

# 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.]

Westlake Charter School is committed to the growth of our students, our staff, and our partners within the community. To fulfill our mission and demonstrate what is possible, Westlake Charter School will expand our program to serve students through 12th grade.

Westlake Charter School values the leadership principles of transparency and shared decision-making necessary to cultivate a collaborative school culture. Our students learn in collaborative models; our teachers plan in grade-level professional-learning teams; our parents provide immeasurable support through volunteerism; and we share our leadership across all community stakeholders. Collaboration is at the center of everything we do.

We demonstrate readiness through continual growth: every student grows both academically and social-emotionally; every staff member grows professionally; and every stakeholder grows in connectedness within our community. We believe that students are inspired to continually grow when staff are continually growing as well. At Westlake Charter School, growth is both purposeful and organic.

Guided by our four academic educational pillars, we Expand Opportunities by offering a broad course of study purposefully designed to help students explore Our Place in a Global World. Our Teachers as Designers craft opportunities that ensure academic growth. We approach the inclusion of all students through our commitment to Personalization, by using a multi-tiered system of supports to ensure that each student is provided the support they need for as long as it is needed.

It is our belief that the Social-Emotional Readiness of our students is as important as Academic Readiness, and that one cannot be fully developed without the other. Our Core Values offer a roadmap to the social-emotional competencies necessary for our students to lead as global citizens. We demonstrate each of our Core Values through positive decision making, self-awareness, social awareness, and as digital citizens.

We believe that the problems of the twenty-first century can only be solved by global citizens who embrace inclusion, diversity, equity and cultural competency. Our Explorers will graduate as truly engaged community members with the academic and social-emotional readiness to lead as global citizens.

# Stakeholder Engagement

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

Westlake Charter School believes that meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified in the statement above, is critical to the development of the Local Continuity and Attendance Plan (LCAP). Further, we understand that we are required to consult with students, families, educators, and other stakeholders who do not have internet or speak languages other than English as we develop the LCAP. In this section we will describe the process and events used to consult with the aforementioned groups to quantitatively and qualitatively inform the development of the LCAP.

Westlake Charter School believes strongly in collaborating with our school and parent community. This collaborative process is woven throughout activities which are held throughout the year. The activities listed below help our school gather qualitative and quantitative information to help align our strategic actions, LCAP, and budgetary priorities.

August 2019		Stakeholder Engagement / Groups Served					
Event Name	Date	Teachers	Principals	Admin	Other Personnel	Parents	Students
Web leader training	8/1/2019	X	X	X			X
Finance Committee	8/1/2019			X	X	X	
Back to School BBQ	8/3/2019	X	X	X	X	X	X
6th grade Web Orientation	8/6/2019		X	X		X	X
Meet the teacher Day	8/6/2019	X	X	X		X	X
Kinder boohoo/wahoo Day	8/7/2019	X				X	X
Kindergarten parent teacher conference	8/8/2019	X	X			X	X
Governance Committee	8/8/2019			X	X	X	
WCS Board Meeting	8/8/2019	X		X	X		
Kindergarten parent teacher conference	8/9/2019	X	X				X
WAVE Board Meeting	8/15/2019		X	X	X	X	
WAVE Coffee Talk	8/16/2019		X	X	X	X	
Development Committee	8/19/2019			X	X	X	
Back to School Night	8/21/2019	X	X	X	X	X	X
Finance Committee	8/22/2019			X	X	X	
Charter Impact Committee	8/22/2019			X	X	X	
Standards Based Grading Parent Night	8/29/2019	X	X	X		X	
September 2019		Stakeholder Engagement / Groups Served					
Event Name	Date	Teachers	Principals	Admin	Other Personnel	Parents	Students
WAVE Board Meeting	9/5/2019		X	X	X	X	
WAVE Bingo Night	9/6/2019			X		X	X
Governance Committee	9/12/2019			X	X	X	
WCS Board Meeting	9/12/2019	X	X	X	X	X	
Development Committee	9/16/2019			X	X	X	
Social Media Safety Parent Night	9/18/2019	X	X	X	X	X	X
Finance Committee	9/26/2019			X	X	X	
Charter Impact Committee	9/26/2019			X	X	X	
Fall Festival	9/28/2019	X	X	X	X	X	X
October 2019		Stakeholder Engagement / Groups Served					
Event Name	Date	Teachers	Principals	Admin	Other Personnel	Parents	Students
6th Grade Info Night	10/01/2019	X	X	X		X	X
WAVE Board Meeting	10/03/2019		X	X	X	X	
Chili Cook Off	10/16/2019	X	X	X	X	X	X
Governance Committee	10/17/2019			X	X	X	
WCS Board Meeting	10/17/2019	X		X	X		
Development Committee	10/21/2019			X	X	X	
High School Info Night	10/23/2019	X	X	X	X	X	X
Finance Committee	10/24/2019			X	X	X	
Charter Impact Committee	10/24/2019			X	X	X	
WAVE Coffee Talk	10/25/2019		X	X	X	X	
November 2019		Stakeholder Engagement / Groups Served					
Event Name	Date	Teachers	Principals	Admin	Other Personnel	Parents	Students

Olympic Triathlon Event Day	11/01/2019	X	X	X	X	X	X
Family Science Night	11/06/2019	X	X	X	X	X	X
WAVE Board Meeting	11/07/2019		X	X	X	X	
Age of Sail Parent Info Night	11/12/2019	X	X			X	
HeartHeart 6th Grade Showcase	11/13/2019	X	X	X	X	X	X
Advisory Fishbowl Trimester 1	11/14/2019	X	X	X	X		X
Governance Committee	11/14/2019			X	X	X	
WCS Board Meeting	11/14/2019	X		X	X		
Development Committee	11/18/2019			X	X	X	
Whole School Morning Meeting	11/20/2019	X	X				X
Glee Club Concert	11/20/2019	X	X	X	X	X	X
Finance Committee	11/21/2019			X	X	X	
Charter Impact Committee	11/21/2019			X	X	X	
K-8 Conferences	11/22/2019	X	X	X	X	X	X
Middle School Dance	11/22/2019	X	X	X	X	X	X
<b>December 2019</b>		<b>Stakeholder Engagement / Groups Served</b>					
<b>Event Name</b>	<b>Date</b>	<b>Teachers</b>	<b>Principals</b>	<b>Admin</b>	<b>Other Personnel</b>	<b>Parents</b>	<b>Students</b>
WAVE Board Meeting	12/05/2019		X	X	X	X	
Standards Based Grading Parent Night	12/10/2019		X	X	X	X	
Governance Committee	12/12/2019			X	X	X	
WCS Board Meeting	12/12/2019	X		X	X		
Family Movie Night	12/13/2019	X	X	X	X	X	X
Development Committee	12/16/2019			X	X	X	
Finance Committee	12/19/2019			X	X	X	
Charter Impact Committee	12/19/2019			X	X	X	
<b>January 2020</b>		<b>Stakeholder Engagement / Groups Served</b>					
<b>Event Name</b>	<b>Date</b>	<b>Teachers</b>	<b>Principals</b>	<b>Admin</b>	<b>Other Personnel</b>	<b>Parents</b>	<b>Students</b>
Development Meeting	01/06/2020			X	X	X	
Spelling Bee	01/07/2020	X	X	X	X	X	X
WAVE Board Meeting	01/08/2020		X	X	X	X	
Governance Committee	01/09/2020			X	X	X	
8th Grade Family Info Night	01/14/2020	X	X	X	X	X	X
WAVE Health & Fitness Fair	01/15/2020	X	X	X	X	X	
Prospective Parent Tours	01/16/2020		X	X	X	X	
Finance Committee	01/23/2020			X	X	X	
Science Fair	01/23/2020	X	X	X	X	X	X
Charter Impact Committee	01/23/2020			X	X	X	
WAVE Coffee Talk	01/24/2020		X	X	X	X	
ELPAC Parent Info Night	01/27/2020	X	X	X	X	X	
<b>February 2020</b>		<b>Stakeholder Engagement / Groups Served</b>					
<b>Event Name</b>	<b>Date</b>	<b>Teachers</b>	<b>Principals</b>	<b>Admin</b>	<b>Other Personnel</b>	<b>Parents</b>	<b>Students</b>
WAVE-My Princess & Me Dance	02/01/2020	X	X	X	X	X	X
Geography Bee	02/05/2020	X	X	X	X	X	X
WAVE Board Meeting	02/06/2020		X	X	X	X	



Development Committee	02/10/2021			X	X	X	
Parents Go To School Night	02/12/2021	X	X	X	X	X	X
Governance Committee	02/13/2021			X	X	X	
WCS Board Meeting	02/13/2021	X		X	X		
Finance Committee	02/27/2021			X	X	X	
Charter Impact Committee	02/27/2021			X	X	X	
<b>March 2020</b>		<b>Stakeholder Engagement / Groups Served</b>					
<b>Event Name</b>	<b>Date</b>	<b>Teachers</b>	<b>Principals</b>	<b>Admin</b>	<b>Other Personnel</b>	<b>Parents</b>	<b>Students</b>
WCS Lottery Night	03/02/2021		X				
Talent Show	03/06/2021	X	X	X	X	X	X
WCS Board Meeting	03/12/2021	X		X	X		
K-8 Conferences	03/13/2021	X	X	X	X	X	X

Since the global pandemic brought on by COVID-19, Westlake Charter School has continued to collaborate with our community. Although this collaboration may be in different forms than what our community is accustomed, we've had great response to our [virtual Open House](#), online Parent Meeting/Coffee Talk, as well as our broadcast [Board Meetings](#), Committee Meetings, and community surveys. These meetings have led to the development of our [Fall Planning](#) website, as well as our [Fall 2020 Parent Handbook](#).

Further, on August 10th, 2020 staff held a virtual coffee talk with families in part, to discuss the opening plan for the 2020/21 school year. The coffee talk was well attended, and participation from families continued to help guide our opening and support plans for this school year.

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

All public meetings are agendaized according to the Brown Act, and remote participation instructions are available for all interested parties.

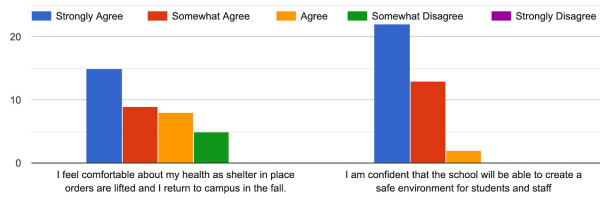
[A summary of the feedback provided by specific stakeholder groups.]

A summary of responses from stakeholder-surveys conducted in June-July 2020 is below:

### **Staff Surveys**

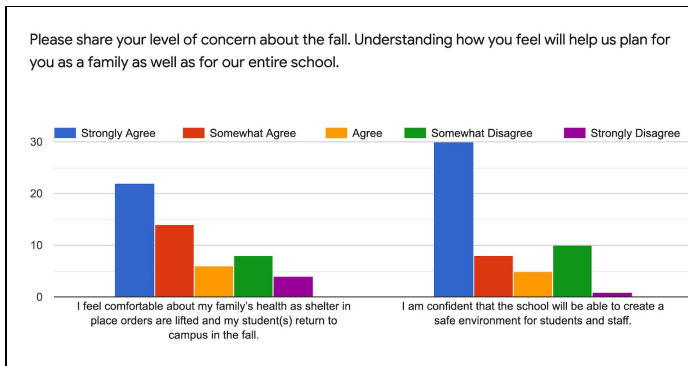
Using "Agree" as a neutral statement, 65% of staff surveyed felt comfortable about their own health coming back in the fall; 95% felt confident that the school would be able to create a safe environment for students and staff.

Please share your level of concern about the fall. Understanding how you feel will help us plan for you as an individual as well as for our entire school.



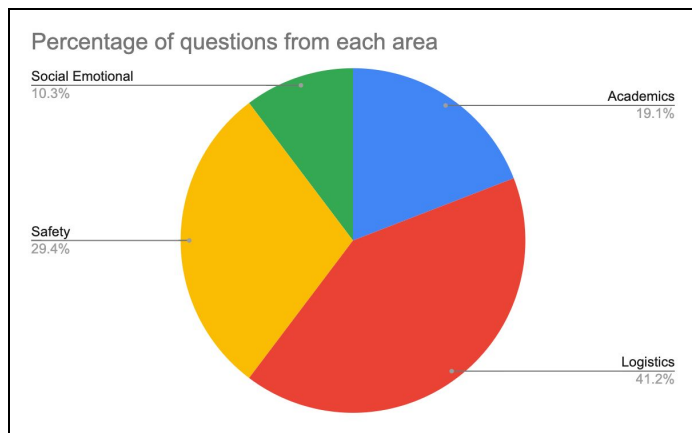
## **Parent Survey**

Using “Agree” as a neutral statement, 66% of parents surveyed felt comfortable about their students’ and family’s health coming back in the fall; 70% felt confident that the school would be able to create a safe environment for students and staff.



## **Parent Surveys**

Analyzing parent questions help us to understand parent concerns. +70% of questions received are regarding health and logistics.



### **Parent Surveys**

This question will let us know if your child has access to a computing device that can be used for distance learning. This information will help our school plan for students to engage in distance learning - either full time or as a part of an alternating schedule. Out of 440 respondents:

- 47% of families have a device that can be used during Distance Learning
- 26% of families would need the school to provide a device during any period of Distance Learning
- 27% of families currently use a school-issued device for distance learning

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

Aspects which were influenced by stakeholder input include, our focus on:

- Health & Safety
- Academic & Social Emotional Instruction
- Tiered Support
- Logistics & Operations, as well as
- Communications & Collaboration with our Community

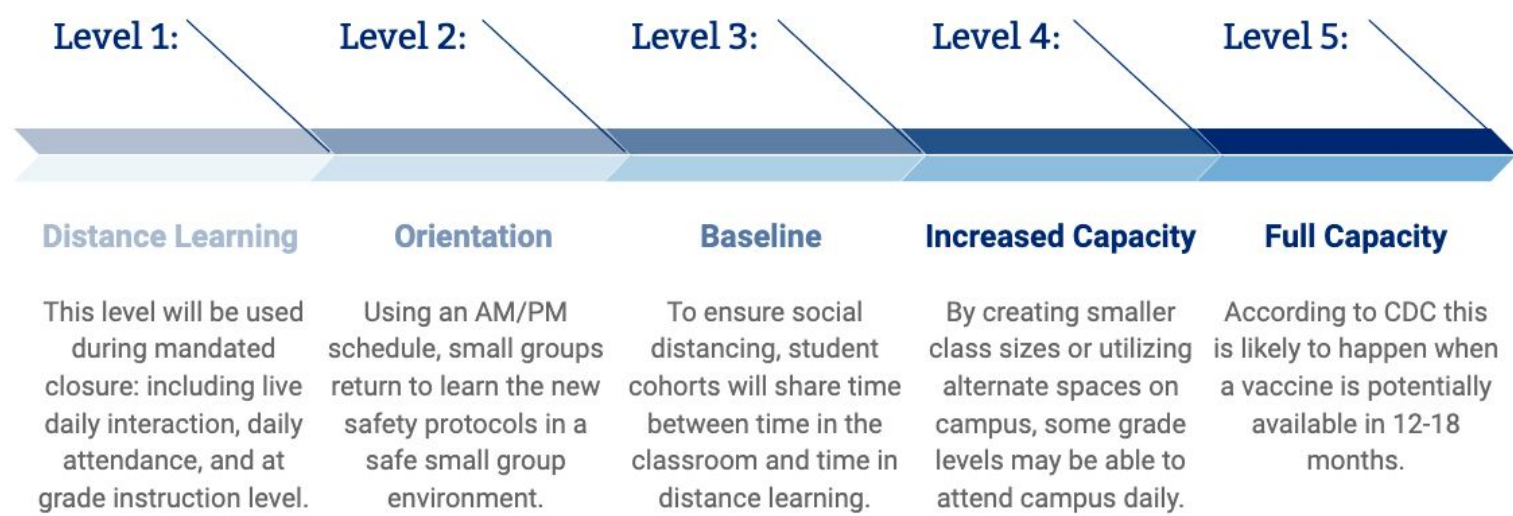
# Continuity of Learning

## 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.]

Westlake Charter School is fortunate to have a supportive staff and parent community. In March, 2020, Westlake was able to pivot and launch our CDE-recognized Distance Learning platform in less than a week. During this same week, families were contacted about device-needs and internet connectivity; 100% of families were reached, and those who needed devices or access were able to receive it. The recognition of our Distance Learning capabilities went beyond the CDE, and was noted by nationally-recognized organizations including [EdSource](#), the [California Charter Schools Association](#), the law firm of [Atkinson, Andelson, Loya, Ruud & Romo](#), and the [Times of San Diego](#).

Through our collective efforts, and with the health & safety of staff, students and our community in mind, Westlake Charter School developed a Fall 2020 reopening plan that begins with Distance Learning, and increases student activity on campus, over time, until we are once again able to reach Full Capacity. A diagram of our reopening levels can be found below, and is further articulated in our [Return to School: Fall 2020 Family Handbook](#) (as of 7/31/20):





## Actions Related to In-Person Instructional Offerings

The following is not an exhaustive list, rather a summary of anticipated expenditures as we enter 2020-21.

Description	Total Funds	Contributing
Increasing certificated and classified instructional supports, including providing on-site Distance Learning Camps during the instructional day.	\$202,000	Y
Increasing academic and social-emotional supports including, but not limited to distance learning kits, increased instructional supplies, increased curriculum purchases and increased clearing protocols.	\$80,000	Y
Increasing expenditures related to campus supplies, personal protective equipment (PPE), implementing social-distancing protocols and clearing routines.	\$55,000	Y

## 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 we look ahead to the fall, our instructional planning is focused on the way that we believe students learn best. We believe that learning is collaborative, creative, and involves communication and critical thinking. Whether we are designing instruction for in-class learning or distance learning, we are working hard to incorporate these learning values into our lessons. In alignment with our school's mission, we are designing instruction to meet the academic and social-emotional needs of our students, that moves students forward through grade level standards this year while also addressing the learning loss that may have happened since students were in school last.

### Designing Distance Learning

While there is work to be done to continually evolve in-class learning designs as well, we believe that it is important that we design our distance learning to reflect the values mentioned above. Our distance learning redesigns will include the opportunity to engage in live daily work with peers and staff, as well as the opportunity to access instruction at a time that is convenient for families. We also believe that distance learning must include different modes of learning, and not only those delivered digitally. Finally, distance learning must ensure instruction is comparable to in-class instruction to help students move forward through grade-level standards and expectations regardless of their mode of learning.

**In-Class Instruction**

Our WCS community prides itself on the work of our incredible teachers. This will be the first time our teachers have facilitated in-class instruction and distance learning in the same day. We will work to ensure that time in class offers opportunities to collaborate with peers while continuing to respect social distancing guidelines.

**Social-Emotional Learning (SEL)**

WCS is committed to developing the whole student, and now more than ever this commitment is needed. We recognize the impacts of isolation that have come from our region's response to COVID-19 and will work hard to build safe and supportive community classrooms that engage in social-emotional development daily. We will continue to hold morning meetings, utilize responsive classroom, and focus on our SEL aligned core values.

**Recess**

We believe that every student needs time to run, play, and laugh with their peers. We will be following health and safety guidelines to create structured play areas for cohorts of students to enjoy recess safely before returning to class.

**Physical Education, Art, and Spanish**

Our Specialty courses are a part of what makes our WCS program unique and engaging. We are committed to continuing with these important courses, however, this year they may look different. Based on the health and safety guidelines, students should not move from classroom to classroom and regroup into new cohorts. Therefore, we are structuring the day to ensure that students maximize time in their homeroom and developing ways to deliver Art, Spanish, and PE to our students each week. This could include live streaming into classrooms, embedding standards into recess play, or using distance learning time to fulfill some of these learning plans.

**Field Lessons**

Our current plans do not include field lessons that require students to leave campus on busses. Due to health and safety guidelines, we have had to pause any previously planned field lessons. We have included within each grade-level budget an allocation that may allow for some outside field lessons to be brought onto campus, when and if it is determined safe to do so. We will work with our community as information evolves to determine if we can reinstate any previously planned field lessons. We are considering, not only the students this year, but the students last year who missed out on large overnight field lessons due to closures.

**Impact of Health and Safety on School Scheduling**

The following pages will describe the leveled approach that WCS is employing to meet the Health and Safety Guidelines with a special focus on ensuring 6 feet of social distancing. Due to the social distancing requirements, new schedules have to be designed to reduce the number of students in a classroom at any given time.

More information on our Fall Reopening Plan can be found [here](#) (published 7/31/20).

## **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.]

Westlake Charter School conducted a parent survey in the Spring of 2020 to ensure that our families have the devices and internet connections necessary to participate in Distance Learning. Through our initial survey, 100% of families were contacted, and devices, including chromebooks and hotspots were provided accordingly. Results from our Fall Planning survey, which was released to help ensure families have devices and connectivity in the Fall of 2020, are below:

### **Parent Surveys**

This question will let us know if your child has access to a computing device that can be used for distance learning. This information will help our school plan for students to engage in distance learning - either full time or as a part of an alternating schedule. Out of 440 respondents:

- 47% of families have a device that can be used during Distance Learning
- 26% of families would need the school to provide a device during any period of Distance Learning
- 27% of families currently use a school-issued device for distance learning

## **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.]



### Instruction

Westlake students will receive daily teacher guided whole and small group instruction and opportunities for independent practice.

Students should expect:

- 3 hours per day for kindergartners
- 3 hours, 50 minutes for grades 1-3
- 4 hours for grades 4-8



### Asynchronous Learning

- Pre-recorded instructional videos provided by WCS teachers. Length will vary depending on age of student and topic being covered. Research indicates that less than six minutes is the optimum length.
- Using an online program to review previously taught material where the data produced will be used to inform instruction. Programs such as Freckle, Lexia, NewsELA, etc may be used.
- Can be scheduled for students to take part in prior to a synchronous small group instruction.
- Can provide flexibility to families so that students can participate at flexible times throughout the day.



### Daily Live Interaction/ Synchronous Learning

- Whole class Social Emotional Instruction
  - Morning Meeting
  - Sanford Harmony Lesson
  - Advisory Meeting
  - Closing Circle
- Small Group Instruction following an asynchronous lesson
- Small Group Instruction for personalization based on student data
- Multiple opportunities for a student to engage with a certificated teacher and/or other staff during an instructional day
- Potentially when introducing new academic content



### Student Engagement

- WCS aims to engage all students in daily instruction
- Student attendance and daily participation will be monitored and recorded
- Our team will re-engage students who are absent

## 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.]

In the first weeks of mandated school closure, Westlake Charter School set the pace by quickly responding to the needs of our community. We focused primarily on keeping our community connected and offering daily opportunities for academic and social emotional lessons. These first two weeks of Distance Learning were founded on combating isolation. WCS committed to not introducing new material nor grading, to ensure that the focus stayed on engagement.

During this time teachers selflessly built daily Distance Learning lessons, including videos, so that students could see their teacher's face and hear their teacher's voice. Teachers have committed to the pillar of Teachers as Designers by constructing a daily academic and a daily SEL lesson for each classroom. This work helped get students logging in and families to stay connected to our school.

Several key commitments drove the initial launch of our Distance Learning approach:

- Not trying to recreate “school,” to protect teachers from overload
- Understanding that some standards may have to be “greyed out”
- Platform creates continuity horizontally within and vertically across grade levels
- Asynchronicity to offer equitable opportunities for families to engage on their own schedule
- Asynchronicity to protect teachers from managing home and classroom simultaneously
- Daily opportunities to engage in a personal manner to combat isolation

As we transition to long term Distance Learning, it is important that we plan for both academic and social emotional learning in a way that utilizes the strengths of our amazing teachers, as well as follows the best pedagogies and practices that are emerging across the state during this time.

### **Setting the Vision for the Next Round of Distance Learning**

After meeting with leadership, speaking with families, and observing all that is happening within our community, our next iteration of Distance Learning work must take into account the reality that all children are experiencing some form of trauma due to school closure. Research regarding [trauma-informed teaching practices](#), coupled with the documented [best pedagogies and practices for distance learning](#) must be considered.

Therefore, we go back to the reality that we are not replacing school, which means we are not replicating the amazing instructional practices of our classrooms. To legitimately personalize and differentiate in the classrooms, each of our teachers read the room, know who needs immediate feedback or redirection, this can not be done, as brilliant as you are, through asynchronous videos.

Phase two of Distance Learning begins with a focus on providing personalized and adaptive learning opportunities for all students in ELA and Math through regular and consistent online learning platforms that our students are already familiar with.

These platforms will provide differentiated opportunities for engagement based on each students' zone of proximal development. This is crucial when considering students immersed in trauma. Next, the online curriculum platforms will offer real-time data to our teachers based on student engagement, growth and performance. Rather than teachers spending large amounts of time designing multi-tiered direct instruction in math



and ELA, teachers can allow these platforms to differentiate instruction and teachers can use their time connecting with students and offering formative feedback.

### **So, what are we trying to accomplish?**

In response to the recognition that all students are experiencing some level of trauma, we want every student to have a personalized, adaptive and consistent learning experience in ELA and math that frees up creative time for our teachers to connect with students through regular feedback. Next we want to combat isolation by continuing to design enriching SEL and academic opportunities that allow for collaboration as a class and with our teachers. Finally, we want to free up time for our teachers to focus lesson on differentiated instructional design so that they can focus on connecting with their students and focusing on the health of their own family.

### **So, what is the ask?**

Inside this Distance Learning Manual we have designed very clear asks for K-5, 6-8 and Specialties. Each grade span and content area has their own unique ask that is designed to combine trauma-informed practices with best practices for distance learning. It is our hope that these daily asks are not a major change from the amazing work that was done in version 1. Version 2 of Distance Learning is intended to relieve some of the pressure from staff to design differentiated instruction, and instead lean on online curriculum, freeing up time for teachers to connect and engage with our students.

## **Staff Roles and Responsibilities**

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

Staff across the organization have been nimble and flexible in response to COVID-19. Several teams of staff have assumed new responsibilities including: our Before and After School and yard duty staff are anticipated to provide direct Distance Learning support to students of staff and community members during the academic day; some of our specialty teachers are going to provide direct classroom instruction for students; and some of our student support services staff will be conducting assessments and other needed-services remotely to ensure staff and student safety.

## **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.]

This section of our planning is focused on our commitment to ensure our pillar of personalization for all of our students, including student groups listed in the prompt above. It is through this pillar that we make decisions based on the individual strengths and circumstances of each of our community members.

**Special Education, 504, SST, and MTSS Meetings**

WCS is committed to providing multi-tiered support to meet individual student needs and ensure academic, behavior, and social emotional growth. To assist in this work WCS schedules and facilitates hundreds of personalized meetings to collaborate with our families. This year, as we did in the spring of 2020, we will continue to hold these meetings virtually. Using video conferencing software will allow our teams to collaborate while ensuring the health of each participant.

**Social Emotional Support**

Our WCS Counseling and Support team will be working to ensure that our students and staff have the supports needed to return to school in the fall. We will work with families to design appropriate responses to the needs of each child.

**Counseling and Support Resources**

Click [here](#) for our WCS Counseling and Support Resources Page which includes what is available for families at this time and will grow as new resources become available.

**Actions Related to the Distance Learning Program**

The following is not an exhaustive list, rather a summary of anticipated expenditures as we enter 2020-21.

Description	Total Funds	Contributing
Access to connective platforms (Presence Learning) and additional supplies; Professional Development to launch in Distance Learning.	\$20,000	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.]

When WCS closed due to mandated shutdowns, gaps in student learning were created. WCS was tasked with developing and employing learning plans to accelerate and/or mitigate learning loss. WCS has identified actions that will be taken to assess and respond to the uneven outcomes created by school closure. As WCS plans for our 5 levels of learning models, we are doing so with an equity lens.

To accelerate learning and close gaps, WCS has established structures, processes, and procedures, and a clearly developed plan for how we will address learning needs of all students. A needs assessment survey was conducted to inform decision making and help WCS better understand the needs of students, families, staff and school. Data was gathered in the following areas:

- Level of student participation during school closure
- Student needs
- Staffing
- Curriculum needs
- Instructional materials and supplies
- Professional learning needs (staff members' and parents')
- Teaching strategies/pedagogy
- Instructional materials and supplies
- Facility resources to support the kinds of instruction staff is planning
- Needs families have in order to support learning at home
- Ensuring equity and access for all
- Fiscal resources needed to carry out school plan
- Leadership team meetings

## **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.]

WCS will take the following actions to address learning loss and accelerate learning progress for students:

- Identification of grade level standards that were not taught/mastered in previous grade
- Each grade level team will accelerate learning by identifying essential standard that students must master by the end of the year
- Each grade level team will ensure their scope and sequence includes essential standards and their plan to teach the essential standards that were not taught/mastered in the previous year
- Curriculum scope and sequence to include spiraling of skills-anticipating learning barriers and providing options and scaffolds using UDL

- principles to increase student learning access
- Menu of methods for accelerating and mitigating learning loss that addresses the needs of all students, some students, and few students
- Monitoring processes and procedures to evaluate instruction and intervention impact on student outcomes to include: timeline for collecting data, type of data to collect and analyze, reflect on effectiveness of the model
- Plan for re-engagement
- Instructional routines and schedules that support the plan to accelerate learning
- English Learners- Staff will continue to receive professional development in the area of English Learner Support in a virtual and hybrid learning setting. Our TOSA dedicated to English Learner support will assist our teaching staff with transitioning their GLAD teaching practices to distance learning.
- Low-income- Westlake Charter School is ensuring that each family is provided with the tools they need for distance learning including chromebooks, hotspot devices, and learning materials. Since March 13th we have provided families with over 600 devices. This work continued over the summer. Through the regular communication channels there continues to be consistent communication with families regarding the device pick up. Students will have regular access to materials through a regular supply pickup protocol.
- Foster youth- Foster youth are provided wrap around services through our MTSS team. These include both social-emotional support from our school counselor and our school psychologist. The MTSS team along side of the classroom teacher will identify specific areas of learning loss. The MTSS team which includes the, classroom teacher, family, and an MTSS case manager develop an MTSS

## 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.]

### Assessment

#### Assessment Assumptions:

- Formative assessments will be utilized frequently to design authentic feedback to move students forward on their learning continuum and identify specific targeted learning needs.
- Skills assessments will be administered through distance learning and in person to support academic learning loss and personalize instruction.
- Common Benchmark assessments are agreed upon across the grade level, expectations are clearly communicated, administered with appropriate student accommodations, adhere to the Grading Philosophy and data is housed in Illuminate.

#### Formative Assessments:

- Formative assessments should be given frequently during learning cycle
- Feedback must be timely and move the student forward on their learning continuum
- Recommended platforms: Freckle Targeted Practice, NewsELA, Quizziz, Google Forms, Exit Tickets, etc.

## Skills Assessments:

- Fall 2020 Skills Assessments
  - K: BPST, Letter ID, Counting 1-20
  - 1: Running Record, BPST, Fry Sight Words
  - 2: Running Records, BPST, Fry Sight Words
  - 3: Running Records, BPST
  - 4 & 5: CORE Maze (CORE ORF and/or BPST as needed)

## Common Benchmark Assessments:

- Subjects Areas for Assessment: ELA, Math, Science, and Social Studies

## Feedback

### Feedback Assumptions:

- Feedback should be continuous, timely and specific for students who are both Distance Learning and on campus
- Feedback should be clear and accessible to parents

### Methods for providing continuous feedback to students who are Distance Learning

- Set clear expectations for assignments so feedback can be focused and strategic
- Feedback should be “actionable”, so students know how to improve or continue current thinking
- Should be personalized for connection
- Videos and audio feedback if a large group of students need the same support or challenge
- Must be timely
- Peer feedback using rubrics (bring together at home and at schools students)
- Types of Feedback: Google classroom private comments, daily google forms, flipgrid videos, email, FormMule

### Methods for providing continuous feedback to students who are on campus

- Use the same methods above
- Add small group meetings or google meets

### Methods for providing continuous feedback to parents

- Keep it clear and concise
- Parent education on how to access student assignments and teacher feedback



- Communication to parents on their child's education progress

#### Resources on Effective Feedback

- [How to do the Feedback Loop](#)
  - Meaningful feedback is personal, task-related, specific, positive and timely
- [Effective feedback for Deeper knowledge](#) (interesting do and don't chart)
  - Emphasize the task, not the student's ability
  - Give specific guidance on how to improve
  - Provide regular, ongoing feedback
  - Focus on process, not results

### Actions to Address Pupil Learning Loss

The following is not an exhaustive list, rather a summary of anticipated expenditures as we enter 2020-21.

Description	Total Funds	Contributing
Increased English Learner TOSA from 40% FTE to 60% FTE to increase support for English Language Learners and address English Learner learning loss	\$20,000	Y
Purchased Lexia & Freckle (digital curriculum) to support student mastery of math and ELA content standards during distance learning	\$21,300	Y
Staffing virtual learning labs and Distance Learning Camps to mitigate academic and social-emotional loss	\$360,000	Y
Professional development targeted towards learning loss; trauma informed practices	\$15,000	Y
Purchased Peardeck to support instructional delivery during distance learning	\$2,700	Y
Purchased Google Voice to support effective and timely communication. Employees will be working in varied locations and Google Voice allows employees to communicate via phone and text from any work location.	\$18,000	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.]

As mentioned above, this section of our planning is focused on our commitment to ensure our pillar of personalization. It is through this pillar that we make decisions based on the individual strengths and circumstances of each of our community members.

## **Special Education, 504, SST, and MTSS Meetings**

WCS is committed to providing multi-tiered support to meet individual student needs and ensure academic, behavior, and social emotional growth. To assist in this work WCS schedules and facilitates hundreds of personalized meetings to collaborate with our families. This year, as we did in the spring of 2020, we will continue to hold these meetings virtually. Using video conferencing software will allow our teams to collaborate while ensuring the health of each participant.

## **Social Emotional Support**

Our WCS Counseling and Support team will be working to ensure that our students and staff have the supports needed to return to school in the fall. We will work with families to design appropriate responses to the needs of each child.

## **Counseling and Support Resources**

[Click Here](#) for our WCS Counseling and Support Resources Page which includes what is available for families at this time and will grow as new resources become available.

In addition to providing counseling and other tiered-supports to students, staff have access to our Employee Assistance Program (EAP) in case the need arises for additional supportive services.

# Pupil and Family Engagement and Outreach

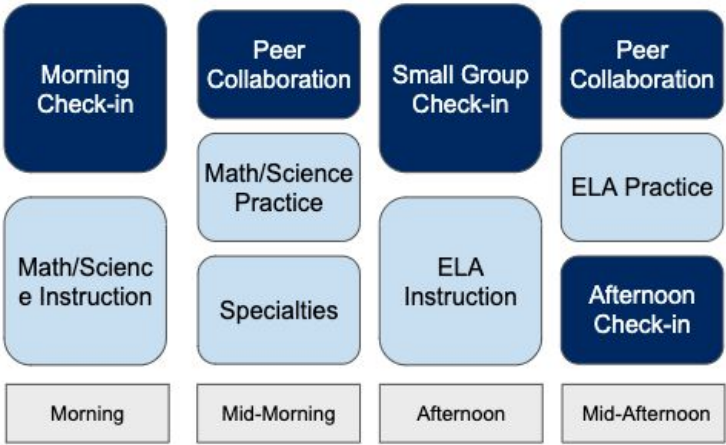
[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not 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.]

We expect that distance learning will be used by every student at some time during the 2020-2021 school year. It may be used if a classroom, grade level or the school is directed to close due to COVID-19 exposure. Distance learning will also be used to keep students learning every day when they are not able to be in the classroom due to alternating A/B scheduling, when a family is required to self-quarantine, or for those families who elect full time distance learning.

For these reasons, we are developing a distance learning model with the following assumptions:


- 1. WCS must ensure that students have access to a computer, internet, and any needed learning materials at home.
- 2. Students must have access to daily live interaction with staff and peers.
- 3. Students must have the option to learn at a time that is convenient as well.
- 4. Distance learning must use multiple mediums i.e. digital, paper, etc.
- 5. Distance learning must be grade level instruction that combats academic learning loss and social-emotional isolation.

The example below demonstrates what a day in the life of distance learning could look like as we evolve our practices. The dark blue areas may offer opportunities throughout each day for students to have live social-emotional check-ins, collaborative work, and receive feedback from staff during small-group time.



Westlake Charter School is envisioning what staff responsibilities and duties will be in the coming school year. As we enter into the Fall 2020, staff are being designated to support engagement and outreach to ensure our students and families are engaged while in Level 1, Distance

Learning. Westlake Charter School staff speak a variety of non-english languages, and staff are available to connect with families in their home-language if needed. In the case where a family speaks a language other than english and a staff member is not able to provide support, we have vendors accessible to provide translation services.



**Student Engagement**

- WCS aims to engage all students in daily instruction
- Student attendance and daily participation will be monitored and recorded
- Our team will re-engage students who are absent

## 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.]

Through our Memorandum of Understanding (MOU) with the Natomas Unified School District (NUSD), NUSD provides all meal services to our students. Since the pivot to Distance Learning in March, 2020, our NUSD partners have provided countless meals to our school community.

## Additional Actions to Implement the Learning Continuity Plan

The following is not an exhaustive list, rather a summary of anticipated expenditures as we enter 2020-21.

Section	Description	Total Funds	Contributing
Distance Learning Program	Staff from our High School Development team supported the launch of our 2020-21 school year.	\$10,000	Y

# 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
7.17%	\$580,970
Based on 2020/21 Adopted Budget	Based on 2020/21 Adopted Budget

## Required Descriptions

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

The Actions described below are incorporated from Westlake Charter School's Strategic Plan, and similar to the Local Control Accountability Plan, support the overarching goals of the Learning Continuity Plan. Combined, our Strategic Plan, Learning Continuity Plan and Fall Reopening Plan describe how:

- Westlake Charter School considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;
- How the supportive-narrative, or aspects of the supportive-narrative is based on these considerations; and
- How the supportive-narrative is intended to meet the needs of the students in response to the COVID-19 pandemic.

**Strategic Plan Action 1** - Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer's Mindset.

- Developing these skills across our entire student-community will help all students as they make progress towards academic and social-emotional readiness.

**Strategic Plan Action 2** - Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.

- Our school believes students are more successful when school and community collaborate. In an effort to meet this goal, we host meetings throughout the year where parents and staff can talk about issues which might be more related to our foster youth, English learners or low-income students. For example, on January 28, 2020 staff lead an ELPAC Information Night for our community. This session provided families with information on composition of the assessment, scoring and potential next steps in the ELPAC process.



**Strategic Plan Action 3** - Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.

- Our school believes students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. In an effort to make progress on this goal, we have implemented a robust academic framework which includes supportive structures. Our academic framework is supported by programs and staff who support all students, including our Director of Curriculum & Instruction, as well as Teachers on Special Assignment.

**Strategic Plan Action 4** - Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.

- Our school believes students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. In an effort to make progress on this goal, we have implemented a Multi-Tiered System of Support (MTSS) where students of all abilities and background have access to social-emotional services. Our MTSS framework is supported by programs and staff, including our Director of Student Support Services, Psychologist, Counselor, Education Specialists, as well as Instructional Aides.

**Strategic Plan Action 5** - Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.

- Our school believes students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency. In an effort to make progress on this goal, we are committed to teaching our learner community and weaving these important topics throughout our daily lives. For example, this year we invited A Touch of Understanding to help demonstrate to students the effects of different abilities. This in-house field lesson provided students with a broader understanding of an inclusive environment, within our diverse school community.

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

Westlake Charter School provides additional supports to foster youth, English learners and low-income students through a variety of means. As a brief example, we provide before-school targeted academic instruction (ROAR) before school, we provide professional development to certificated staff including Responsive Classroom frameworks, we have teachers on special assignment that assist in reviewing academic data, our Before and After School program is offered at a reduced rate, and a team supporting our MTSS system that, while designed to support all students, particularly supports students in this defined community. Collectively, these programs have either increased and/or improved the services requirement as noted in our Goals and Actions sections.