

# 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 losses, the increased need for child-care, and food instability and lack of access to technology and internet, death 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 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 need for 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 campus 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 asynchronous (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 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 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.

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**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
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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 <sup>th</sup> and during YPICS Professional Development days, August 7-10 <sup>th</sup> . 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
<a href="https://www.blendedlearning.org">https://www.blendedlearning.org</a>	<a href="https://www.blendedlearning.org/models/#flip">https://www.blendedlearning.org/models/#flip</a>	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				
<b>Model:</b> Allows teachers to work one on with with students to mitigate learning loss	<b>At home:</b> Students watch (ten minutes) video per subject and prepare responses to critical thinking questions.	<b>In class: <i>start</i></b> Students complete Do Now and gaps are identified (show call and modeling used to fill gap)	<b>In class: <i>middle</i></b> Utilize cooperative learning to examine topics, analyze, and form arguments supported by facts. (SFA strategies for engagement and reciprocal teaching)	<b>In class: <i>end</i></b> 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. Stenfjord:	
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	<b>Break: Movement</b>	8
9:03 - 9:33	Learning <b>Block 1</b> Google Meet	30
9:33 - 9:39	<b>Break: Movement</b>	6
9:39 - 10:09	Learning <b>Block 2</b> Google Meet	30
10:09 - 10:15	<b>Break: Movement</b>	6
10:15 - 10:45	Learning <b>Block 3</b> Google Meet	30
10:45 - 10:51	<b>Break: Movement</b>	6
10:51 - 11:21	Learning <b>Block 4</b> Google Meet	30
11:21 - 11:51	<b>Lunch Break</b>	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 <b>Block 5</b> Google Meet	30
12:27 - 12:33	<b>Break: Movement</b>	6
12:33 - 1:03	Learning <b>Block 6</b> Google Meet	30
1:03 - 1:09	<b>Break: Movement</b>	6
1:09 - 1:39	Learning <b>Block 7</b> Google Meet	30
1:39 - 1:45	<b>Break: Movement</b>	6
1:45 - 2:15	Learning <b>Block 8</b> 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	<b>Break: Movement</b>	10
9:20 - 10:40	Learning <b>Block 1</b> Google Meet	80
10:40 - 10:50	<b>Break: Movement</b>	10
10:50 - 12:10	Learning <b>Block 2</b> Google Meet	80
12:10 - 12:50	<b>Lunch Break</b>	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 <b>Block 3</b> Google Meet	80
2:15 - 2:25	<b>Break: Movement</b>	10
2:25 - 3:45	Learning <b>Block 4</b> 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	<b>Break: Movement</b>	10
9:20 - 10:40	Learning <b>Block 5</b> Google Meet	80
10:40 - 10:50	<b>Break: Movement</b>	10
10:50 - 12:10	Learning <b>Block 6</b> Google Meet	80
12:10 - 12:50	<b>Lunch Break</b>	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 <b>Block 7</b> Google Meet	80
2:15 - 2:25	<b>Break: Movement</b>	10
2:25 - 3:45	Learning <b>Block 8</b> 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.	
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9:03 - 9:33	Learning <b>Block 1</b> Google Meet	30
9:33 - 9:39	<b>Break: Movement</b>	6
9:39 - 10:09	Learning <b>Block 2</b> Google Meet	30
10:09 - 10:15	<b>Break: Movement</b>	6
10:15 - 10:45	Learning <b>Block 3</b> Google Meet	30
10:45 - 10:51	<b>Break: Movement</b>	6
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11:21 - 11:51	<b>Lunch Break</b>	30
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12:33 - 1:03	Learning <b>Block 6</b> Google Meet	30
1:03 - 1:09	<b>Break: Movement</b>	6
1:09 - 1:39	Learning <b>Block 7</b> Google Meet	30
1:39 - 1:45	<b>Break: Movement</b>	6
1:45 - 2:15	Learning <b>Block 8</b> 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	<b>Break: Movement</b>	10
9:20 - 10:40	Learning <b>Block 1</b> Google Meet	80
10:40 - 10:50	<b>Break: Movement</b>	10
10:50 - 12:10	Learning <b>Block 2</b> Google Meet	80
12:10 - 12:50	<b>Lunch Break</b>	40
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Wednesday & Friday Schedule		
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10:50 - 12:10	Learning <b>Block 6</b> Google Meet	80
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2:15 - 2:25	<b>Break: Movement</b>	10
2:25 - 3:45	Learning <b>Block 8</b> Google Meet	80