

## Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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### General Information

In mid-March 2020 The City of Los Angeles and City of Inglewood have declared a health emergency response to the Corona Virus (COVID-19). The virus is thought to spread mainly between people who are in close contact with respiratory droplets from an infected person sneeze or cough. It may also be passed by touching a surface or object that has the virus on it and then touching your own eyes, mouth or nose ([www.cdc.gov/COVID19](http://www.cdc.gov/COVID19)).

As a result of the COVID-19 pandemic, Wilder's shut-down its schools immediately. During school closure, we offered distance learning opportunities and provided synchronous and asynchronous instruction at all grade levels. While the learning opportunities offered were of great quality, in acknowledgement of the difficulty that some families faced during the initial onset of the crisis, students were held harmless for disengagement, missing assignments, and non-participation in synchronous instruction.

As part of our ongoing commitment to respond thoughtfully and effectively to this evolving situation, Wilder's has evaluated our School Safety Plan and has established safety protocols for the re-opening of school. We will continue to closely monitor late-breaking developments; confer with local health officials and medical experts; and implement any necessary changes to current processes or procedures. We keep the community informed through school-wide all calls, Class Dojo and the school website ([www.wpacs.org](http://www.wpacs.org)) of any developments that may impact school life.

### Stakeholder Engagement

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

We held a Virtual Parent Orientation on August 19, 2020 as a check-in with parents to share the latest updates:

- Staff Introductions
- Remote Learning
- Nutrition
- First Days of School
- Materials/Technology
- Attendance & Participation
- Communication
- Setting the Stage for Success
- Cyber Safety
- Important Dates
- Health and Safety
- Social-Emotional Support

Specifically we addressed:

- Will Wilder's continue with remote learning for the remainder of the school year?
- If we were to begin a hybrid schedule, how many students and staff members will be on campus at one time?
- If we were to return to campus, how much advance notice would we have?

What date will sports programs and other extra-curricular activities be available for students?

To solicit and promote stakeholder feedback, phone calls, emails, text messages, public meetings, social media posts started in March of 2020 to ensure all members of the community had an opportunity to engage in the planning of when and how students would safely return to school in the fall of 2020. Surveys of Staff, Parents, and Students were administered during the Spring.

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

Meetings of the Board of Trustee meetings and parent meetings are hosted using Zoom video streams.

### **A summary of the feedback provided by specific stakeholder groups.**

While some feedback has been gathered, the feeling of when the school should re-open is centered around the safety of students and staff. Schools should open only under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

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

While the dates continue to be fluid, we do not see opening the school before December 31, 2020.

## **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.]*

To prepare for the opening of the schools for classroom-based instruction bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies have been made which include thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and gowns.

Plans for hybrid learning models including students participating in a combination of in-person and distance learning have been drawn and tested. Limited numbers of students walk in one direction following the recommended 6 feet of social distancing. Student class loads per room will be designed at 12-13 students per class, modification of classroom spaces may need to be made including the removal of built in cabinets and desks to provide the necessary space for social distancing. School days will be modified to allow for smaller cohorts of students

Training of staff on proper hygiene, cleaning, and sanitizing procedures will be implemented.

At this time, it does not appear the school will open to classroom-based learning before December 31, 2020.

### **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.]*

The Board of Trustees has approved the list of instructional materials the students will use this school year. The materials include individual textbooks as well as website based instructional nodes.

Student Materials Teachers and staff have prepared countless number of classroom materials for each student to have at home to assist with daily lessons.

In addition to synchronous weekly engagement and participation, additional supplemental instruction is provided, such as recorded instruction for later viewing, small group interaction for ongoing support, recommending reading, writing, and projects. Additionally, teachers will be expected to monitor student engagement and participation during distance learning and will report student performance weekly. This will allow the administration to resolve any issues.

Remote Learning Remote learning allows teachers to deliver their lessons virtually or online, and students can complete assignments, projects, and assessments just like they would in the classroom.

Teachers are required to provide daily live interaction with students.

Teachers are required to track and monitor daily student attendance. A student who does not participate in daily instruction will be considered absent.

Daily instruction is defined as video/audio instruction in which the primary mode of communication is online interaction, instructional video, or other instruction that relies on computer or communication technology.

Parents will ensure that students are attending school regularly, receiving quality instruction, and turning in assignments on time.

WPACS will provide devices and supplemental materials for use at home

#### Student Responsibilities

Be present, engaged, and participate. Interaction during live instruction is priceless.

Students are expected to log onto Zoom at 8:30 am daily. Zoom links will be posted on the website and Class Dojo.

Each grade level will have the daily schedule posted on the teacher's website and Class Dojo.

Students are expected to turn on their videos when participating in class unless given explicit directions otherwise. If a student has a valid reason for turning the video being off, they must reach out to their teacher.

Students are always expected to be positive and respectful to others in class.

#### 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.]*

While parents have the option of using their own technology devices WPACS will have enough Chromebooks for each student. Our requirement is that the devices are an actual computer.

The WPACS team scheduled the following Chromebook and grade level materials distribution dates, with priority for low-income students (those who qualify for free/reduced price lunch). WPACS is working to resolve challenges in reaching families and in assuring internet availability.

Kindergarten First	August 21, 2020
and Second Third	August 25, 2020
and Fourth Fifth	August 27, 2020
and Sixth Seventh	August 31, 2020
and Eighth	September 2, 2020

## **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.]*

We celebrate every student!

Ensuring pupil participation includes parent involvement. Parents/Guardians are all vital! We must stay connected through distance learning. Communication must be open and ongoing. Monthly Eagles Nest Parent Meetings will continue. Parents should visit Class Dojo daily for up to date information and they should ask their child about their synchronous and asynchronous assignments. The School checks-in with the parents through the Parent Portal and Parent-Teacher Conferences are held to offer toward the student's academic progress.

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### **Student Expectations**

Arrive to Zoom sessions 10-15 minutes early. Students must join no later than 8:30am.

Follow classroom rules and school policies.

Engage in videos, discussions, assignments shared, and ask questions if you do not understand. Submit completed assignments or tasks and follow the directions provided.

Do not disturb others or disrupt the learning process.

Take responsibility for your actions. Always tell the truth.

Respect all staff, parents, peers, and yourself. Have a positive attitude.

## **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.]*

Remote learning is designed to provide meaningful, manageable experiences that nurture strong, positive connections between students and teachers while emphasizing the most essential learning targets in each grade level or subject area.

We maximize Best Practices during remote learning that include:

Defining Best Practices through remote learning

Identifying Best Practices that are proven to improve instruction and student learning  
and Implementing Best Practices to exemplify the "Wilder's Way"

Teachers create and maintain digital portfolios to help build their teaching practice by enhancing skills and abilities in an increasingly digital society.

Professional Development List and certificates of completion

Videos, introducing themselves, sharing their philosophy of teaching

Best pedagogical practices and effective approaches to student learning

Testimonials from students and/or parents on how their teaching has been

Impactful pictures of them in their teaching craft

Showing student work samples and evidence of student learning, student growth

## Staff Roles and Responsibilities

A qualified and dedicated staff is essential to providing the best educational experience to our students.

Classroom organization and procedures start with:

Organizing the instruction, assignments, and communication platforms

Zoom

Google Classroom

Seesaw

Class Dojo

Aeries

Curriculum Rosters

Class Webpage

Establish and PRACTICE Routines for the first month

Entering the Zoom session

Breaks/Bathroom protocol

Supplies Check

Morning Meeting

Speaking and Listening Norms

Behavior/Class Rules (allow the students create 3 additional rules) Exiting the Zoom session

Classified staff have had to make changes as well as working remotely and supporting students and families has been a challenge. Various classified staff are engaged in activities that are new to them. New or enhanced job responsibilities have been added and they have jumped in to support the school. These include making copies of print materials for students in the remote setting, providing technical, support and working with parents to link them to resources for basic needs, added security measures, and maintaining the cleanliness and safety of the facility.

## 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.]*

While the school closure has impacted all of our students, it has most impacted the approximately 20 Special Education students. These students need more one-on-one in-person instruction. With that in mind the following measures have been put in place:

Utilization of Intervention Teachers and Instructional Aides to assist teacher and the Speech Therapists in the remote setting for students on IEPs.

Students on IEPs are offered in-classroom instruction

Zoom conferencing between parents and the Special Education Teacher to partner in dealing with challenging behaviors

Utilize the grade level intervention specialist to reteach concepts and reinforce standards to help close any achievement gaps.

Utilize the leadership team to support students' instructional efforts.

Utilize the campus supervisors to monitor behaviors during Zoom sessions.

## 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.]*

In order to assess pupils to measure their learning status, an initial diagnostic assessment for students will be administered for mathematics and English Language Arts.

The English Language Proficiency Assessment of California (ELPAC) is also administered for those students identified and English Language Development (ELD).

Results of these assessments will be analyzed by teacher teams and intervention to mitigate pupil learning loss will be planned based on identified needs of the students. For skills and standards that are an identified need for all students because instruction was not provided due to school closure, whole class instruction will be provided. For skills and standards identified as an area of need for small groups or individuals due to learning loss incurred from disengagement during school closure, intervention strategies will be utilized and small group and individualized instruction will be provided during daily intervention time blocks, by the teacher, intervention staff, or through use of web-based programs that target the individual needs of each student.

### 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.]*

In order to address learning loss and accelerate learning progress for pupils, time has been designated in the daily schedule at all levels for the purpose of addressing specific student needs through intervention activities. Teachers and intervention support staff will use the results of diagnostic assessments to identify areas of need for the whole class, small groups, and individuals and deliver targeted interventions.

Teachers use backwards and bench-mark assessments, analyze the results, and make necessary adjustments throughout the year.

Teachers and support staff will also utilize web-based apps and programs to provide individualized instruction and practice in areas of identified need.

### 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.]*

We use the assessment calendar that includes a systematic approach toward student achievement. These tools will be used to measure student achievement and provide insight into areas that could be identified as learning loss areas. In addition to this, other indicators of student progress and identification of learning loss will be academic grade information as well as, on the classroom level, classroom formative and summative assessments. Taken as a whole, this data will provide the ability to analyze effectiveness of the services and supports provided to ameliorate learning loss for the district.

### 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.]*

WPACS' steps include:

Make a list of your child's academic and social concerns

- Discuss the importance being present at school everyday
- Discuss the importance of being present and engaged in a new learning environment
- Show interest in your child's daily learning activities
- Communicate with your child's teacher(s) often

WPACS' counseling services include:

- Consultation with teachers or staff, email, and paperwork
- Student meetings to create and write IEP goals
- Sibling interactions at home
- Updates on counseling services; meetings with Administration, teachers, and parents
- Information on support guidance
- Completion of proper paperwork and applications

### **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 is not engaging in instruction and is at risk of learning loss.]*

Teachers are providing grade-level educational activities for elementary students as well as course-specific content for students in grades 6-8. Weekly standards and objectives are outlined by subject area for the week for students and families to follow, with digital resources, which may be subject specific for additional support. Students are provided with synchronous and asynchronous assignments with teacher guided instruction and academic intervention support. Supplemental projects and activities are encouraged for further understanding and development.

Distance learning schedules are posted electronically and available for viewing daily. Instructional minutes are as follow:

- Kindergarten: 240 minutes per day
- 1st - 3rd grades: 300 minutes per day
- 4th - 8th grades: 330 minutes per day

We have incorporated breaks during the day as well to lessen screen exposure, provide mental breaks, and support mental, social-emotional health for our students. We recognize the need to acclimate to distance learning implementation, therefore teachers are tolerable of varying virtual learning experiences, home environments, and learning styles. Initially the approach to instructions is with caution as the needs of each individual student are evaluated and met.

### **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 school year started with providing Grab 'n' Go meals for students that qualify for the FRMP program. The meal service for these students then increased to include meals for the weekends. By October 1, 2020 through the end of the distance learning school year, we will offer the Seamless Summer Option feeding program, aka Universal Feeding Program allowing all students within the schools' boundaries to be fed, for the entire week including weekends.

## **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.]*

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for low-income and English learners.

We continue to assess the needs of the unduplicated students in all areas of the Learning Continuity and Attendance plan and most especially in the following areas:

***Distance learning program:***

the purchase of specific instructional tools that support effective first best instruction as well as differentiation of curriculum for unduplicated students  
providing devices and hot spots to support unduplicated students  
the purchase of novels to support literacy for unduplicated students  
additional school supplies for students to use at home

***Pupil learning loss:***

Delivering specific Professional Learning opportunities that employ research-based strategies to support unduplicated students  
Providing specific instructional tools to support intervening for unduplicated students  
Increasing funds to provide tutoring for unduplicated students  
Differentiating academic support for English Learners  
individualized and small group instruction for unduplicated students

***Mental health and social emotional well-being:***

Providing training for teachers and staff in the area of trauma-based instruction focused on supporting unduplicated students  
Adding school counselor interns to provide lessons, staff support, and small group support focused on supporting unduplicated students

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

With the majority of our students low-income we continue to assess the needs of the unduplicated students in all areas of the Learning Continuity and Attendance plan. Based on achievement results on the previous years we create a plan to understand the needs for these students, and supplemental funding has been directed toward these areas of improvement.