthly “At Home Learning Kits” filled with resources students will need in a Hybrid learning environment.
- Computers, Chromebooks;
- Access to Mobile Wi-Fi Hotspot
- Access to hundreds of apps purchased by MORCS in the “Self-Service” feature;
- Daily Reading, and Writing;
- Grade Level texts in all subject areas;
- Learning Materials (i.e. Crayons, pencil sharpeners, math manipulatives).

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

- Administration will meet once a year with all teachers to establish professional goals for the year and review the progress of student learning through an analysis of state data, YPICS Benchmark assessments along with classroom summative and formative assessment data;
- Administration and teachers will continue to reflect and refine goals throughout the year through informal meetings and bi-weekly data team meetings.
- Lead Teachers from the Charter school will act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed.
- Lead Teachers will strive to ignite a passion and implementation of effective teacher practices to encourage and maintain cutting edge teaching and learning.

Students identified as struggling or demonstrated no growth during the 2019-2020 school year, based on the final iReady Math and Reading End of Year Assessment, were invited to participate in the 2020 Summer School Intervention and Enrichment Program.

Pupil Learning Loss Strategies

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

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

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

Description	Total Funds	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Education Model: 50% Coordinator of School Services; Tutors; Specialists; Stipends; LSC Instructional Support; Instructional Materials (4000s) Chromebooks	212614	Yes
Summer School (Extended Learning)	14676	Yes

Mental Health and Social and Emotional Well-Being

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

The Charter School has developed a School Culture and Climate Committee. This team, under the direction and support of the Director of School Culture and Climate, will help to monitor and support mental health and social well being of pupils and staff during the school year. Additionally, the school has a Counselor to provide social emotional support to families and students. On February 7, 2020 YPICS provided all staff a Professional Development Day on Trauma Informed Instruction. On, August 3, 2020 and August 7, 2020, the Charter School held the first Mental Health and Social Emotional Well-Being training of the school year. All staff will continue to receive professional development on trauma informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered.

Low Income Pupils, English Learners, Foster Youth

Incorporate welcoming/inclusion activities;

- Create learning teams and expectations;
- Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in class activities;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning;
- Predictability
- Flexibility
- Connection
- Empowerment

Youth Mental Health First Aid (YMHFA) will teach the Charter School teams how to identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and provide initial support to the Charter Schools' scholars (ages 10-14) who may be developing a mental health or substance use problem and help connect them to the appropriate care.

All YPICS staff will take the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

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.]

Teaching and Learning.

Tier I Supports - Student/parent is responsive to calls and student is completing assignments

1. Large Group- Direct instruction to a cohort of learners or in a flipped classroom model using Google Meets .
2. Classified staff called the student/parent to “check in” and provide support with academic questions.
3. Remind messages were sent weekly with information about what was happening at MORC and new resources available to our families and community.

Tier II Supports - Student/parent responded to calls; however, students not completing assignments Small Group Sessions- Teachers and tutors held small group academic support sessions. Students were targeted based on need.

1. Teachers held “office hours” for students to ask questions or connect with the teacher.
2. Teachers called students/parents to “check in”, encouraged students to participate in Google Meets sessions, and provided support with academic questions.
3. Teachers and tutors send emails to students as reminders.
4. Students were invited to participate in small group counseling and mentoring opportunities.

Tier III Supports - Student/parent who were not responsive to calls and students not completing assignments Administration called home to speak to parents to identify needs and connect families to the appropriate resources.

1. Students were connected to counseling services from our outside provider
2. Teacher and tutors setting up one on one meets or calls.
3. Computers were distributed; Internet access is still being negotiated. (More families are requesting internet access)

Instruction

Teachers employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement and the ability to continually assess student progress towards mastering daily learning objectives. Peardeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:

1. Attendance Manager/Teachers monitor student attendance and communicate with families.
2. Parent outreach and communications will stress the importance of attendance and arriving at their virtual school on time each day.

3. School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
4. Teachers are trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
5. School will use Family Support Team process that mirrors the School Support Team model.

Further, teachers use a suite of Google tools, including Google meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers have support from colleagues through Monday, grade level and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides' call home daily to follow up with families of students that have missed a class period, or are absent for the day. The purpose is to check-in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Monday's. Think Together, YPICS after school provider, created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Charter School will provide nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served for the week on Tuesdays, between 2:00pm-4:30pm as requested by parents in the parent survey

After School Nutrition

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	4854	Yes

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
34.24%	942,291

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.]

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

5th Grade T-F - Chart 9											
7:45 - 8:00			Class Supervision								
8:00 - 8:50	Block 1	Block 1A	SFA								
	50 min										
8:50 - 9:10	20 min	Breakfast in Room									
9:10 - 10:00	Block 2	Block 2A	Humanities								
	50 min										
10:00 - 10:10	10 min	Student Break									
10:10 - 11:00	Block 3	Block 3A	Math								
	50 min										
11:00 - 11:40	40 min	Lunch in Room									
11:40 - 12:30	Block 4	Block 4A	Science								
	50 min										
12:30 - 12:35	5 min	Student Break									
12:35 - 1:25	Block 5	Block 5A	PE								
	50 min										
1:25 - 1:35	10 min	Student Break									
1:35 - 2:25	Block 6	Block 6A	Target/RSP						RSP		
	50 min										
2:25 - 2:30	5 min	Students Wipe Down Area									
2:30 - 2:45	15 min	Dismissal									
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning				

Chart #10

Flipped Classroom Model

Resources	Video Testimonial	Approach	Needs	Rationale
https://www.blendedlearning.org	https://www.blendedlearning.org/models/#flip	Post video lessons, lectures, readings to allow students to review and prepare for classroom activities Task students to work independently; Provide targeted support in class. Allow students to collaborate and problem solve (monitor and provide guidance)	Provide technology ensure access to internet	Teachers spend their time on facilitating learning and targeting gaps; lessons delivered through engaging videos
Teaching Learning Cycle				
Model: Allows teachers to work one on with with students to mitigate learning loss	At home: Students watch (ten minutes) video per subject and prepare responses to critical thinking questions.	In class: <i>start</i> Students complete Do Now and gaps are identified (show call and modeling used to fill gap)	In class: <i>middle</i> Utilize cooperative learning to examine topics, analyze, and form arguments supported by facts. (SFA strategies for engagement and reciprocal teaching)	In class: <i>end</i> Exit Tickets are provided 4 - 6 critical thinking questions (questions differentiated to identify level of mastery)

8th Grade Group B W/F - Chart 8									
Time	Min	Block	Math	SCI	ELA	SS	PE	RSP	
7:45 - 8:00			Class Supervision						
8:00 - 8:50	Block 1	Block 1B	Math	SFA	ELA	SS		Green Cohort	
	50 min								
8:50 - 9:10	20 min		Breakfast in Room						
9:10 - 10:00	Block 2	Block 2B	MATH	SCI	ELA	SFA		Pink Cohort	
	50 min								
10:00 - 10:10	10 min		Teacher Exchange with Student Break						
10:10 - 11:00	Block 3	Block 3B	SFA	SCI	PREP	PREP	PE	PE	Green Cohort
	50 min								
11:00 - 11:40	40 min		Student Lunch in Room (Teacher Lunch)						
11:40 - 12:30	Block 4	Block 4B	Math	SCI	ELA	SS		Brown Cohort	
	50 min								
12:30 - 12:35	5 min		Teacher Exchange Only						
12:35- 1:25	Block 5	Block 5B	Math	SCI	ELA	SS		PREP	
	50 min								
1:25 - 1:35	10 min		Teacher Exchange with Student Break						
1:35 - 2:25	Block 6	Block 6B	PREP/SUB	PREP/SUB	ELA	SS	PE	PE	PREP/ Sub
	50 min								
2:25 - 2:30	5 min		Students Wipe Down Area						
2:30 - 2:45	15 min		Dismissal						
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning		

8th Grade Group A T/Th - Chart 7									
Time	Min	Block	Math	SCI	ELA	SS	PE	RSP	
7:45 - 8:00			Class Supervision						
8:00 - 8:50	Block 1	Block 1A	Math	SFA	ELA	SS		Purple Cohort	
	50 min								
8:50 - 9:10	20 min		Breakfast in Room						
9:10 - 10:00	Block 2	Block 2A	Math	SCI	ELA	SFA		Blue Cohort	
	50 min								
10:00 - 10:10	10 min		Teacher Exchange with Student Break						
10:10 - 11:00	Block 3	Block 3A	SFA	SCI	PREP/SUB	PREP/SUB	PE	PE	Grey Cohort
	50 min								
11:00 - 11:40	40 min		Student Lunch in Room (Teacher Lunch)						
11:40 - 12:30	Block 4	Block 4A	Math	SCI	SFA	SS		Orange Cohort	
	50 min								
12:30 - 12:35	5 min		Teacher Exchange Only						
12:35- 1:25	Block 5	Block 5A	Math	SCI	ELA	SS		PREP	
	50 min								
1:25 - 1:35	10 min		Teacher Exchange with Student Break						
1:35 - 2:25	Block 6	Block 6A	PREP/ SUB	PREP/SUB	ELA	SS	PE	PE	PREP/ Sub
	50 min								
2:25 - 2:30	5 min		Students Wipe Down Area						
2:30 - 2:45	15 min		Dismissal						
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning		

7th Grade Group A T/Th - Chart 5										
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE		RSP	
7:45 - 8:00			Class Supervision							
8:00 - 8:50	Block 1	Block 1A	Math	Humanities	Math	Humanities			PREP/SUB	
	50 min									
8:50 - 9:10	20 min		Breakfast in Room							
9:10 - 10:00	Block 2	Block 2A	PREP/SUB	PREP/SUB	Science	SFA	PE	PE	PREP	
	50 min									
10:00 - 10:10	10 min		Teacher Exchange with Student Break							
10:10 - 11:00	Block 3	Block 3A	Science	SFA	Math	Target/RSP			Orange Cohort	
	50 min									
11:00 - 11:40	40 min		Student Lunch in Room (Teacher Lunch)							
11:40 - 12:30	Block 4	Block 4A	Math	Target/RSP	Science	Humanities			Grey Cohort	
	50 min									
12:30 - 12:35	5 min		Teacher Exchange Only							
12:35- 1:25	Block 5	Block 5A	Target/RSP	Humanities	PREP/SUB	PREP/SUB	PE	PE	Purple Cohort	
	50 min									
1:25 - 1:35	10 min		Teacher Exchange with Student Break							
1:35 - 2:25	Block 6	Block 6A	Science	SFA	Target/RSP	SFA			Blue Cohort	
	50 min									
2:25 - 2:30	5 min		Students Wipe Down Area							
2:30 - 2:45	15 min		Dismissal							
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning			

7th Grade Group B W/F - Chart 6										
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE		RSP	
7:45 - 8:00			Class Supervision							
8:00 - 8:50	Block 1	Block 1B	Math	Humanities	Math	Humanities			PREP/SUB	
	50 min									
8:50 - 9:10	20 min	Breakfast in Room								
9:10 - 10:00	Block 2	Block 2B	PREP/SUB	PREP/SUB	Science	SFA	PE	PE	PREP	
	50 min									
10:00 - 10:10	10 min	Teacher Exchange with Student Break								
10:10 - 11:00	Block 3	Block 3B	Science	SFA	Math	Target/RSP			Pink Cohort	
	50 min									
11:00 - 11:40	40 min	Student Lunch in Room (Teacher Lunch)								
11:40 - 12:30	Block 4	Block 4B	Math	Target/RSP	Science	Humanities			Green Cohort	
	50 min									
12:30 - 12:35	5 min	Teacher Exchange Only								
12:35- 1:25	Block 5	Block 5B	Target/RSP	Humanities	PREP/SUB	PREP/SUB	PE	PE	Yellow Cohort	
	50 min									
1:25 - 1:35	10 min	Teacher Exchange with Student Break								
1:35 - 2:25	Block 6	Block 6B	Science	SFA	Target/RSP	SFA			Brown Cohort	
	50 min									
2:25 - 2:30	5 min	Students Wipe Down Area								
2:30 - 2:45	15 min	Dismissal								
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning			

A Description of the Aspects of the Learning Continuity and Attendance Plan Influenced by Specific Monseñor Oscar Romero Charter Stakeholder Input	
Chart #2	
Common Themes	Summary of Feedback
The Interaction-Synchronous Instruction	Scholars will receive at least 4 hours of synchronous instruction at a minimum. Parents and staff found that scholars are able to receive more individualized support during synchronous instruction.
Continue with Google Meets and the Google Suite of online tools	YPICS Scholars will continue to have access to the suite of Google tools, such as, Google Meets, Google Teacher Classrooms, Screencastify, Pear Deck, & Flipgrid. Staff and parents will be provided training in how to use these platform tools. Additional learning platforms will include iReady Math and ELA, Teachers were trained during Summer Professional Development days, August 7-10 th . Parent Trainings will be held during September and October. Additional parent trainings will be held throughout the year.
How to return to school Preferences	All YPICS Middle School scholars will begin their A/B instructional day at 8:30am. The morning focus is PE/Art/Social Emotional Learning to help transition the day from home to school. Block 1 focuses on in-school intervention and acceleration support and an ELD block through SFA for English Learners from 9:00am-9:55am. Block 2 is for English Language Arts and Math from 10:10am-11:30am. Block 3 will focus on History and Science from 12:00pm-1:20pm. Teacher office hours are from 1:20pm-2:00pm daily. The Think Together After School Program will be provided daily from 2:00pm-4:00pm.
Social Emotional Learning & Anti-Bias/Anti-Racist Education	All YPICS staff participated in a Professional Development Training on August 7, 2020 focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will serve as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team will continue to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.

6th Grade Group B W/F - Chart 4									
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE	RSP	
7:45 - 8:00		Class Supervision							
8:00 - 8:50	Block 1	Block 1B	PREP	PREP	Math	Humanities	PE	PE	PREP
	50 min								
8:50 - 9:10	20 min	Breakfast in Room							
9:10 - 10:00	Block 2	Block 2B	Math	Humanities	Science	SFA			PREP/SUB
	50 min								
10:00 - 10:10	10 min	Teacher Exchange with Student Break							
10:10 - 11:00	Block 3	Block 3B	Science	SFA	Math	Target/RSP			Pink Cohort
	50 min								
11:00 - 11:40	40 min	Lunch in Room							
11:40 - 12:30	Block 4	Block 4B	Math	Target/RSP	PREP	PREP	PE	PE	Green Cohort
	50 min								
12:30 - 12:35	5 min	Teacher Exchange Only							
12:35 - 1:25	Block 5	Block 5B	Target/RSP	Humanities	Science	Humanities			Yellow Cohort
	50 min								
1:25 - 1:35	10 min	Teacher Exchange with Student Break							
1:35 - 2:25	Block 6	Block 6B	Science	SFA	Target/RSP	SFA			Brown Cohort
	50 min								
2:25 - 2:30	5 min	Students Wipe Down Area							
2:30 - 2:45	15 min	Dismissal							
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning		

Distance Learning Instructional Framework: Grade 7

	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction
Period 1 8:30 - 9:00	Check-in through Google Classroom	PE/SEL	PE/SEL	PE/SEL	PE/SEL
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction to ELs; Math/Sci teachers will deliver Math Support instruction.			
9:55 - 10:10	Break				
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	ELA 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 4 11:00 - 11:30 (30 min)	Submit Exit Tickets	Targeted Support - 7th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.
11:30 - 12:00	Lunch				
Period 5 12:00 - 12:50 (50 min)	Submit clarification questions to teacher and tutors	Social Studies 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Social Studies 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 7 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 6 12:50 - 1:20 (30 min)	i-Ready Pathway Lesons	Targeted Support - 7th Social Studies Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 7th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support- 7th Social Studies Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support- 7th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.
1:20 - 1:35	Break				
"After School" Support 1:35 - 5:00pm	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon-Fri) Time: 2-4pm	Rotation I: PD				
	Rotation II: Online Academic Support (intervention / tutoring OR advanced studies)				
	Rotation III: Grade Level Meetings				
	Rotation IV: Critical Friends Group				
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)				

Distance Learning Instructional Framework: Grade 8

	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction
Period 1 8:30 - 9:00	Check-in through Google Classroom	PE/SEL	PE/SEL	PE/SEL	PE/SEL
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction for ELs; Math/Sci teachers will deliver Math Support instruction.			
9:55 - 10:10	Break				
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	ELA 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 4 11:00 - 11:30 (30 min)	Submit Exit Tickets	Targeted Support - 8th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.
11:30 - 12:00	Lunch				
Period 5 12:00 - 12:50 (50 min)	Submit clarification questions to teacher and tutors	History 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	History 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 8 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 6 12:50 - 1:20 (30 min)	i-Ready Pathway Lesons	Targeted Support - 8th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 8th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.
1:20 - 1:35	Break				
"After School" Support 1:35 - 5:00pm	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon-Fri) Time: 2-4pm	Rotation I: PD				
	Rotation II: Online Academic Support (intervention / tutoring OR advanced studies)				
	Rotation III: Grade Level Meetings				
	Rotation IV: Critical Friends Group				
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)				

Distance Learning Instructional Framework: Grade 5

245 MINUTES						
Minutes	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction	
Period 1 8:30 - 9:00 30	Check-in through Google Classroom	SEL	PE	PE	PE	
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction to ELs; Math/Sci teachers will deliver Math Support instruction.				
9:55 - 10:10	Break					
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	Social Studies 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	
Period 4 11:00 - 11:50 (50 min)	Submit Exit Tickets & clarification questions to tutors and teachers	ELA 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Social Studies 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 5 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	
11:50 - 12:20	Lunch					
Period 5 12:20 - 1:20 (60 min)	i-Ready Pathway	Targeted Support - 5th ELA Tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 5th MATH Tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 5th Social Studies Tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 5th Science Tutors, and RSP will provide targeted support to small groups of students.	
1:20 - 1:35	Break					
"After School" Support 1:35 - 4:35 pm	245	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon-Fri) Time: 2-4pm	Rotation I: PD					
	Rotation II: Announcements				Criteria for Targeted Support	
	Rotation III: Grade Level Meetings				Students with a grade of B or better will not be required to attend targeted support.	
	Rotation IV: Critical Friends Group					
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)					

Distance Learning Instructional Framework: Grade 6

245 MINUTES					
	Monday Asynchronous Instruction	Tuesday Synchronous Instruction	Wednesday Synchronous Instruction	Thursday Synchronous Instruction	Friday Synchronous Instruction
Period 1 8:30 - 9:00	Check-in through Google Classroom	PE/SEL	PE/SEL	PE/SEL	PE/SEL
Period 2 9:00 - 9:55 (55 min)	Review flipped classroom videos	Math Support/ SFA Students are assigned to Math Support or Reading Intervention based on academic needs. ELA/SS teachers will deliver SFA-ELD instruction to ELs; Math/Sci teachers will deliver Math Support instruction.			
9:55 - 10:10	Break				
Period 3 10:10 - 11:00 (50 min)	Complete Assigned Activities	ELA 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	ELA 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Math 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 4 11:00 - 11:30 (30 min)	Submit Exit Tickets	Targeted Support - 6th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th ELA Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Math Teachers, tutors, and RSP will provide targeted support to small groups of students.
11:30 - 12:00	Lunch				
Period 5 12:00 - 12:50 (50 min)	Submit clarification questions to teacher and tutors	Social Studies 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Social Studies 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.	Science 6 Teachers offer synchronous instruction and opportunities for interactive lessons/activities at this time. Students complete English work during this time.
Period 6 12:50 - 1:20 (30 min)	i-Ready Pathway Lessons	Targeted Support - 6th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th History Teachers, tutors, and RSP will provide targeted support to small groups of students.	Targeted Support - 6th Science Teachers, tutors, and RSP will provide targeted support to small groups of students.
1:20 - 1:35	Break				
"After School" Support 1:35 - 4:35 pm	Check-in with tutors and teachers	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.	Think Together Staff Provide support for students in all subject areas including enrichment.
Teachers After School Rotations (Mon-Fri) Time: 2-4pm	Rotation I: PD				Criteria for Targeted Support <u>Students with a grade of B or better will not be required to attend targeted support.</u>
	Rotation II: Online Academic Support (intervention / tutoring OR advanced studies)				
	Rotation III: Grade Level Meetings				
	Rotation IV: Critical Friends Group				
	Rotation V: Data Meetings w/ Coach (off week - planning, feedback, grading)				

A Summary Learning Continuity and Attendance Plan Summary of Feedback Provided by Specific Stakeholder Groups
Monseñor Oscar Romero Charter School

Chart #1

Common Themes	Summary of Feedback	Stakeholder Group
The Interaction- Synchronous Instruction	Synchronous instruction provided by the YPICS staff was highly valued by parents and students. YPICS’ scholars seemed to receive more synchronous instruction than students from neighboring schools with an average of four hours of live instruction. Staff appeared to value being able to connect with scholars daily. Staff also reported that compared to their colleagues they felt less isolated during the Pandemic and serving scholars during this time provided them an extra sense of purpose.	Staff, Parents, Scholars
Continue with Google Meets and the Google Suite	Scholars had access to a variety of online programs, that were already part of the YPICS curriculum suite of instructional options. Stakeholder feedback suggests more consistent training for parents to be able to increase their capacity to connect with school and remain engaged and informed with their child’s educational program.	Staff, Parents
How to return to school Preferences	Parents were surveyed on options for In-Person Instruction. The majority of parents, 70%, preferred to continue the spring A/B schedule in school, yet 30% indicated preference to continue in the virtual learning model and are not yet ready to return to campus.	Staff, Parents
Social Emotional Learning & Anti-Bias/Anti-Racist Education	During the 2019-2020 school year our scholars witnessed the best and the of worst of humanity through the COVID-19 global pandemic and the impact of racial in justice on the nation. Our School Climate & Culture Support Team felt it was critical for our scholars to receive Anti-Bias & Anti-Racist Education Woven into their daily instruction. In addition, scholars need conflict resolution skills, self-care strategies, emotionally safe classrooms, and to learn how to highly engage in daily lessons.	Staff
Continue with ELD for ELs and SPED ELs	Staff, and parents agree, continue professional develop activities initiated during the 2019-20 school year focus on CCSS implementation with ELS and SPED ELs	Staff, Parents

6th Grade Group A T/Th - Chart 3										
Time	Min	Block	Math/Sci	Humanities	Math/Sci	Humanities	PE	RSP		
7:45 - 8:00			Class Supervision							
8:00 - 8:50	Block 1	Block 1A	PREP/SUB	PREP/SUB	Math	Humanities	PE	PE	PREP	
	50 min									
8:50 - 9:10	20 min	Breakfast in Room								
9:10 - 10:00	Block 2	Block 2A	Math	Humanities	Science	SFA			PREP/SUB	
	50 min									
10:00 - 10:10	10 min	Teacher Exchange with Student Break								
10:10 - 11:00	Block 3	Block 3A	Science	SFA	Math	Target/RSP			Orange Cohort	
	50 min									
11:00 - 11:40	40 min	Lunch in Room								
11:40 - 12:30	Block 4	Block 4A	Math	Target/RSP	PREP/SUB	PREP/SUB	PE	PE	Grey Cohort	
	50 min									
12:30 - 12:35	5 min	Teacher Exchange Only								
12:35- 1:25	Block 5	Block 5A	Target/RSP	Humanities	Science	Humanities			Purple Cohort	
	50 min									
1:25 - 1:35	10 min	Teacher Exchange with Student Break								
1:35 - 2:25	Block 6	Block 6A	Science	SFA	Target/RSP	SFA			Blue Cohort	
	50 min									
2:25 - 2:30	5 min	Students Wipe Down Area								
2:30 - 2:45	15 min	Dismissal								
2:45 - 3:45	60 min	Tues	Ops Mtg	W-Th	CFG Time	F	Planning			

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter High School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

General Information

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

Bert Corona Charter High School (BCCHS), a Youth Policy Institute Charter School (YPICS) transitioned to a distance. learning instructional format on March 16, 2020. following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major impacts on our community, physically, socio-emotionally, and economically. Parents reported job loses, the increased need for child-care, and food instability and lack of access to technology and internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness. The Charter School has an enrollment of 191 students. The Charter School's enrollment and demographic student subgroup population consists of 19% English Learners, 99% Hispanic or Latino, 95% Socially Disadvantaged, 24% SPED, and Following the closure of school facilities in March, Bert Corona Charter HS has continued to conduct all classes and course offerings via Distance Learning. Bert Corona Charter HS scholars have access to the following:

Technology: Chrome Books. Additional devices (desktops, laptops, iPads) were distributed/loaned to families to support distance learning; as well as, instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. Bert Corona Charter HS' aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service. As the school continues communicate with families regarding. enrollment documents, TDAP, attendance, meal program, in the two-way conversations that the school is having it has learned of additional families needs such as the increased needs to access to hotspots. The Charter School works swiftly to resolve any technology needs or gaps.

School Meals: With the high number on Free/Reduced Meals 93.30% we partnered with LAUSD due to the school being collocated on the Maclay Middle school camps to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals to families on Tuesdays, from 9:00 am-11:30am.

Access to Instruction and Curriculum: The Charter School followed the recommendations from the California Department of Education for providing instruction in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources. All scholars had access to 4+ hours of daily instruction daily. Scholars had face-to-face time with teachers each day. The school completed 10 full-weeks of instruction from March 13 through the end of the year.

Teachers incorporated Standards Based Learning (SBG), Project-Based Learning (PBL), and Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Additionally, teachers planned and implemented synchronous lessons through a format that provided small group support and designated ELD. All certificated and classified staff worked collaboratively to meet the needs of English Learners, foster youth and low-income scholars.

The Charter School staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve list of "unreachable" scholars to provide assistance and engage them in distance learning or to connect their families to social services resources. The Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model. Teachers were provided with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction.

Teachers planned for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms.

Internal data shows that 20% scholars performing at the lowest band moved up a band and that 17% more of scholars were performing at the highest bands on the iReady Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which held immediately at the close of the school year to accommodate for student learning loss.

Stakeholder Engagement

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

YPI Charter Schools (YPICS) developed a Reopening Task Force that began meeting in April through the summer to gather and collect feedback from a variety of stakeholders includes parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020 to plan, respond to student needs and ensure equity and access to all of our students.. The Task Force was composed of smaller subgroups to enable the Task Force to focus in depth on a variety of complex topics. The Subcommittees consisted of the following:

Academic & Instruction:
 School Culture & Climate
 Operations & Safety

The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/> and additional Virtual Instructional Strategies can be found on our website at <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by the TaskForce is also located on the Charter School's website.

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

In addition to the YPICS Task Force, the YPI Charter Schools held it first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for Parents to hear about plans for Reopening and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on a number of platforms including CrowdCast, YouTube, and Google Meets. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school-year. And, parents are invited to participate in monthly board meetings, and the Board Public Hearing set to review this plan.

The Charter School delivers a high-quality A-G college prep educational program with opportunities for students through distance learning for all grades/students served by the Charter School. All students and those identified as English Learners, foster youth and low-income students; as well as, students with IEPs were provided the same access to instructional opportunities as general education students. In addition to support students with their identified needs outlined in their IEPs or individual plans.

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

The entire BCCH's Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students all contributed to the influence, integration and specific support to engage all stakeholders in our instructional delivery and assistance. The Charter School team makes daily calls to parents and students who checked into their online classes. The Charter School's staff divided students list and each had a regular list of students that they connected with weekly, reaching out to parents for support and clarification of expectations. Calls received were very positive and teachers noticed more student participation as time went by. An important note was ensuring that parents were welcoming of the calls and support offered at home to ensure students were participating in our online learning program. The Charter School's team also communicated with parents that the 10- week report cards which were electronically mailed to them. In the process of daily calls, the Charter School also updated parent emails or cell phones. Both Remind and OneCall are being used for mass communication to our community.

The staff communicated using Google Meets and Slack. The Charter School continues to check in twice a day with staff twice a day. Meetings were 15 to 30 minutes long and focused on keeping staff updated about important actions happening at the national, state, local, and organization/school level. Further ensuring that staff, students and families are supported with social emotional access.

The following considerations are for “Pandemic” learning and attendance outcomes by teachers, parents, administrators and students:

1. Remote learning does not work if we do not communicate with our students.

Your students can not read your mind and you can not read theirs. Make sure that we use the tools provided to communicate with our students on a regular basis. If possible try to post your class updates around the same time every day to create a rhythm for the students.

2. Planning is crucial.

Since the students will access the materials without you present it is important that you provide all the necessary resources for the students to complete the assignments. The last thing you want is to post an assignment and then 10 minutes later get 120 comments asking where a link is.

3. Be mindful of what tools and websites your students already use.

If you introduce a new tool to the students you are asking them to learn both the content and how to use the tool. Using tools and sites that your students are already familiar with will help make the transition to online instruction easier for you and your students.

4. If you do use a new tool with your students provide a tutorial on how to use the tool.

Keep in mind that when you are introducing a new tool to your students you are asking them to learn two things. They need to learn the content and how to use the tool. If you are planning on using a new tool make sure you provide some sort of resource for students so they feel comfortable using the tool.

5. Be ready for things not to work right.

Remember that this is probably your first time attempting online-only instruction and it is your students’ first time participating in online instruction. Be ready for things to not work or for students to be confused about instructions. During the next few days be ready to make changes to your lessons and if necessary scrap them altogether and plan for something else.

6. Try and have fun.

We are trying something different and innovative in K-12 schooling. Don't forget to have some fun and celebrate even your small victories.

YPICS also has a direct number for parents to communicate individual needs of support for their children. Due to confidentiality and student privacy having access to an individual Parent Hotline for support is available.

Please see Chart #1 Bert Corona Charter HS

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

The following aspects of the Learning Continuity and Attendance Plan are addressed:

1. Continue professional development activities initiated in the 2019-2020 school year focused on CCSS, Standards Based Grading (SBG), ELD for ELs and additional support for SPED sub-groups.

2. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom (delivered in small group instruction) and direct ELD instruction 4 days/week.
3. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile (through google classroom and Illuminate) and retell assessments.
4. Bert Corona Charter HS will continue to incorporate the California Common Core State Standards for our ELD program that will identify and support students who are struggling with the development of their English Language skills that will include the following goals:
Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD monitoring templates in the EL Plan.
Use of SFA to assist EL students.
Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SDAIE model.
Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block (support materials Achieve 3000). Further receiving support with the use of selected computer assisted-learning

Please see Chart #2 BCCH for a further description of the aspects of the Learning Continuity and attend Plan influenced by specific stakeholder input.

Continuity of Learning

In-Person Instructional Offerings

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

The Charter School will offer classroom-based instruction whenever possible. Parent survey data show that 20% of our families have requested to continue with distance learning when in-person instruction is possible. The Charter School will continue to provide scholars with at least 4 hours of synchronous and extremely limited asynchronous instruction. The roughly 80% of students that will be attending school in-

person will be grouped in either "Group A" or "Group B". There will be no more than 15 scholars in a given class when school resumes. (The Charter will follow local and state public health guidelines on the specific number of students allowed in a cohort)

See Chart #3 & Chart #4 for BCCS In-Person Instructional Student Schedule and In-Person Instructional Matrix of A-G Course Offerings.

Scholars will be able to access a combination of synchronous (in class) and synchronous (online) instruction from home while their peers are in session. Additionally, scholars will have access to asynchronous instruction as warranted based on the teacher's need to differentiate instruction for small groups of students.. . This applies to the 20% of scholars what will be on a distance model exclusively and the scholars what will be on the hybrid learning model. All scholars will have access to technology equipment and hotspots. The YPICS Taskforce explored the following variables when considering a hybrid education model. The following are examples from the YPICS Academic-Instruction Committee, School Culture and Climate Committee, and the Operations Committee (which includes operations & safety).

Academic-Instruction Committee:

20-21 BCCS Academic Hybrid Program

The BCCH educational approach includes the following:

- Access to instructional curriculum that meets the challenges of College and Career Readiness and integrates Common Core Standards.
- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.
- College readiness assessments, including universal PSAT and SAT.
- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.
- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

A-G Courses

A-G approved courses through (UCOP), WASC Accredited.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Bert Corona Charter High recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and coaching in the following areas:

- Designing standards-based instruction using the principles of backwards design and align learning objectives to interim assessments.
- Implementing instructional activities that are aligned to CA Common Core standards and reflect research-based best practices.
- Incorporating instructional strategies detailed in Get Better Faster (GBF) , such as, classroom routines and procedures are clear and consistently practiced by all, exemplars are used for every lesson, objectives and learning goals align to state standards, teachers aggressively monitor for learning during the class period, student discourse is rich and evidenced based, joyful thinking rich classrooms are core, and lessons conclude with an exit ticket to measure the learning for the day, including the use of Bambrick-Santoyo's observation and self- assessments instruments.
- The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.
- Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.
- Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education focuses on two elements of instructional Leadership:

- Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations
- Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:
 - Get better Faster Teacher Development Scope and Sequence - Teacher actions
 - Observation and Feedback Protocols- Leader and Coach actions
 - Inter-rater reliability for observers-Leader and Coach actions
 - Constructing effective feedback-Leader and Coach Actions
 - Bi-Weekly Data Meeting Leader Moves and Actions
 - Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
 - Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
 - Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Backwards planning guides teachers through the unit and lesson design process:

- Deconstruction and analysis of the Common Core State Standards in English Language Arts, ELD, Mathematics, History-Social Science and Science.
- Differentiated assessment design aligned to prioritized standards and identified learning targets.
- Innovative, research-based instructional strategies clearly articulating student learning objectives.
- Aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and accessible projects.

As part of the curriculum design process, effective research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further encourages teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, and across the content areas. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Group Practice
- Independent Practice
- Guided Discourse
- Socratic Discourse
- Modeling (I do / we do / you do)
- Project-based learning
- Cooperative group work
- Interdisciplinary driving questions
- The presentation of clearly defined "Learning Targets/Indicators" for all students by all Teachers
- Rubric self-assessment
- Clearly defined reteaching structures
- The involvement of community members and educational partners in instructional presentation
- Mentoring program defined reteaching structures
- Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may include:
 - utilizing frequent progress-monitoring assessments and checks for understanding
 - engaging in careful planning and organization
 - differentiating to meet students' instructional needs
 - reteaching and conferencing to allow for authentic questions
 - allowing students to work past deadlines

- cooperative group learning with a “more knowledgeable other”

The Standards

The Bert Corona Charter High curriculum will continue to be guided by State and national standards. Teachers will stay connected to national professional organizations through publications and conferences to remain current in their content and methodology.

Bert Corona Charter High teaches all Common Core State Standards in all core subject areas in grades 9-12. The California Common Core State Standards, including NEXT Generation Science Standards. English Language Development standards will be taught through Success For All and across all subject areas.

Reading will be a focus in all content areas, and all teachers will be responsible for increasing students’ college-ready reading skills. These skills will include but not limited to; think-pair-share, clarifying, predicting, questioning, summarizing, and summative writing. Through this intensive effort, students will gain access to the core curriculum and academic language for their grade level content.

Monday Instructional Program

The Charter School operates on an 8-Block Schedule. Scholars attend each of the 8-period blocks for 30 minutes. The focus of the 240-minute instructional day is to introduce students to the concepts for the week and determine their preliminary level of mastery via activities and assignments.

Mini Lessons are presented by the teacher to prepare students to understand the learning goals, deliverables, and follow-up activities. Assignments and indicators/rubrics are provided to measure student understanding.

Scholars are provided opportunities to work independently and collaboratively to respond to critical thinking questions and exit tickets are provided to identify students’ level of mastery during class.

Homework assignments are provided with flipped classroom lessons, activities, and assignments to be completed asynchronously. Direct Instruction with the classroom teachers provides opportunities to correct errors in thinking and deepen daily classroom discussions. Some asynchronous instruction is provided during the day, as needed, to further assist teachers in providing differentiated instruction for small group work engagement.

Tuesday - Friday Instructional Program

Scholars attend school in an A Group-by block (Tuesdays and Thursdays) and B Group-by block (Wednesday and Friday) rotation.

Tuesday-Friday scholars receive four days of 320 minutes of direct instruction in core classes, 30 minutes in an advisory class, which is focused on social emotional learning and supports by the teacher (and additional support personnel, counselors, mentors, etc.).

In live synchronous instruction sessions, students complete Do Nows and gaps are identified (show call and modeling are used to fill gap).

Instructors facilitate the utilization of cooperative learning to examine topics, have students analyze, and form arguments supported by facts; Success for All strategies are used to support engagement and support reciprocal teaching.

Exit Tickets are provided (4 - 6 differentiated critical thinking questions) to identify students level of mastery.

RSP teachers co-plan with general education teachers and push-in and pull-out to instruction to support scholars with IEPs.

All students have a target support period where they can receive the appropriate intervention or enrichment

Students with IEPs will participate in a pull-out program during target support time to work with RSP teachers.

Instruction will be delivered in cohorts of 15 or less.

Tutor support is provided under the guidance and direction of credentialed teachers to ensure that students successfully participate and receive needed support.

Flipped Homework Instructional Model-See Chart #5

Learning Platform: All scholars in grades 9-12 will use the Google Suite of tools as their learning platform:

Google Classroom

- Screencastify allows teachers to record videos for flipped instruction;
- Pear Deck (a student response system for formative check- ins);
- FlipGrid (allows students to submit video/audio responses to various prompts);
- Nearpod (allows teachers to make every lesson interactive and gives the teacher the ability to flex between hybrid and distance learning instruction).

Promote use of technology (particularly Google Docs) so that students can collaborate effectively on a presentation without having to be next to each other physically.

Focus on Essential Standards Mastery and Engagement:

Identify/Revise essential standards for each grade level/course;

- Ensure that all scholars have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Work collaboratively with instructional support staff to identify invention for students experiencing pupil learning loss.

Universal Design

The Charter Schools' teachers are trained to provide universal access and differentiated instruction through project-based and mastery learning, so that All scholars, ELs, SWD, general education students, and gifted students are taught at their instructional levels. Lesson plans are reviewed weekly by the Executive Administrator to ensure that all student needs are planned for and met.

YPI Charter Schools (YPICS) use universal design for learning (UDL) principles to develop and select curriculum that provides ALL individuals with equal opportunities to learn. UDL is designed to serve ALL learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach ALL students including those with diverse needs. Grounded in research of learner differences and effective instructional settings, UDL principles call for varied and flexible ways to:

- Present or access information, concepts, and ideas (the “what” of learning).
- Plan and execute learning tasks (the “how” of learning).
- Get engaged—and stay engaged—in learning (the “why” of learning).

UDL is different from other approaches to curriculum design in that educators begin the design process expecting the curriculum to be used by a diverse set of students with varying skills and abilities.

Effective access for all unduplicated pupil group

English Language Development (ELD): Success For All (SFA)

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework. and as outlined in the Master Plan for English Learners.

SFAF's Common Core aligned middle and high school programs extend cooperative learning and detailed, effective middle school and high school ELD lessons. All students learn the skills and strategies they need to read, comprehend, and analyze the complex content area texts they encounter in middle and high school and the strategies taught provide necessary supports for English Learners and students with special needs. These programs are also designed to accelerate the academic development of struggling older students until they are achieving at, or above, grade level.

Achieve 3000

A differentiated non-fiction reading program, which supports building literacy levels in English. The program also allows students to access native language in Spanish. Additionally, the bilingual literacy program allows parents to participate in supporting their children in reading and the Spanish program supports scholars in the AP Spanish course to develop biliteracy skills.

Programs and Services for English Learners. At Bert Corona Charter High EL could be in a newcomer program, a structured English immersion program, a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA ELD

Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in all these settings. The Charter School will use the CA ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. The Charter School will use supplemental EL materials found on the CDE approved list of materials for ELs. Bert Corona Charter High teachers will use the CA ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie. iReady Math & ELA, NWEA), formative assessments (which includes scholar's self-assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standards Based Grading (SBG) practices.

SPED

YPICS primarily uses a traditional Resource Program model. Scholars will participate in the general education setting with their non-disabled peers for most, if not all, of their school day. Through the use of the push-in model, special education teacher(s) will collaborate, co-teach, and consult with general education teachers as needed to provide appropriate scholar supports as outlined in their respective IEPs. Collaborative, co-teaching, and consultation service delivery methods will require special education and general education teachers to plan, deliver, and assess the effectiveness of service delivery along with the appropriateness of accommodations and/or modifications.

Scholars with higher, more moderate needs receive direct support from the special education teachers and paraprofessionals via a pull-out model that will address scholar needs as necessary per their IEP.

The Charter School also provides a continuum of service and support options to students with moderate to severe disabilities as well. Although the school does not have a traditional special day class, students have the opportunity to participate in a pull-out structure in the special education setting, along with accommodations and modifications in the general education setting, which will meet their academic, behavioral, and social needs.

Services and supports such as counseling, ERMHS, Speech therapy, adapted P.E., Hard of Hearing, and Occupational Therapy are provided to all students in accordance with their IEPs. The Charter school utilizes one full-time equivalent Marriage Family Therapists (MFTs) intern, and a social worker intern to meet the emotional needs of all students, not just those with disabilities.

School Climate and Culture Committee:

Culture and Climate are prioritized in support of our students and families. Our Bert Corona Charter High teams and our larger stakeholder community work with the "Whole Child." In other words, we are addressing social, emotional, environmental and cultural needs to intentionally work within a learning environment. In this effort, all adult stakeholder groups understand and commit to ALL students' needs in an equitable educational environment.

Welcome Back School Orientations: All families will participate in a Welcome Back to School Orientation to meet their school leaders and teachers and pick-up any need tech equipment and school materials.

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

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma informed-teaching along with the tools and resources to move from a Learner Managed to a Learner Empowered. All staff will continue to receive Professional development about self-care and emotional wellness. The school will continue to partner with local Health and wellness agencies to provide mental health counseling to scholars and families.

Incorporate welcoming/Inclusion activities

- Create Learning Teams and expectations;
- Use SFA cooperative groups to get scholars talking;
- Set goals together, include the scholar.
- Core Priorities of Trauma-informed Distance Learning:
 - Predictability;
 - Flexibility;
 - Connection;
 - Empowerment/Engaged.

The following examples from the Operations/Health & Safety Committee are influenced by a comparison of best practices for reopening schools by the California Charter Schools Association comparing the guidelines from the California Department of Public Health (6/5/2020, LA County Public Health Department (7/28/20) and the Department of Education (6/8/2020).

Maintain Healthy Operations

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

Distancing-Arrival to School

- Designated routes for arrival-limited entry points with staff assigned;
- Screening upon entry (staff & scholars);
- Signage/Messaging;
- Scholars is directed toward physically distance area with limited shared equipment;
- Focus on continuous flow;

- Limited access to parents and outside staff (office appointments).

Distancing-Classroom Set up

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

Distancing-Non-Classroom Spaces

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

Distancing-Dismissal from School

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

Considerations for Partial or Total School Closure

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

Health and Safety

Healthy Hygiene Practices

- Teach and reinforce washing hand, contact with eyes, nose and mouth, covering coughs/sneezes;

- Portable hand washing stations;
- Develop hand washing routines;
- Teach and reinforce student use of face coverings/masks/shields, especially when cannot physically distance;
- All staff should use face coverings/shields;
- Students should be encouraged to use face coverings;
- Ensure adequate supplies (soap, tissue, no-touch trashcans, masks, sanitizers);
- Procurement and distribution of PPE.

Cleaning/Disinfecting/Ventilation

- In accordance with CDC guidance, ensure that ventilation systems and fans operate properly;
- Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13);
- Ensure proper ventilation with as much fresh outdoor air as possible;
- Suspend use of resources that necessitate sharing/touching (eg. water fountains);
- Staff should clean and disinfect frequently-touch surfaces.

Limit Sharing

- Limit the use of shared PE equipment;
- Limit sharing of objects and equipment.

Check for Signs and symptoms

- Encourage parents/staff to pre-screen at home;
- Purchase thermal cameras;
- Take the temperature of staff and scholars when entering campus;
- Actively encourage staff and scholars who are sick or have had contact with someone with COVID-19 to stay home;
- Document incidents of possible exposure and notify local health officials, staff and families immediately while maintaining confidentiality.

Plan for When Staff, Child or Visitor Becomes Sick

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

Assessments:

At Bert Corona Charter High School, it will be the expectation that scholars are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are actively involved in conversations about learning objects,

instruction, and assessment. Furthermore, this scholar-centered approach supports a more culturally relevant curriculum that connects with scholar's interests and prior experiences. Frequent and meaningful connections with parents that engage them in conversations about their child's education will also ensure that the academic program reflects the diversity of the Charter Schools' community being served.

Scholars will also participate in a combination of initial screenings, diagnostic exams (ie. iReady Math & ELA), formative assessments (which includes scholar's self-assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

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

Description	Total Funds	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility	33912	No
10% of Executive Administrator , 40% of Assistant Executive Administrator, & 50% of Coordinator of Operations: Instructional & Social Emotional Supports and systems are communicated with families.	108896	Yes

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.]

As the Charter School began the re-opening planning process for YPICS, teacher input was sought out concerning bell schedules, room arrangements, management, curriculum and instruction expectations, and collaboration in a socially-distanced work environment. The team

discussed scenarios that were likely to arise so as to try to mentally and operationally prepare for the new situations the school was likely to be confronted with.

Low Income Pupils, English Learners, & Foster Youth

BCCH's continuity of instruction offers the full curriculum including: ELA, Mathematics, ELD, Social Studies, Science, Art, and PE. Guidelines and expectations for all students:

1. While the Charter School campus is closed, academics will continue online for all students
2. Students should be checking their email and google classroom daily
3. The schedule provided is designed so that students have a clear focus for each day
4. Students will continue to complete and submit assignments and assessments, there is a daily "Do Now" and a daily "Exit Ticket "to ensure regular and ongoing evidence of mastery of the work assigned.
5. All will be recorded in the grade book.
6. Teachers, administrators, and all other support staff will be available via email as well as other platforms such as Google Meet to ensure the continuation of student learning.

Scholars will receive at least four hours of synchronous instruction at a minimum.

See Chart #6 Distance Learning Student Daily Schedule and Chart #7 Distance Learning Instructional Matrix A to G Course Offerings

Learning Platform: All scholars in grades 9-12 will use the Google Suite of tools as their learning platform:

- All YPICS schools are utilizing the following resources to enhance blended/ learning: Google Meet and Google Classroom as our foundational virtual platforms;
- Additional support programs/apps including: Online student response systems (ie. Nearpod, Peardeck, etc) and i-Ready for Math/ELA intervention & acceleration.

Google Classroom

- Screencastify allows teachers to record videos for flipped instruction;
- Pear Deck (a student response system for formative check- ins);
- Flipgrid (allows students to submit video/audio responses to various prompts);
- Nearpod (allows teachers to make every lesson interactive and gives the teacher the ability to flex between hybrid and distance learning instruction).

Focus on Essential Standards and Engagement:

- Identify/Revise essential standards for each grade level/course;
- Ensure that all scholars have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil learning loss;
- Work collaboratively with instructional support staff to identify invention for students experiencing pupil learning loss.

Low Income Pupils, English Learners, & Foster Youth

Assessments: Scholars will participate in a combination of initial screenings, diagnostic exams (ie.iReady Math & ELA and NWEA), formative assessments (which includes scholar’s self assessment using rubrics against learning indicators), and summative assessments to identify learning loss. Teachers will engage in the use of backwards planning to implement Standard Based Grading (SBG) practices.

Other learning opportunities and engagement are as follows:

- Service Learning

Involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience.

- Project-Based Learning

Core subject teachers work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are expected to know deeply. The school has implemented a curriculum that encourages the learner to connect multiple subject areas with each other. Students find that they are able to apply mathematic concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. YPI Charter School students are engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives.

- Parent Engagement

YPICS is committed to community based education providing support for its students through an integrated approach to school, family, and community. YPICS embodies the belief that students thrive when they are part of a supportive community. YPICS specifically defines community based learning. in the following ways:

- Community Resources in the Classroom: To support student learning, YPI Charter Schools draws on existing community relationships to involve parents, grandparents and other family members, college age tutors, and mentors in the education of its students. YPICS will continue to include the community through virtual meetings, Cafe Con Directores, School Advisory Council (SAC) participation, Parent Orientations, School Informational Sessions, and other parent/community meetings and events.

- **School as Community Center:** The school serves as a hub for lifelong learning for the neighborhood providing services; such as, parenting workshops, computer literacy, ESL classes. These services will be moved to a virtual format using the Google Meets platform.

A-G approved courses through (UCOP), WASC Accredited.

See Distance Learning Chart #7

SPED

Through our virtual learning platform, Google Meet, special education teachers are providing instruction and support alongside the general education teachers. This Push-in support allows special education teachers to monitor the learning and needs of their students in real-time.

Scholars with special needs are also provided Pull-out support which happens in small group Google Meet sessions that are led by the special education teacher. Pull-out sessions happen in two ways:

- 1.) Impromptu sessions - When the special education teacher is able to keenly sense when students require a small group to limit distractions and and slow the pace of the general instruction that is taking place in the larger group setting.
- 2.) Scheduled sessions - Pull-out sessions are also scheduled by the special education teacher to support a group of students with special needs who requires additional reteaching or pre-teaching of material. This is usually done during time dedicated to supporting students with high-needs called “targeted intervention.”

*Following the guidance of State and Local Public Health Officials services will be provided on campus for the Charter School's SPED Ed students when it is safe to do so.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Bert Corona Charter HS conducted all classes and course offerings via Distance Learning. Bert Corona Charter HS scholars had access to Chrome Books. An additional one hundred and twenty-two (122) devices (desktops, laptops, iPads) were distributed/loaned to families to support distance learning; as well as, instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. Bert Corona Charter HS aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service. All equipment is uploaded with programs purchased by the YPICS Schools, such as Achieve 3000, IXEL Math, access to google classrooms, Flocabulary, and the myriads of apps available to scholars and families through the student portal.

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.]

Low Income Pupils, English Learners, Foster Youth

Assessment

Measuring what our students are learning and mastering through the instruction they are receiving, either formally or informally, is critical to addressing deficiencies in learning and to making sure students are appropriately challenged in their areas of growth. The following strategies are available to us in a socially-distanced environment: A combination of initial screenings, diagnostic exams (ie. iReady Math and ELA), formative assessments (i.e. Illuminate DNA), and summative assessments (ie. end of unit assessments and end of year benchmarks, or state assessments) to identify and address learning loss.

The Charter will measure pupil participation daily.

Pupil participation:

All students are expected to participate in at least four hours of synchronous instruction five days a week and asynchronous instruction, when needed to support small group instruction . Participation is measured by the teacher who will take attendance period-by- period through out the day (both at the beginning and at the end of the session meet). If a student does not participate or is absent, support staff will follow up immediately with families via phone call, use of the "Remind" communication system, SchoolMint, email, text message, in the scholar's home language. The Office Teams and Tech Support Teams will track on-going communication and outreach with parents and will collaborate with teachers on tracking parent and family check-ins and follow-up regarding challenges and technology challenges. Student attendance will not be penalized because of technology difficulties. Submitted work will be credited towards attendance and work completion.

Monday Instructional Program

The Charter School operates on an 8-Block Schedule. Scholars attend each of the 8-period blocks for 30 minutes. The focus of the 240-minute instructional day is to introduce students to the concepts for the week and determine their preliminary level of mastery via activities and assignments.

Mini Lessons are presented by the teacher to prepare students to understand the learning goals, deliverables, and follow-up activities.

Tuesday - Friday Instructional Program

Scholars attend school in an A Group-by block (Tuesdays and Thursdays) and B Group-by block (Wednesday and Friday) rotation.

Tuesday-Friday scholars receive four days of 320 minutes of direct instruction in core classes, 30 minutes in an advisory class, which is focused on social emotional learning and supports by the teacher (and additional support personnel, counselors, mentors, etc.).

In live synchronous instruction sessions, students complete Do Nows and gaps are identified (show call and modeling are used to fill gap).

Instruction will be delivered in cohorts of 15 or less.

Time Value of Pupil Work: Teachers will monitor the four hours of synchronous and/or asynchronous work by daily attendance tracking in the Data and Assessment Software, Illuminate. The Illuminate- "Daily Attendance Report" will be used to monitor presence in the classroom. Evidence of work completion and actual minutes in attendance, will be tracked in Google Classroom through the "Meet Quality Tool Report". All students are expected to submit daily "Do Nows" and "Exit Tickets" as evidence of daily work completion . Additionally, regular classroom assignments, learning activities, deliverables and assessments will be tracked in Google Classroom. Teachers will use a YPICS Legend, which explains the attendance codes to identify the type of absence or credit for full attendance.

See Attached Attendance Legend Chart

Promote use of technology (particularly Google Docs) so that students can collaborate effectively on a presentation without having to physically be next to each other Designate a table with a safety barrier for students to get one-on-one support from teachers, tutors, etc. (Areas will be sanitized after each use)

What does collaboration look like with distance learning?

YPICS staff will be using a number of programs and applications such as the Google Suite, PearDeck and NearPod will allow students to:

- Collaborate in whole group or small groups
- Submit collaboratively developed responses that teacher can assess individually
- Virtually collaborate on a common learning task
- Get public feedback from teachers
- Access material through auditory (visual) prompts

The following are used to assess pupil progress through live contacts and synchronous instructional minutes:

- Teacher Evaluation (Rubrics)
- Teacher assessments and rubrics used to evaluate daily student academic achievement.

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.]

Low Income Pupils, English Learners, & Foster Youth

Professional Development and Collaboration

The current health crisis and its impact on classroom education has required a re-equipping of our staff in order to meet the challenges presented to us. Therefore, the Charter School will continue to provide professional development for all staff to implement flexible remote distance learning instructional model. Teachers will be provided with training on a range of distance learning tools and resources to engage students. The YPICS Academic team has developed a survey to get feedback from our staff as to their most pressing concerns and needs for professional development:

Flipped Classroom Instructional Models and supports:

- Models of instruction - Blended learning approaches (hybrid, concurrent, flipped classroom, playlist model, etc);
- Models of instruction - Interacting with students in a socially-distanced classroom (differentiation, small group instruction, conferencing, rotations, setting norms) (Nearpod, Peardeck);
- Designing asynchronous independent practice tasks (learning tasks that students engage in at home, on their own time) Screencastify allows teachers to record videos for flipped instruction;
- Making videos for asynchronous instruction (Flip Grid);

Learning Platform

- Equipping students to be effective “distance learners” (ie. increasing engagement)- NearPod, and Peardeck;
- Google Classroom, Google Docks, etc. Google Suite

Assessments

- Executing reliable assessments (google forms, automating feedback, iReady, IXL, Khan Academy);
- Staff collaboration time to engage in improvement cycles (ie. reviewing student assessments, planning instructional shifts, lesson plans, etc);
- Data Meetings;
- Effective Instructional Practices (ie. Get Better Faster, Teach Like a Champion, etc);

Increasing Student Engagement

- Classroom management for health and safety;
- Classroom Management in general (Routines, Procedures, Rules, Expectations);
- Equipping students to be effective “distance learners” (ie. increasing engagement)- NearPod, and Peardeck;

- Models of instruction - Interacting with students in a socially-distanced classroom (differentiation, small group instruction, conferencing, rotations, setting norms) (Nearpod, Peardeck);

Physical Education Strategies

Focus on Essential Standards

- Identify/revise essential standards for each grade/course;
- Ensure all students who need additional support to mitigate pupil learning loss;
- Schedule time for students experience pupil learning loss;
- Intervention Models - Supporting students who need additional support (Flocabulary);
- Effective Instructional Practices (ie. Get Better Faster, Teach Like a Champion, etc);
- Project Based Learning;
- Standards Based Grading;
- SFA

Technology Integration / Enhanced Learning Support

YPI Charter Schools supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into a thoughtful, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate internet search results; as well as, how to communicate deep understanding using software applications and multimedia technology. Technology savvy teachers are recruited to teach at YPICS. All of the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Additionally, staff, students, and families are supported by the YPiCS Instructional/Technology Director and Two Tech Assistants who provide support through providing Professional Development, Help-Desk, and office hours to the school teams. Virtual, independent Professional Development, which models the Flipped Instructional Model is also provided to staff and is available on the YPiCS Virtual PD website.

These topics, among others, will be addressed by YPICS staff and outside professional experts upon the return of our entire team in July /August and throughout the 2020-21 school year. Teachers will be provided multiple differentiated PD opportunities to address PD topics which most fits their needs along with YPICS Priorities for this year.

Directors of Instruction and the YPICS Instructional Technology Director serve as Instructional Support Coaches and are focused on training staff in the implementation of the Flipped Classroom Instructional Model, Google Suite of Instructional Tools, Essential. Standards/Student Engagement, and the use of Assessments (Standards Based Grading-Rubrics; student self-reflection)

Staff Roles and Responsibilities

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

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

Supports for Pupils with Unique Needs

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

College Ready

At YPICS means students have opportunities that prepare them for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree). Being ready for college means that a student has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

Career Ready

YPICS believes a career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being ready for a career means that a student has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, technical/vocational program, apprenticeship or significant on-the-job training).

Active Citizens

YPICS citizen-scholars are not just tourist in their classrooms. They are active citizens, change agents, and California's future leaders. Our students learn that being an active citizen is about being community-oriented and looking beyond the microcosm of their own lives and family, to contribute some of their time, skills and energies to make a better world for the larger community in which they attend school and live.

The Charter school has verified, and secured those in need, that all English Learners, foster youth, and low-income students have tech equipment and access to WiFi Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL), Standards Based Grading (SBG), and Project Based Learning (PBL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned in a co-teaching format to provide small group support and designated ELD (SFA). Students are provided opportunities to engage in Designated and integrated ELD Daily. All certificated and classified staff work collaboratively to meet the needs of English Learners, foster youth and low-income students. The Charter School has established a teacher portal of resources such as access

to iReady Math/ELA Curriculum, intervention, and assessment supports for all learners along with resources (including 3 years of Instructional technology Professional Development resources data-base) to support English Learners, foster youth, and low-income students.

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

Description	Total Funds	Contributing
50% of Program Coordinator, 60% Assistant Executive Administrator: Assist with Continuity of Learning to prevent Learning Loss	82061	Yes
Salaries & Benefits for Core Staff	862534	No
Professional Development: Learning Platforms (Google Classroom, Nearpod, Peardeck, Casstify, Flip Grid, iReady Math & ELA) Essential Standards, Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	23188	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	74768	No
Technology: ChromeBooks and Digital Devices for Distance Learning and Hybrid Educational Model	123000	No

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.]

Low Income Pupils, English Learners, Foster Youth

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

1) Systematic Response: The Charter School will screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed.

Teachers will universally screen all students during the first month of the school year utilizing diagnostic assessments in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers will use formative and summative assessments to identify strengths and deficiencies preventing students from achieving grade level expectations.

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

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

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

by teachers, supervised by administrators and implemented by paraprofessionals;

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

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

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

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

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

by teachers, supervised by administrators and implemented by paraprofessionals;

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

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

- At Home Learning Kits: Students will receive monthly “At Home Learning Kits” filled with resources students will need in a Hybrid learning environment.
- Computers, Chromebooks;
- Access to Mobile Wi-Fi Hotspot
- Access to hundreds of apps purchased by MORCS in the “Self-Service” feature;
- Daily Reading, and Writing;
- Grade Level texts in all subject areas;
- Learning Materials (i.e. reading books, core subject books, CTE art supplies, etc).

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

- Administration will meet once a year with all teachers to establish professional goals for the year and review the progress of student learning through an analysis of state data, YPICS Benchmark assessments along with classroom summative and formative assessment data;
- Administration and teachers will continue to reflect and refine goals throughout the year through informal meetings and bi-weekly data team meetings.
- Lead Teachers from the Charter school will act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed.
- Lead Teachers will strive to ignite a passion and implementation of effective teacher practices to encourage and maintain cutting edge teaching and learning.

Students identified as struggling or demonstrated no growth during the 2019-2020 school year, based on the final iReady Math and Reading (and NWEA) End of Year Assessment, were invited to participate in the 2020 Summer School Intervention and Enrichment Program.

Pupil Learning Loss Strategies

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

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

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

Description	Total Funds	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% School Counselor; Tutors; Specialists; Stipends; LSC Instructional ; Instructional Materials (4000s) ChromeBooks.	91321	Yes
Summer School (Extended Learning)	30827	Yes

Mental Health and Social and Emotional Well-Being

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

The Charter School has developed a School Culture and Climate Committee. This team, under the direction and support of the Academic Counselor, who also has an MFT License, will help to monitor and support mental health and social well being of pupils and staff during the school year. Additionally, the school has a social worker to provide social emotional support to families and students. On February 7, 2020 YPICS provided all staff a Professional Development Day on Trauma Informed Instruction. On, August 3, 2020 and August 7, 2020, the Charter School held the first Mental Health and Social Emotional Well-Being training of the school year. All staff will continue to receive professional development on trauma informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered.

Low Income Pupils, English Learners, Foster Youth Incorporate welcoming/inclusion activities;

Create learning teams and expectations:

Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in class activities;

Set goals together;

Core Priorities of Trauma-Informed Distance Learning;

Predictability

Flexibility

Connection Empowerment

The Charter School has partnered with the National Alliance on Mental Illness (NAMI), California, to receive NAMI (NCHS) Workshops. The goal of the workshops is to support the Charter School team to start an NCHS Club at Bert Corona Charter High School. The student-led club will focus on mental health and wellness and provide critical opportunities to eliminate the stigma and discrimination associated with mental illness and reduce suicides.

Youth Mental Health First Aid (YMHFA) will teach the Charter School teams how to identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and provide initial support to the Charter Schools' scholars (ages 14-18) who may be developing a mental health or substance use problem and help connect them to the appropriate care.

All YPICS staff will take the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

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.]

Teaching and Learning.

Tier I Supports - Student/parent is responsive to calls and student is completing assignments

1. Large Group- Direct instruction to a cohort of learners or in a flipped classroom model using Google Meets .
2. Classified staff called the student/parent to “check in” and provide support with academic questions.
3. Remind messages were sent weekly with information about what was happening at BCCH and new resources available to our families and community.

Tier II Supports - Student/parent responded to calls; however, students not completing assignments Small Group Sessions- Teachers and tutors held small group academic support sessions. Students were targeted based on need.

1. Teachers held “office hours” for students to ask questions or connect with the teacher.

2. Teachers called students/parents to “check in”, encouraged students to participate in Google Meets sessions, and provided support with academic questions.
3. Teachers and tutors send emails to students as reminders.
4. Students were invited to participate in small group counseling and mentoring opportunities.

Tier III Supports - Student/parent who were not responsive to calls and students not completing assignments Administration called home to speak to parents to identify needs and connect families to the appropriate resources.

1. Students were connected to counseling services from our outside provider
2. Teacher and tutors setting up one on one meets or calls.
3. Computers were distributed; Internet access is still being negotiated. (More families are requesting internet access)

Instruction

Teachers employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement and the ability to continually assess student progress towards mastering daily learning objectives. Peardeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:

1. Attendance Manager/Teachers monitor student attendance and communicate with families.
2. Parent outreach and communications will stress the importance of attendance and arriving at their virtual school on time each day.
3. School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
4. Teachers are trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
5. School will use Family Support Team process that mirrors the School Support Team model.

Further, teachers use a suite of Google tools, including Google meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers have support from colleagues through Monday, grade level and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides’ call home daily to follow up with families of students that have missed a class period, or are absent for the day. The purpose is to check-in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Monday's. Think Together, YPICS after school provider, created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Charter School will provide nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served for the week on Tuesdays, between 9:00am-11:30am as requested by parents in the parent survey.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	2380	Yes

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
32.82%	557,676

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.]

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

BCCHS Instructional Matrix 2020-2021												
In-Person & Distance Learning												
Block	Stenfjord	Lecomte	Garcia	Gamboa	Rothenay	Soria	Marambio	Criospo	Castañeda	Gonzalez	Diaz	Demorgoli
1	Eng 9	AP Eng	Alg 1	Alg 2	PREP	PREP	CHEM	World Hx	RSP	SFA	PE	VM III
2	Eng 10	Eng 12	Instructional Support	Trig /Pre Calc	AP BIO	Span I	Physics	US Hx	PREP	CC	PE	VM II
3	Instructional Support (10th)	Eng 12	Alg 1	Trig /Pre Calc	BIO	Span I	Physics	World Hx	RSP	PREP	PE	VM II
4	Eng 9	PREP	Geometry	Instructional Support (10th)	BIO	Span 2	Physics	Econ/Gov	RSP	SFA	PREP	PREP
5	PREP	Eng 11	PREP	Statistics	BIO	Span 2	CHEM	World Hx	RSP	CC	PE	VM I
6	Eng 10	Instructional Support	Geometry	PREP	BIO	AP Span	CHEM	PREP	RSP	CC	Instructional Support	VM I
7	Eng 10	Eng 12	Alg 1	Alg 2	Instructional Support (10th)	Span I	Instructional Support	US Hx	PREP	SFA	PE	VM II
8	Eng 9	Eng 11	Geometry	Alg 2	AP BIO	Span 2	PREP	Econ/Gov	RSP	Leadership	PE	VM I

BCCHS Instructional Matrix 2020-2021												
In-Person & Distance Learning												
Block	Stenfjord	Lecomte	Garcia	Gamboa	Rothenay	Soria	Marambio	Criospo	Castañeda	Gonzalez	Diaz	Demorgoli
1	Eng 9	AP Eng	Alg 1	Alg 2	PREP	PREP	CHEM	World Hx	RSP	SFA	PE	VM III
2	Eng 10	Eng 12	Instructional Support	Trig /Pre Calc	AP BIO	Span I	Physics	US Hx	PREP	CC	PE	VM II
3	Instructional Support (10th)	Eng 12	Alg 1	Trig /Pre Calc	BIO	Span I	Physics	World Hx	RSP	PREP	PE	VM II
4	Eng 9	PREP	Geometry	Instructional Support (10th)	BIO	Span 2	Physics	Econ/Gov	RSP	SFA	PREP	PREP
5	PREP	Eng 11	PREP	Statistics	BIO	Span 2	CHEM	World Hx	RSP	CC	PE	VM I
6	Eng 10	Instructional Support	Geometry	PREP	BIO	AP Span	CHEM	PREP	RSP	CC	Instructional Support	VM I
7	Eng 10	Eng 12	Alg 1	Alg 2	Instructional Support (10th)	Span I	Instructional Support	US Hx	PREP	SFA	PE	VM II
8	Eng 9	Eng 11	Geometry	Alg 2	AP BIO	Span 2	PREP	Econ/Gov	RSP	Leadership	PE	VM I

A Description of the Aspects of the Learning Continuity and Attendance Plan Influenced by Specific Bert Corona Charter High School Stakeholder Input	
Chart #2	
Common Themes	Summary of Feedback
The Interaction-Synchronous Instruction	Scholars will receive at least 5 hours of synchronous instruction at a minimum. Parents and staff found that scholars are able to receive more individualized support during synchronous instruction.
Continue with Google Meets and the Google Suite of online tools	YPICS Scholars will continue to have access to the suite of Google tools, such as, Google Meets, Google Teacher Classrooms, Screencastify, Pear Deck, & Flipgrid. Staff and parents will be provided training in how to use these platform tools. Additional learning platforms will include iReady Math and ELA, Achieve 3000, and UCI Curriculum. Teachers were trained during Summer Teacher Academy, June 15th-June 30 th and during YPICS Professional Development days, August 7-10 th . Parent Trainings will be held during September and October. Additional parent trainings will be held throughout the year.
How to return to school Preferences	Bert Corona Charter High School scholars will begin their A/B Blocked instructional day at 8:40am. Their last block is from 2:25pm-3:45pm. The Think Together After School Program and will be provided daily from 3:45pm-6:00pm. Additionally, students have access to early college courses taught online or in-person by professors from LA Mission College both during the day and after school.
Social Emotional Learning & Anti-Bias/Anti-Racist Education	All YPICS staff participated in a Professional Development Training on August 7, 2020 focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will serve as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team will continue to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.
ELD Focus-Success For All (SFA)	All YPICS Staff participated in SFA Professional Development Training on August 8, 2020 which focused on SDAIE and ELD strategies. The Academic Team will continue to provide resources and training throughout the year in SFA

A Summary Learning Continuity and Attendance Plan Summary of Feedback Provided by Specific Stakeholder Groups
Bert Corona Charter High School

Chart #1


Common Themes	Summary of Feedback	Stakeholder Group
The Interaction- Synchronous Instruction	Synchronous instruction provided by the YPICS staff was highly valued by parents and students. YPICS’ scholars seemed to receive more synchronous instruction than students from neighboring schools with an average of four hours of live instruction. Staff appeared to value being able to connect with scholars daily. Staff also reported that compared to their colleagues they felt less isolated during the Pandemic and serving scholars during this time provided them an extra sense of purpose.	Staff, Parents, Scholars
Continue with Google Meets and the Google Suite	Scholars had access to a variety of online programs, that were already part of the YPICS curriculum suite of instructional options. Stakeholder feedback suggests more consistent training for parents to be able to increase their capacity to connect with school and remain engaged and informed with their child’s educational program.	Staff, Parents
How to return to school Preferences	Parents were surveyed on options for In-Person Instruction. The majority of parents, 80%, preferred to continue the spring A/B schedule in school, yet 20% indicated preference to continue in the virtual learning model and are not yet ready to return to campus.	Staff, Parents
Social Emotional Learning & Anti-Bias/Anti-Racist Education	During the 2019-2020 school year our scholars witnessed the best and the of worst of humanity through the COVID-19 global pandemic and the impact of racial in justice on the nation. Our School Climate & Culture Support Team felt it was critical for our scholars to receive Anti-Bias & Anti-Racist Education Woven into their daily instruction. In addition, scholars need conflict resolution skills, self-care strategies, emotionally safe classrooms, and to learn how to highly engage in daily lessons.	Staff
Continue with ELD for ELs and SPED ELs	Staff, and parents agree, continue professional develop activities initiated during the 2019-20 school year focus on CCSS implementation with ELS and SPED ELs	Staff, Parents

Chart #5 Flipped Homework Instructional Model

Resources	Video Testimonial	Approach	Needs	Rationale
https://www.blendedlearning.org	https://www.blendedlearning.org/models/#flip	Post video lessons, lectures, readings to allow students to review and prepare for classroom activities Task students to work independently; Provide targeted support in class. Allow students to collaborate and problem solve (monitor and provide guidance)	Provide technology ensure access to internet	Teachers spend their time on facilitating learning and targeting gaps; lessons delivered through engaging videos
Teaching Learning Cycle				
Model: Allows teachers to work one on with with students to mitigate learning loss	At home: Students watch (ten minutes) video per subject and prepare responses to critical thinking questions.	In class: <i>start</i> Students complete Do Now and gaps are identified (show call and modeling used to fill gap)	In class: <i>middle</i> Utilize cooperative learning to examine topics, analyze, and form arguments supported by facts. (SFA strategies for engagement and reciprocal teaching)	In class: <i>end</i> Exit Tickets are provided 4 - 6 critical thinking questions (questions differentiated to identify level of mastery)

2020-21 DISTANCE LEARNING STUDENT CLASS SCHEDULE

Student Daily Schedule



Monday Schedule Early Dismissal		
Period	Time	Min.
Advisory	8:40 AM - 8:55 AM	15
Passing	8:55 AM - 9:03 AM	8
Block 1	9:03 AM - 9:33 AM	30
Passing	9:33 AM - 9:39 AM	6
Block 2	9:39 AM - 10:09 AM	30
Passing	10:09 AM - 10:15 AM	6
Block 3	10:15 AM - 10:45 AM	30
Passing	10:45 AM - 10:51 AM	6
Block 4	10:51 AM - 11:21 AM	30
Lunch	11:21 AM - 11:51 AM	30
Passing	11:51 AM - 11:57 AM	6
Block 5	11:57 AM - 12:27 PM	30
Passing	12:27 PM - 12:33 PM	6
Block 6	12:33 PM - 1:03 PM	30
Passing	1:03 PM - 1:09 PM	6
Block 7	1:09 PM - 1:39 PM	30
Passing	1:39 PM - 1:45 PM	6
Block 8	1:45 PM - 2:15 PM	30

Tuesday - Friday Schedule Regular Dismissal		
Period	Time	Min.
Advisory	8:40 AM - 9:10 AM	30
Passing	9:10 AM - 9:20 AM	10
Block 1 or 5	9:20 AM - 10:40 AM	80
Passing	10:40 AM - 10:50 AM	10
Block 2 or 6	10:50 AM - 12:10 PM	80
Lunch	12:10 PM - 12:50 PM	40
Passing	12:50 PM - 12:55 PM	5
Block 3 or 7	12:55 PM - 2:15 PM	80
Passing	2:15 PM - 2:25 PM	10
Block 4 or 8	2:25 PM - 3:45 PM	80

Minimum Day Dismissal		
Period	Time	Min.
Advisory	8:40 AM - 9:05 AM	25
Passing	9:05 AM - 9:13 AM	8
Block 1 or 5	9:13 AM - 9:53 AM	40
Passing	9:53 AM - 9:59 AM	6
Block 2 or 6	9:59 AM - 10:39 AM	40
Lunch	10:39 AM - 11:14 AM	35
Passing	11:14 AM - 11:19 AM	5
Block 3 or 7	11:19 AM - 11:59 AM	40
Passing	11:59 AM - 12:05 AM	6
Block 4 or 8	12:05 AM - 12:45 AM	40

Teacher Google Meet Codes	
Ms. Castaneda:	
Mr. Crispo:	
Ms. DeMorgoli:	
Ms. Diaz:	
Mr. Gamboa:	
Mr. N. Garcia:	
Ms. Gonzalez:	
Ms. Lecomte:	
Mrs. Marambio:	
Mr. Rothenay:	
Ms. Stenford:	
Ms. Soria:	

Monday Schedule		
Time	Activity	Min.
8:20 - 8:40	Prepare your learning space, eat, stretch, check your email and log on to learning platform to prepare for your day.	
8:40 - 8:55	Advisory Google Meet Check-in	15
8:55 - 9:03	Break: Movement	8
9:03 - 9:33	Learning Block 1 Google Meet	30
9:33 - 9:39	Break: Movement	6
9:39 - 10:09	Learning Block 2 Google Meet	30
10:09 - 10:15	Break: Movement	6
10:15 - 10:45	Learning Block 3 Google Meet	30
10:45 - 10:51	Break: Movement	6
10:51 - 11:21	Learning Block 4 Google Meet	30
11:21 - 11:51	Lunch Break	30
11:51 - 11:57	Head back to your learning space, check your email and log on to learning platform for the last periods of the day.	6
11:57 - 12:27	Learning Block 5 Google Meet	30
12:27 - 12:33	Break: Movement	6
12:33 - 1:03	Learning Block 6 Google Meet	30
1:03 - 1:09	Break: Movement	6
1:09 - 1:39	Learning Block 7 Google Meet	30
1:39 - 1:45	Break: Movement	6
1:45 - 2:15	Learning Block 8 Google Meet	30

Tuesday & Thursday Schedule		
Time	Activity	Min.
8:20 - 8:40	Prepare your learning space, eat, stretch, check your email and log on to learning platform to prepare for your day.	
8:40 - 9:10	Advisory Google Meet Check-in	30
9:10 - 9:20	Break: Movement	10
9:20 - 10:40	Learning Block 1 Google Meet	80
10:40 - 10:50	Break: Movement	10
10:50 - 12:10	Learning Block 2 Google Meet	80
12:10 - 12:50	Lunch Break	40
12:50 - 12:55	Head back to your learning space, check your email and log on to learning platform for the last periods of the day.	5
12:55 - 2:15	Learning Block 3 Google Meet	80
2:15 - 2:25	Break: Movement	10
2:25 - 3:45	Learning Block 4 Google Meet	80

Wednesday & Friday Schedule		
Time	Activity	Min.
8:20 - 8:40	Prepare your learning space, eat, stretch, check your email and log on to learning platform to prepare for your day.	
8:40 - 9:10	Advisory Google Meet Check-in	30
9:10 - 9:20	Break: Movement	10
9:20 - 10:40	Learning Block 5 Google Meet	80
10:40 - 10:50	Break: Movement	10
10:50 - 12:10	Learning Block 6 Google Meet	80
12:10 - 12:50	Lunch Break	40
12:50 - 12:55	Head back to your learning space, check your email and log on to learning platform for the last periods of the day.	5
12:55 - 2:15	Learning Block 7 Google Meet	80
2:15 - 2:25	Break: Movement	10
2:25 - 3:45	Learning Block 8 Google Meet	80



2020-21 STUDENT IN PERSON CLASS SCHEDULE

Student Daily Schedule

Monday Schedule Early Dismissal		
Period	Time	Min.
Advisory	8:40 AM - 8:55 AM	15
Passing	8:55 AM - 9:03 AM	8
Block 1	9:03 AM - 9:33 AM	30
Passing	9:33 AM - 9:39 AM	6
Block 2	9:39 AM - 10:09 AM	30
Passing	10:09 AM - 10:15 AM	6
Block 3	10:15 AM - 10:45 AM	30
Passing	10:45 AM - 10:51 AM	6
Block 4	10:51 AM - 11:21 AM	30
Lunch	11:21 AM - 11:51 AM	30
Passing	11:51 AM - 11:57 AM	6
Block 5	11:57 AM - 12:27 PM	30
Passing	12:27 PM - 12:33 PM	6
Block 6	12:33 PM - 1:03 PM	30
Passing	1:03 PM - 1:09 PM	6
Block 7	1:09 PM - 1:39 PM	30
Passing	1:39 PM - 1:45 PM	6
Block 8	1:45 PM - 2:15 PM	30

Tuesday - Friday Schedule Regular Dismissal		
Period	Time	Min.
Advisory	8:40 AM - 9:10 AM	30
Passing	9:10 AM - 9:20 AM	10
Block 1 or 5	9:20 AM - 10:40 AM	80
Passing	10:40 AM - 10:50 AM	10
Block 2 or 6	10:50 AM - 12:10 PM	80
Lunch	12:10 PM - 12:50 PM	40
Passing	12:50 PM - 12:55 PM	5
Block 3 or 7	12:55 PM - 2:15 PM	80
Passing	2:15 PM - 2:25 PM	10
Block 4 or 8	2:25 PM - 3:45 PM	80

Minimum Day Dismissal		
Period	Time	Min.
Advisory	8:40 AM - 9:05 AM	25
Passing	9:05 AM - 9:13 AM	8
Block 1 or 5	9:13 AM - 9:53 AM	40
Passing	9:53 AM - 9:59 AM	6
Block 2 or 6	9:59 AM - 10:39 AM	40
Lunch	10:39 AM - 11:14 AM	35
Passing	11:14 AM - 11:19 AM	5
Block 3 or 7	11:19 AM - 11:59 AM	40
Passing	11:59 AM - 12:05 AM	6
Block 4 or 8	12:05 AM - 12:45 AM	40

Teacher Google Meet Codes	
Ms. Castaneda:	rsp
Mr. Crispo:	crispo
Ms. DeMorgoli:	demorgoli
Ms. Diaz:	diaz46
Mr. Gamboa:	gamboa
Mr. N. Garcia:	garcia
Ms. Gonzalez:	gonzalez
Ms. Lecomte:	aplecomte lecomte
Mrs. Marambio:	marambio
Mr. Rothenay:	aprothenay rothenay
Ms. Stenford:	stenford
Ms. Soria:	soria

Monday Schedule		
Time	Activity	Min.
8:20 - 8:40	Prepare your learning space, eat, stretch, check your email and log on to learning platform to prepare for your day.	
8:40 - 8:55	Advisory Google Meet Check-in	15
8:55 - 9:03	Break: Movement	8
9:03 - 9:33	Learning Block 1 Google Meet	30
9:33 - 9:39	Break: Movement	6
9:39 - 10:09	Learning Block 2 Google Meet	30
10:09 - 10:15	Break: Movement	6
10:15 - 10:45	Learning Block 3 Google Meet	30
10:45 - 10:51	Break: Movement	6
10:51 - 11:21	Learning Block 4 Google Meet	30
11:21 - 11:51	Lunch Break	30
11:51 - 11:57	Head back to your learning space, check your email and log on to learning platform for the last periods of the day.	6
11:57 - 12:27	Learning Block 5 Google Meet	30
12:27 - 12:33	Break: Movement	6
12:33 - 1:03	Learning Block 6 Google Meet	30
1:03 - 1:09	Break: Movement	6
1:09 - 1:39	Learning Block 7 Google Meet	30
1:39 - 1:45	Break: Movement	6
1:45 - 2:15	Learning Block 8 Google Meet	30

Tuesday & Thursday Schedule		
Time	Activity	Min.
8:20 - 8:40	Prepare your learning space, eat, stretch, check your email and log on to learning platform to prepare for your day.	
8:40 - 9:10	Advisory Google Meet Check-in	30
9:10 - 9:20	Break: Movement	10
9:20 - 10:40	Learning Block 1 Google Meet	80
10:40 - 10:50	Break: Movement	10
10:50 - 12:10	Learning Block 2 Google Meet	80
12:10 - 12:50	Lunch Break	40
12:50 - 12:55	Head back to your learning space, check your email and log on to learning platform for the last periods of the day.	5
12:55 - 2:15	Learning Block 3 Google Meet	80
2:15 - 2:25	Break: Movement	10
2:25 - 3:45	Learning Block 4 Google Meet	80

Wednesday & Friday Schedule		
Time	Activity	Min.
8:20 - 8:40	Prepare your learning space, eat, stretch, check your email and log on to learning platform to prepare for your day.	
8:40 - 9:10	Advisory Google Meet Check-in	30
9:10 - 9:20	Break: Movement	10
9:20 - 10:40	Learning Block 5 Google Meet	80
10:40 - 10:50	Break: Movement	10
10:50 - 12:10	Learning Block 6 Google Meet	80
12:10 - 12:50	Lunch Break	40
12:50 - 12:55	Head back to your learning space, check your email and log on to learning platform for the last periods of the day.	5
12:55 - 2:15	Learning Block 7 Google Meet	80
2:15 - 2:25	Break: Movement	10
2:25 - 3:45	Learning Block 8 Google Meet	80

Coversheet

Facilities: White Oak Lease

Section: V. Items Scheduled For Action
Item: B. Facilities: White Oak Lease
Purpose: Vote
Submitted by:
Related Material: YPICS Learning and Support Center Lease.pdf



YPICS Learning and Support Center Lease

Location:

10660 White Oak Ave
Granada Hills, California 91334

Details	Current Lease	New Lease
Office Side	\$5144.56	\$3100
Storage Side		\$800
Increase		Increase 3% every year
Lease term	5 years	5 years lease with an option after 1 year to cancel
Payment option	N/A	January to May - not to pay rent for 5 months
Finance option	N/A	We will finance the 5 months. 5% per year