

# 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
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## General Information

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

Alain Leroy Locke Academy is part of Green Dot Public Schools California, a non-profit charter school network serving 11,500 students in the greater Los Angeles area. 97% of students at our school are classified as low-income, English Learners, or foster youth, and the COVID-19 pandemic has only further exacerbated the inequity experienced by these communities. Locke Academy has made every effort to ensure continued academic engagement and social-emotional support for 100% of its students since closing its school building on March 13, 2020.

Locke Academy supports students and families by continuing to provide nutritious meals to students and families, increasing access to technology, and connecting our school community to social services and community resources during this difficult time. Our school engages in regular parent and family outreach via social media, phone calls, text messages, and letters, with all communication available in both English and Spanish. Locke Academy has also distributed computers to every student and hot spots to families in need of internet connectivity free of charge. Students receive instructional content through Google Classroom, and parents are invited to Google Guardian to receive a daily email with a summary of student assignments. Teachers provide individualized support via video-conferencing, email and telephone.

To ensure students' social and emotional needs are being met, students participate in daily Advisory lessons with their teachers and peers. To monitor academic progress, students complete daily exit slips and assessments are administered in the form of quizzes, short answer responses, or other assignments that demonstrate mastery of learning for the week. Distance learning ensures students are learning virtually and provides students with an opportunity to improve their grades. School counselors continue to provide individual counseling services and academic support for students in a virtual model, as well as referring students to external services as needed.

## Stakeholder Engagement

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

Locke Academy has employed several outreach strategies to engage with stakeholders in developing the Learning Continuity and Attendance Plan. Throughout distance learning, our school has been working to maintain close communication with various stakeholders. In the Spring, our school conducted weekly teacher and student surveys, two surveys for other school staff and administrators, and one family

survey. Locke Academy created three professional learning communities to discuss proposed changes to our distance learning model. Additionally, our school hosted listening sessions with our teachers' union and classified staff union, administrators, and members of the home office.

At the start of summer, we conducted a survey of our students' families to get their feedback on preferred format of learning for the fall. In mid-July we hosted a virtual webinar with students and families on the topic of Green Dot schools' reopening plans. After reviewing the plans for distance and hybrid learning, participants in the webinar were surveyed in both English and Spanish to obtain feedback, and the session was opened to questions and comments from attendees. School administrators have also been working to further engage with parents and families via the school website, school social media, and through letters. Green Dot Public Schools is also investing in a new parent communication system that will increase two-way communication between all stakeholders and the school.

This fall, the Learning Continuity and Attendance Plan was made available on Green Dot Public Schools' website and presented in a public hearing on August 28<sup>th</sup>, in accordance with the Brown Act. Stakeholders were welcomed to provide feedback at that time. Additionally, school administrators reviewed the draft Learning Continuity and Attendance Plan with the School Advisory Council (SAC) and the District English Learner Advisory Committee (DELAC) at their first meetings of the year. The SAC is comprised of administrators, teachers, counselors, classified staff members, parents and students. The SAC also includes representation from the Asociación de Maestros Unidos, the union that represents Green Dot's certificated staff. The DELAC is comprised of parents of English learners as well as school staff, students, and community members. During these meetings, members of the public were provided the email address used for written comments during board meetings, so that their comments could be heard during the public hearing. The information was provided in both English and Spanish, and is accessible by those without internet via cell phone data, calling the school, or using the school-provided internet Hotspot.

In conjunction with the different stakeholder groups, the Green Dot Home Office worked with school leadership to update the Learning Continuity and Attendance Plan. The plan was presented to the Green Dot Board of Directors for final approval on September 29th, 2020.

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

In accordance with the Brown Act and Executive Order N-25-20, all public meetings and public hearings will be available for remote participation via teleconferencing services such as Zoom. Information regarding the meeting ID, time, and agenda will be shared publicly at least 72 hours in advance of the meeting. The opportunity to provide public comment will be given for each meeting by emailing [GreenDotCABoardMeeting@greendot.org](mailto:GreenDotCABoardMeeting@greendot.org) in English or Spanish.

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

## Teachers

Teacher feedback focused on the new model of distance learning, with teachers expressing a variety of opinions. Many recommended the model for increased synchronous instruction, which allows for consistency and an environment as similar as possible to in-person instruction. Others shared challenges including the amount of preparation that this model requires, and recommended more options for asynchronous learning because it is a good option for students who have to work or support their families during scheduled instructional hours. All of these perspectives were taken into account in the development of our plan. The benefits and challenges of synchronous instruction indicate a need for open communication and flexibility in policy-making, which Green Dot will adjust throughout the school year as necessary.

In addition to providing feedback on the instructional model, teachers supported the development of specific strategies for reaching out to families of students who are not engaging, particularly English Learners. This is reflected in Green Dot's model for tiered reengagement strategies and best practices for engaging English Learners. Teachers also expressed some concerns over the loss of relationship-building moments with their students in this new instructional landscape. The addition of office hours and Advisory classes are intended to bridge this gap and provide additional opportunities for connection.

The challenges of distance learning are considerable. Green Dot works to incorporate the feedback from all of its community members and swiftly address concerns by providing additional support or adjusting policies where needed.

### **Students**

Students expressed support for additional teacher office hours, which allows them to reach out to their teachers for support when they have questions. They also reported positive reactions to the increased synchronous instruction, which allows students to ask questions while learning the material. They expressed positive reactions to the use of technology such as Google Classroom and Nearpod, which help to organize tasks and keep learning engaging. Some students suggested that the instructional hours should include more breaks and activities to improve motivation. Students also expressed an interest in additional community-building opportunities such as Zoom informal events and peer mentoring opportunities via Zoom.

Some students conveyed difficulties with Wifi connectivity, which Green Dot will continue to troubleshoot in order to ensure that all students are able to sufficiently access the internet and engage in learning.

### **Parents**

Parents expressed the desire for open communication between teachers and families, including sharing ways for how parents can support learning at home and check in with their students about learning material. Green Dot uses Blackboard to share students' progress reports with families and ensure open communication. Parents also expressed a wish to receive videos or webinars on how to use the technology, which Green Dot is currently providing to all families. Some parents requested virtual support for students' mental health and social-emotional wellbeing, particularly when last-minute needs arise, which is available through counselors and school psychologists.

Parents also expressed support for using regular math and reading assessments to support students where they are struggling, which Green Dot monitors through the use of Reading Inventory and iReady assessments. They suggested a possible grouping of students who are struggling in the same areas.

On the whole, parents expressed an appreciation for the multiple touchpoints between the school and families, and valued the regular communication and availability of parent workshops. Some other parents expressed a concern over the number of calls they were receiving regarding student attendance, which is being addressed at the local level to ensure an appropriate amount of communication is reached, and any underlying barriers to student attendance are being addressed. Some parents also suggested creating incentives for student attendance.

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

The distance learning model for the fall was greatly influenced by feedback from students, teachers, parents of students, and other members of the school community. Based on this feedback, we adjusted our model to include a set schedule and additional synchronous learning time. Academic Outreach, time built into the school day for teachers to engage with parents and students is a result of stakeholder feedback. Similarly, Academic Preparation, a period built into the student schedule to complete assignments asynchronously was a result of feedback from students and parents. In addition to increased synchronous learning time and regular schedules, our school utilized stakeholder feedback in the development of reengagement strategies, use of technology to create engaging content and facilitate open communication,

and the efforts to offer mental health and social-emotional health services. The sections of this plan that were most heavily influenced by stakeholder input are the Distance Learning Program, Access to Devices and Connectivity, Pupil Participation and Progress, Mental Health and Social and Emotional Well-Being, and Pupil and Family Engagement and Outreach.

## 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.]

Locke Academy's classroom-based instructional model has been developed to meet the needs of all our students and identify when students should receive additional support. Students at risk of experiencing learning loss will be identified through systems of assessment which include attendance and engagement records as well as student performance in class.

At the time when it becomes safe enough to do so, our school will reopen in-person offerings to best support students. This will begin with a hybrid model of learning, where students will attend classes through a combination of in-person and distance learning. In this case, all students would still participate in distance learning but some students would also spend part of the week on campus. With consideration to the varied needs of our students, 9th grade students will be the first to return part-time to campus, as they are new to our school community. Other students at greatest need for in-person instruction would also be considered in the implementation of this model, including students with disabilities, foster youth, students experiencing homelessness, and English learners.

To support a safe learning environment, our school has purchased disposable face masks, latex gloves, hand sanitizer, thermometers, face shields, and additional cleaning solutions. Our school has also made improvements to our building's air filtration system. There will be approximately 6 hand sanitizing stations across the school, and stock of Personal Protective Equipment (PPE) will be closely monitored so that orders for additional supplies may be placed well in advance of supplies being exhausted. We have developed protocols and procedures to ensure that only essential visitors are allowed on campus and to limit the amount of staff on site at all times. Additionally, staff has been trained on proper use of PPE and proper screening of visitors.

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

Description	Total Funds	Contributing
Reopening Schools Task Force and Administrator Time	\$17,227	N
Purchase of Personal Protective Equipment	\$27,500	N
Air filtration improvements	\$1,650	N

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Locke Academy has developed a distance learning academic model that is as similar as possible to that of a classroom environment. To ensure students are able to access distance learning, our school distributed computers to all students and secured internet connectivity to families in need. The school will be using platforms such as Google Classroom and Nearpod to help facilitate engaging and effective distant learning. Distance learning instruction is implemented both synchronously and asynchronously, although we are placing an emphasis on synchronous learning based upon feedback and internal assessments from the Spring. Synchronous instruction is delivered when teachers and students are online at the same time or able to communicate with each other in real time. During asynchronous instruction, teachers and students can be online at different times. Our distance learning approach prioritizes the social-emotional well-being of our students, core academic classes, and maintaining student-teacher relationships. Locke Academy is also ensuring students are able to complete their A-G course requirements through elective blocks.

In order to ensure rigorous, safe, interactive learning opportunities for our students, we will utilize full-day instruction with live, interactive lessons led by teachers. Every day will start with Advisory, giving students an opportunity to connect with their teacher and peers. On top of real-time instruction, students will have access to teachers' office hours daily. Students will take six courses per semester, including opportunities for electives, and content will be aligned to grade level standards. Students with an individualized education program (IEP) will receive the support and modification identified in their plans. All students will also have one Academic Preparation period a day, giving them time to complete assignments during the school day. Our teachers will conduct frequent academic check-ins, where they will reach out to students and parents about academic progress. Additionally, parents will receive daily updates through Google Guardian, including a summary of completed and pending assignments.

Additional supports have been designed to address the needs of pupils who are performing below grade level, or need support in other areas (see sections below addressed to this question).

## 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.]

To eliminate barriers to learning, Locke Academy purchased and distributed computers to every student, and provided hot spots to families in need of internet connectivity. This ensures that all students are able to access the curriculum and engage with the school community. By tracking students' participation and engagement and holding regular check-ins, we will be able to identify any potential issues with connectivity, and follow-up with students and families as needed.

## 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.]

Locke Academy has made it a priority to ensure students are mastering standards during distance learning by building effective attendance and grading systems. Students are expected to attend all classes, and teachers will take attendance at the beginning of every class. Students who miss class will be able to complete make-up assignments. Students will be graded on subject mastery through classwork and practice, quizzes, tests, and assignments. Students will be graded on a traditional A - F scale. Students will receive a progress report halfway through the semester and a report card at the end of the semester. Our Distance Learning Grading Policy is available in both English and Spanish.

Teachers will make at least two individualized contacts with each student or guardian at least twice per month to discuss student performance, barriers to learning, and other pertinent issues. Performance will be evaluated via assignments, assessments, and tests and students will earn traditional A-F grades. Students with disabilities will receive support and modifications as identified in their IEP.

Student participation will be documented daily, along with weekly engagement records and attendance reporting. Additionally, students' grades and assignments will be available throughout the school year, and parents/guardians are encouraged to check their children's academic progress using PowerSchool. Parents will also receive weekly summaries of student work through Google Guardian. To monitor academic progress, students complete daily exit slips and assessments are administered every other Friday in the form of quizzes, short answer responses or other assignments that demonstrate mastery of learning.

## 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.]

Locke Academy is committed to ensuring our teachers have the resources and supports that they need to be effective educators. In order to support staff in the adjustment to distance learning, our school provided two weeks of professional development and planning time in April for teachers, counselors, and instructional aides to further prepare for distance learning. Professional development for teachers focused on providing content-specific strategies for teaching during distance learning, including detailed information on how to plan lessons for a virtual environment, how to use various online tools for teaching, and general strategies for effective teaching during distance learning. Non-teaching school staff received professional development on adapting other school activities to a distance learning environment, including how to manage teams virtually and build community while remaining physically distant.

To support our teaching staff in the 2020-21 school year, Locke Academy engaged with new teachers during a week of onboarding which prepared them to teach in a virtual setting. Returning teachers also received a week of professional development with a focus on teaching their content-specific area in a virtual setting. An additional six days of professional development directly before the start of the school year focused on preparing teachers and strengthening community. In addition to these opportunities, an online resource guide for distance learning is available to teachers and staff. It provides information on everything from grading policies during distance learning, to communicating with students via Google services, to guidance on using Zoom. Teachers of students with disabilities will also be able to access professional development regarding co-teaching and co-planning in a distance learning model. Additionally, a series of modules were designed to address technology access and training needs of teachers in both the general and special education classroom settings.

## Staff Roles and Responsibilities

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

In order to ensure teachers and staff are meeting the academic and social-emotional needs of students, Locke Academy has necessarily adapted roles to a distance learning environment. As a result, teachers, administrators, and staff responsibilities now include providing services remotely, and these team members have been provided with professional development to support this transition and develop skills in this new area. Trainings have included courses on specific technology tools such as Google Classroom or Zoom, as well as content related to distance learning strategies.

In addition to the above, teachers have a preparation period as well as an academic outreach period built into their professional work day. The preparation period allows for teachers to create and modify lesson plans, and other related tasks. During the outreach period, teachers will dedicate time to making personalized contacts with every student in their Advisory classroom, as well as students in their content courses who need additional support.

Classified staff, including parent coordinators, office assistants, and campus security, have also assisted in outreach efforts. Staff have called parents and families to do wellness checks, supported the process for distributing technology to every student, operated a hotline to help students with technology issues, and distributed food to students and families. In this manner, members of our school community have stepped up to fill every new responsibility resulting from the unprecedented challenge of the COVID-19 pandemic.

## 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.]

Locke Academy is committed to supporting the needs of all pupils, so that every student is able to achieve their goals and succeed in college, leadership, and life. Locke Academy has an unduplicated count percentage of 97%. In order to support pupils with unique needs during this unprecedented time, our school has developed a number of targeted strategies. Our work in this area is guided by the "Principles of Equitable Schools," developed by the National Center for Special Education for Charter Schools.

### English Learners

To support English learners, Locke Academy is using several curriculum options. These include Imagine Learning, Edge, Inside, or English 3D, which allow us to deliver personalized learning online. Additional resources were compiled and shared out to school administrators, teachers, and EL leads, including information on meeting the needs of English Learners in a distance learning environment. Our school is using this guidance to coordinate all school site personnel (counselors, administrators, teachers, aides, etc.) in supporting ELs during distance learning. Students, their parents, and families were also provided with English Learners Academic Engagement Resource to support them during distance learning. Our school is following district-developed best practices for facilitating virtual District English Learner Advisory Committee (DELAC) meetings, and providing direction on how to use the Zoom feature for live interpretation. We incorporated protected designated instructional time into all English learners' schedules. Designated teachers were provided a 90-minute professional development session on teaching designated instruction in a live, synchronous distance learning setting, along with a resource guide for teachers. All Integrated English Language Development teachers were also provided a virtual PD on how to engage English learners with specific, research-based language development strategies in a distance learning setting. After reviewing research on the benefit of synchronous instruction, our school is delivering this type of distance learning instruction daily. We will be engaging in English Learner progress monitoring and will follow up with check-ins on those students who are less engaged in distance learning settings.

### Students with Disabilities

Locke Academy is committed to ensuring the needs of students with disabilities are met during this unprecedented time, and that every student receives individualized supports. To ensure services continue, Locke Academy has transitioned the majority of our services to a virtual service delivery model, including our Individualized Education Program (IEP) team meeting. As part of these efforts, we have modified responsibilities for specific roles related to serving students with disabilities, retained vendors who provide services to students with disabilities, and identified when supports will be provided during the school day.

In addition to transitioning all prior services to a distance-learning platform, we have made a number of changes to create additional avenues of support. It is important that our school maintains a high level of parent/guardian engagement to ensure that families are informed and included in the IEP process. In working closely with students and their families to individualize their systems of support, we created additional methods of tracking to ensure that students were accessing their support services regularly. If they were not, we were able to observe that through these additional tracking strategies and work to ensure they were able to access the services they need. We have been closely collaborating with assistive technology specialists to ensure we're assessing the needs of students with disabilities, including providing closed captioning for learning content. We have also increased our parent coaching services and will utilize frequent check-ins to ensure parent capacity in supporting students in their distance learning environment.

Since many of our students are needed by their families during the daytime, we increased our evening and weekend hours and students are able to contact their transition support services during those additional hours. Lastly, we extended our transition support services for graduating seniors into the summer and fall after graduation, to ensure that students have access to additional job coaching and transition support staff as they move into post-secondary schooling.

### **Students in Foster Care and Students Experiencing Homelessness**

Locke Academy is committed to ensuring its foster youth are cared for during this time. To do so, school staff conduct regular Wellness Checks with foster youth students. School staff also collaborate with the Department of Children and Family Services and the Los Angeles County Office of Education (LACOE) to support immediate enrollment for homeless and foster youth and provide technology. We have also increased our identification strategies and adapted them to a distance learning environment. Homeless and foster youth awareness information will be shared with all school staff at the beginning of the year, including teachers, school operations staff (front office), counselors, school psychologists, and social workers.

Additionally, we have been working to identify and eliminate any existing barriers to the online enrollment process as a homeless student. Homeless awareness posters and liaison contact information will be posted at Grab and Go distribution sites, on school websites and school social media. A standalone 40-minute advisory lesson on homelessness awareness for the purpose of supporting student self-identification will be provided during the first two months of school. In addition, we created a resource on how to identify warning signs of homelessness in distance learning environments and distributed this information to school staff. We collaborated with United Parents and Students to share a social services resource list, and collaborated with School on Wheels and LACOE Foster Youth tutoring, which provide individualized online tutoring services specifically for homeless students and youth in foster care, respectively. Lastly, we are utilizing online systems for attendance tracking of homeless and foster youth, and are communicating when any of these students are demonstrating low engagement so that a wellness check can be implemented.

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

Description	Total Funds	Contributing
Additional supports in the classroom	\$94,050	Y

Teacher Time	\$5,005,982	N
Administrator Time	\$818,754	N
Counselor time	\$257,922	N
Team focused on capturing attendance with focus on unduplicated pupils	\$3,728	Y
Chromebooks, Laptops and Hotspots	\$550,000	N
Classified time - contacting families, especially for students needing additional supports	\$134,731	Y
Investments in Technology	\$22,000	Y

## 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 the Spring of 2020, Locke Academy transitioned to a distance learning model as a result of the COVID-19 pandemic. As part of this transition, our school worked to ensure students experienced minimal disruption to their learning experience. Locke Academy is committed to ensuring that distance learning does not harm students' in regards to grades and college acceptances.

Students at our school come from a variety of backgrounds, and historically many have been behind grade level academics. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Our educational model already operates under an accelerated learning framework, so that we are providing the academic intervention, counseling, and clinical services necessary to break down these barriers. Given the transition to distance learning, our school will continue to measure and address any pupil learning loss experienced as a result of COVID-19.

As a learning organization, Green Dot Public Schools has implemented a number of strategies to assess learning status and progress. Students at risk of experiencing learning loss will be identified through internal systems of assessment which include attendance and engagement records as well as student performance in class. Student learning status and pupil learning loss will also be measured throughout the school year using the nationally recognized assessments of Reading Inventory for English Language Arts, iReady for Mathematics, and a state-determined measure of English Language Development. Teacher progress indicators will be measured weekly and compiled into student progress reports which will be shared through Blackboard with families. Students will also respond to surveys about their own perceived learning.

Additionally, Green Dot Public Schools participated in a partnership with the University of California Los Angeles to study process improvement and organizational responsiveness during distance learning. The partnership examined questions surrounding the effectiveness of our distance learning, as well as the experiences of students and teachers during distance learning. It also asked what improvements could be made, which we have since been working to implement, as described in the Distance Learning Program section of this document. Our school will continue to study outcomes and support students in this way.

## 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, Locke Academy school leaders will continue to successfully implement Multi-Tiered System of Supports by appropriately providing intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that provides academic guidance, school culture & safety; college and career; and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; supports for foster youth and students experiencing homelessness; and links to community partners for health and wellness programs.

Since Spring 2020, Locke Academy has developed and adapted a number of additional programs and activities to address learning loss due to COVID-19, and accelerate learning. This summer, we offered a Summer Climb program to keep our students connected to learning activities every day. The program was available to all students online, with theme-based and high-interest activities to keep students engaged in the learning process throughout the summer months. In order to support student achievement, our school offered credit recovery courses during the summer, and will continue to do so in the fall.

The state requires 175 days of instruction, but our school will be providing 183, as part of our efforts to combat learning loss and set our students up for success. Our school has also designed a school schedule which exceeds the required instructional minutes. Our school schedule is also designed to emphasize synchronous instruction, which we are able to do in part because of our work in providing every student with a Chromebook and Wifi hotspot if needed. Lack of access to technology is a large component of learning loss, so our school is proud to provide this resource to students and committed to ensuring continued technology access. In addition, most of the daily schedule is dedicated to synchronous instruction, based upon feedback and research from our Spring learning model. Two asynchronous periods are built into students' days in order to provide dedicated time for coursework and academic preparation.

Teachers will also be making personalized contact with students in their Advisory caseload/roster and all students identified as needing additional support in their content classes. Teachers will make at least two individualized contacts with each student or student's parent/guardian on their Advisory caseload/roster each month. This will ensure that teachers, students, and parents are communicating regularly and monitoring the student's progress. All of our programs are designed to meet the needs of low-income youth, as further described in the "Required Descriptions" section of this document. Additional strategies have been put in place to support the needs of English learners, foster youth, students with disabilities, and youth experiencing homelessness, as detailed in the section "Supports for Pupils with Unique Needs."

## 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.]

As part of our commitment to our students, Locke Academy will continually reassess our strategies and move to provide additional supports as needed. The effectiveness of our programs will be assessed through several metrics, including systematized feedback such as surveys and focus groups for parents and teachers. School leadership also works in collaboration with both the teachers' union and classified staff union.

Student learning will be assessed through daily exit slips, formative assessments, and other measures of engagement. Our school has adopted a commonly-used distance learning policy which has been communicated with students and parents and emphasizes mastery of standards. Administrators at the school will monitor grades regularly to support teachers and provide interventions for students. Our school will also be implementing a monthly advisory survey for students to report their connection to the school community, which we believe is an important component in addressing learning loss and measuring the effectiveness of our strategies.

In addition to these internal assessments, we will track pupil progress by utilizing the nationally recognized assessments of Reading Inventory for English Language Arts, iReady for Mathematics, and this year's state-determined measure for English Language Development. English Language Arts and Mathematics progress will be measured three times throughout the year. Students will receive grades for their coursework and teachers will maintain records of student engagement. If we observe areas where our current systems of support and services are insufficient, we will reevaluate and determine strategies for improving our service offerings so that they better support accelerated learning.

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

Description	Total Funds	Contributing
Teacher Time	\$1,334,929	N
Administrator Time	\$409,377	N
Counselor time	\$128,961	N
Psychologists, Special Education Program Administrators, Clinical Supervisors	\$559,553	N
School Nutrition	\$205,977	N
Classified time - contacting families, especially for students needing additional supports	\$80,838	Y

## **Mental Health and Social and Emotional Well-Being**

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

Locke Academy is committed to ensuring all students and staff receive robust mental health and social-emotional support while prioritizing the safety and wellbeing of students, families, and staff. It is important to maintain a sense of connection across the organization, which is why we have moved to a distance learning model which emphasizes synchronous instruction. Our daily schedule includes full-day instruction and live, interactive lessons led by teachers. Every day will start with Advisory, giving students an opportunity to connect with their teacher and peers. On top of real-time instruction, students will have access to teachers' office hours three times a week.

In addition to the above efforts to maintain connectivity and support the mental health and social and emotional wellbeing of our school members, our school has a Coordination of Services Team (COST) which includes administrators, counselors, the school psychologist, and clinical supervisor. This team meets regularly to ensure the provision of ongoing services for all members of the school community. Our

school psychologist will be utilizing a virtual services best practices guide which includes information on creating spaces for confidential conversations, particularly when students are in a home environment, and how to address crises from afar. Our school will also emphasize more time in direct services, regular consultation with staff and parents, more e-mails and phone calls to check in on families identified as higher risk, and utilizing community referrals. We will provide individual telecounseling for students, as well as open office hours for drop-in appointments. In an effort to connect our school community with available services, a guide to referral services is available on the school website. Students may also be directly referred to services as needed.

## 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.]

In the spring of 2020 when we moved into Distance Learning, Locke Academy went to exceptional lengths to engage students to actively participate in distance learning. We will continue this work for the 2020-2021 school year with a series of attendance- and participation-monitoring systems including daily attendance logs and a weekly engagement record. Current contact information for each enrolled student was verified at the start of the school year, and tiered reengagement strategies will be implemented for any student who is absent for more than 3 school days or 60% instructional days in a school week. Automated notifications will be sent to parents via Blackboard (in English or Spanish) whenever a student misses a class. Individual phone calls will be made for any student who is marked absent for 5 or more class periods within a five-day period. The school will implement further outreach actions to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

In addition to the above, teachers have an academic outreach period built into their professional work day. During the outreach period, teachers will dedicate time to making personalized contacts for every student in their Advisory classroom, as well as students in their content courses who need additional support. Teachers will make at least two individualized contacts with each student or student's parent/guardian on their Advisory caseload/roster each month. Such contacts will primarily be via phone or virtual meeting with parents/guardians and via phone with the student.

## 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.]

Locke Academy will continue to provide high-quality, nutritious meals for students and their families. Since school buildings were closed on March 13, 2020, our school has been providing pre-packaged breakfast and lunch at its school site or at a neighboring Green Dot California school. Food distribution hours and locations are kept up to date on the school's website to ensure families have real-time information about Green Dot California's food distribution locations.

In compliance with the Los Angeles Department of Public Health, Green Dot California adopted a Social Distancing Protocol for all of its schools, including Locke Academy. During lunch distribution in particular, the school implemented tools to ensure visitors and employees

stand at least 6 feet apart. Additionally, all staff distributing meals must wear a face covering and gloves and self-serving is not permitted. Hand sanitizer is available at meal distribution stations and our school cleans and disinfects frequently touched objects and surfaces. When our school returns to in-person instruction, breakfast and lunch will be provided to all students who come to campus. Students will receive breakfast and lunch on campus and will be able to eat their meals in the classroom or at home. Schools with sufficient outdoor space will allow for lunch to be eaten outside in accordance with social distancing protocols.

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

Section	Description	Total Funds	Contributing
N/A	Additional investments will be made to support the implementation of Distance Learning including software, technology and professional development for all staff.	\$1,073,399	N

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.20%	\$723,763

### **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.]

Given that the school has an unduplicated count percentage of 97%, the funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the Learning Continuity and Attendance Plan. The needs of low-income students are largely met based on the charter-wide educational model, with additional services provided for foster youth and English Learners.

In order to meet the needs of its diverse student population, the school will look to implement Green Dot's academic model with fidelity.

The model outlines the framework that allows Green Dot teachers and administrators to be successful and focuses on four key elements: 1) Ensuring Quality Teaching and Instruction, 2) Cultivating a College-going Culture, 3) Eliminating Barriers to Learning, and 4) Promoting

**Leadership and Life Skills.** Implementation strategies are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools.

1. Ensuring Quality Teaching & Instruction: Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives, and robust professional development and supports. The College-Ready Teaching Framework – a rubric that defines the core competencies expected of all Green Dot teachers -- is at the heart of the Teacher Development and Evaluation system. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.
2. Cultivating a College-going Culture: Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisors by offering college tours (virtually, if in a distance-learning model) at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture.
3. Eliminating Barriers to Learning: Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling, and clinical services necessary to break down these barriers. Green Dot school leaders successfully implement Multi-Tiered System of Supports by appropriately providing intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that provides academic guidance, school culture & safety; college and career; and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; supports for foster youth and students experiencing homelessness; and links to community partners for health and wellness programs.
4. Promoting Leadership & Life Skills: Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal's Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

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

The school's educational program will successfully meet the needs of its foster youth, English Learners and low-income student population. Examples of these supports include:

1. Implementation of all three tiers of the Multi-Tier System of Supports in Literacy, Math, English Language Development and Special Education

2. Intensive interventions for students requiring additional enrichment and support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings.
3. An Advisory program for all students to prepare them with the tools and behaviors to succeed in high school, college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance
4. Integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling. Foster youth and students experiencing homelessness are provided services and supports tailored to their individualized needs including uniform and transportation assistance and navigation to community resources such as housing, food, and mental health services.
5. Proactive and positive student behavior management, including various alternatives to suspension
6. Opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
7. Special education programs that cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

The school has developed a research-based curriculum appropriate to the student demographics it serves that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. The model is derived from the following continuum of research-based practices:

1. Planning and Preparation: Based on Essential Elements of Effective Instruction by Madeline Hunter. Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
2. Assessment and Learning: Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins. The emphasis of Understanding by Design (“UbD”) is on “backward design,” the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment. Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
3. Instructional Techniques: Based on Teach Like a Champion by Doug Lemov. Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled “Instructional Design, Methods and Strategies.”
4. Classroom Environment: Based on “Safe and Civil Schools” by Randy Sprick. Safe & Civil provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Safe & Civil program administrators to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.

5. Culturally Responsive Pedagogy: Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students. School leaders and teachers have read Zaretta Hammond's Culturally Responsive Teaching and the Brain and use her Ready for Rigor framework to work towards a culturally responsive classroom experience for all students.

Academic Support and Intervention is based on incoming student need and a schedule of intervention and acceleration courses will be available to students so that all students can complete the required courses:

1. Summer Bridge: Summer Bridge is a recommended multi-week summer program that acclimates students to the culture of the school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of the school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
2. Literacy Intervention/Enrichment (Read 180): Literacy Intervention/Enrichment is a standards-aligned program for reading provided to students that test low in reading. Typically, this course is given to students through an elective class.
3. Math Foundations: Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
4. Designated and Integrated English Language Development ("ELD"): Designated ELD classes are provided for all English Learner students and Integrated ELD is provided in all other content classes throughout the school day for English Learners. Designated ELD focuses on listening, speaking, reading and writing skills in English with the CA ELD Standards and Features of Designated ELD driving instruction. Integrated ELD focuses on academic content and English language skills in tandem so that English learners practice English language skills with academic content in all classes.
5. Special Needs/Academic Success: Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan ("IEP") and in all of their academic courses through one-on-one instruction, group support and guided instruction.
6. Homework Club: Students who are struggling with a particular class or want more support in subject can attend Homework Club, which is offered an hour every day after school and run by a credentialed teacher and/or college interns.
7. Office Hours: Teachers hold office hours three times a week after school to provide additional support.
8. Afterschool Program: Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school.

Social and Life Skills Development is a key component of the school meeting the diverse needs of its student population including the establishment of an advisory course and clinical services available to all students. Students will participate in an Advisory class with the same group of students for their school career to maintain a tighter sense of community. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

1. Discuss issues related to the pressures of being a young adult in high school including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
2. Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
3. Learn about the college process as they are encouraged to think beyond middle and high school in an effort to realize that the tools they gain today will be beneficial in the near future
4. Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Multi-Tiered System of Supports (MTSS). Using the MTSS, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required.

Our Clinical Services team provides individual, group and family therapy to the students and families, and serves as a Tier 2 and 3 intervention within the MTSS Framework. The main purpose of our clinical services program is to address the barriers to learning from the mental health perspective. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing resources and referrals to outside agencies.

In order to ensure services are provided free of charge, services are provided by pre- and post-graduate Marriage and Family Therapy, Psychology and Social Work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapists or Licensed Clinical Social Workers. Interns provide social and emotional counseling including small group and individual therapy.

The Clinical Services team uses a referral process for students to receive services. Once students and parents have consented to services, students have a case manager that follows them through the process of services. Students are provided Child Development Inventory assessments along with other researched-based therapies. The Clinical Services team works with parents, staff, and students throughout the referral process to ensure they are aware of their options. Clinical Services provides a proactive approach to addressing the barriers of learning by utilizing prevention and wellness to enable our students to possess the necessary skills to navigate their academic and social skills.

The LEA will improve its entire educational program by investing in additional special education services to support high needs students, and instructional material to increase support for classroom learning experience.

1. The school will offer a spectrum of special education services that may include a resource program and special day program. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.
2. The school will offer ELD courses to prepare English Learners who recently arrived in the U.S. for success in English-medium instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing—are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. The Green Dot EL Master Plan includes the new CA ELD standards and a five-step process for

the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Green Dot schools provide on-going training for administrators and teachers on the identification process.

3. All EL students are served in both Designated and Integrated ELD designed to meet their needs. Instruction is based on the CA ELD Standards and the Features of Designated and Integrated ELD. These programs are built into the school's master schedule and take place within the school day. The school will work with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.
4. Technology is widely used at the school to drive higher levels of achievement and prepare students for the information driven economy of the 21st century. It is also used as a critical tool for gathering data for school management. Technology investments have been made in the following areas:
  - Computing devices (e.g., desktops, laptops, Chromebooks) that are available for every student's use
  - Each teacher is provided with a laptop and given training on effectively using technology in the classroom
  - Courses often include web-based research projects and assignments
  - Technology elective classes are included in the recommended curriculum to train students on computers and software programs
  - A web-based student information and school management system is implemented and used by parents, students and school staff