Distance Learning Policy and Procedures Learning Continuity and Attendance Plan		
Local Educational Agency (LEA) Name	**Contact Name and Title**	**Email and Phone**
WISH Academy Schools	Shawna Draxton, Executive Director	sdraxton@wishcharter.org; 714-756-0591

General Information

WISH Academy 9-12 is an independent public schools, authorized by the Los Angeles Unified School District, within Los Angeles County. Due to the high rates of COVID-19 in the state of California, but particularly in the Los Angeles area, the County Health Department is requiring all TK-12 schools to begin the Fall 2020 school with school facilities closed to students and all instruction provided online. Given that WISH Academy co-locates on LAUSD campuses, WISH will follow all of the policies and procedures required of LAUSD schools. All County Public Health mandates have been adopted, posted, and are being followed for community members who visit the campus for instructional materials pick up, instruction, and support services.

This Policy sets forth the expectations of students and parents/guardians while students are engaging in distance learning at WISH Academy Schools during the coronavirus (COVID-19) pandemic. This Policy shall supersede any conflicting language in existing School policies until the Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting School operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the applicable order shall be controlling.

Distance learning is not the same as independent study. A complete copy of the School's Independent Study Policy can be located on the School's website or be provided by request to the school's principal.

Definition and Minimum Requirements of Distance Learning

"***Distance learning***" means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of WISH. Distance learning may include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.

2. Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

3. The use of print materials incorporating assignments that are the subject of written or oral feedback.

"***In-person instruction***" means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

Distance learning <u>mus</u>t include all of the following:

1. Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.

2. Content aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

3. Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports.

4. Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that an individualized education program can be executed in a distance learning environment.

5.	Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

6.	Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

Distance learning may be offered by the School under any of the following circumstances:

1.	On a schoolwide level as a result of an order or guidance from a state or local public health officer; or

2.	For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

3.	Schoolwide or for groups of students, if the School is unable to operate a schoolwide in-person program safely.

4.	Schoolwide or for groups of students, if local health conditions and in-person learning requirements would prevent the School from offering a high-quality, continuous instructional program.

Per COVID-19 Guidance from the California Public Department of Health released July 17, 2020, the WISH may not re-open for in-person instruction until Los Angeles County has not been on the California Department of Health monitoring list within the prior 14 days. The School will open with 100% distance learning until that time after which the School will open with a combination of in-person instruction and distance learning as described below. Later schoolwide or classroom-wide 100% distance learning schedules may be necessary in response to a student, teacher, or staff member testing positive for COVID-19.

Stakeholder Engagement

WISH Academy consulted with WISH parents, pupils, teachers, principals, administrators, staff, as well as, the principal and Prop 39 team for the school sites we co-locate on to develop the Learning Continuity Plan.

During the consultation and stakeholder feedback process regarding the development of the Learning Continuity Plan, WISH included efforts to reach students, families, educators, and other stakeholders who do not have internet access, or speak languages other than English. Families were contacted directly by our front office team to offer printed copies of the plan for review in multiple languages, and copies of the draft plan were distributed for review on our instructional materials pick-up lines.

The Learning Continuity and Attendance plan was shared and public feedback, both verbally and through digital correspondence, was solicited at the

following public meetings, which took place using virtual conferencing tools, to solicit recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan, using the most efficient method of notification possible (email, shared docs, verbally, phone calls, written comments, etc).:

- **WISH Board Meeting 8.13.20:** The draft Learning Continuity and Attendance Plan was provided for public comment and board review
- **Return to School/COVID Committee 8.14.20:** This committee is comprised of WISH parents, teachers, staff members, and administrators.
- **Parent Advisory Committee- WISH Community Association Leadership Team 8.20.20:** This committee is comprised of a WISH Parent Leader from each grade level, the principal of the TK-5, the principal of the 6-8, the principal of the 9-12, and the executive director of all schools/ Comments were responded to in writing on 8/22/20
- **English Learner Parent Advisory Committee 8/20/20:** This committee is comprised of parents, teachers, and administrators/ Comments were responded to in writing on 8/22/20
- **WISH School Site Council 9/8/20:** This group is comprised of WISH parent leaders, teachers, students, and administrator
- **WISH Faculty Meetings 8.18.20, 9.1.20:** This group is comprised of WISH Faculty grades TK-12
- **WISH Public Hearing 8.27.20:** A public hearing was held at the WISH Community Association meeting to review and receive feedback on the Learning and Attendance Continuity Draft Plan
- **WISH Board Meeting 9.10.20:** The final Learning Continuity and Attendance Plan was provided for public comment and board vote; Adopted
- **Postings:**

  Draft Learning Continuity Plan posted 8.15.20- Posted on wishcharter.org under the documents section of the website

Adopted Learning Continuity Plan posted on 9/10/20- Posted on wishcharter.org under the documents section of the website

Stakeholder group feedback:

-More training on educational software systems

-Longer synchronous day

-Shorter synchronous day

-more 1:1 tutoring assigned

-provide diversity in technology supports for students with access needs- larger screens, word predict, cameras off, etc.

-more options for clubs and connections with peers and teachers

Aspects of the plan that influenced by stakeholder meetings and public hearings include:

-length of synchronous and asynchronous instruction

-additional 1:1 supports and tutoring for students with various needs was provided

-more opportunities for training on accessing the cloud computing and educational software systems

-more conferencing software options to provid closed captioning, better streaming clarity, and supports for social emotional growth were purchased

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.]

Currently, WISH is not permitted to serve students on our Prop 39 LAUSD campuses due to the County Health Departments order and guidelines.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction is not immediately allowable under state and local health orders to serve students in person on our campuses. When in-person instruction is permitted to resume then WISH will implement the Los Angeles Health Department orders.

WISH has conducted eight Return to School/COVID meetings comprised of parents, teachers, staff members, and administrators, during which plans to return using a Hybrid model of Monday-Friday AM schedule of live in-person instruction for half the students from 8:00-11:00; a grab n' go/lunch period from 11:00-12:00pm followed by at home asynchronous instruction and synchronous instruction from specialty teachers (art, music, PE, technology, ELD, DIS and SPED services) from 12:00pm-3:00pm. The second group of students would participate in asynchronous instruction and synchronous instruction from specialty teachers (art, music, PE, technology, ELD, DIS and SPED services) from 8:00am-11:00am; a grab 'n' go/lunch period from 11:00am-12:00pm and then live Instruction with their teachers from 12:00pm-3:00pm. All social distancing requirements recommended by the county health department will be followed including masks, disinfecting each space/tool after use, plastic barriers, check in station, screening of each person on campus, isolation room for folks identified as having systems of COVID, etc. This will allow for small stable cohorts of students to remain socially distant and safe while on campus.

A Day in the Life: DRAFT Hybrid Learning Schedule - Monday through Friday

	Cohort B	Cohort C
Morning- AM (Approx. 3 hrs)	**On Campus "Core" Learning**	**Distance Learning at Home**
60-90 minute cleaning window and lunch distribution		
Afternoon-PM (Approx. 3 hrs)	**Distance Learning at Home**	**On Campus "Core" Learning**

Note: Cohort A would be families who have opted into full time distance learning

WISH will ensure student learning and competency development while also considering the students' social-emotional well-being. During classroom-based instructional blocks the safety of the students and staff will be consistent with public health guidance including a screening station upon entry, hygiene practices (hand washing upon entry and exit of classrooms and shared learning spaces, and exit of restrooms. In addition, all people on campus will use PPE appropriate to their role- all people wear masks, folks delivering food or materials to multiple individuals will wear gloves- including adults assisting students in and out of their vehicles on the valet line, face shields and plastic barriers will be

used to maintain safety during extended periods of in-person time, cleaning of all spaces and classrooms will be conducted daily and upon use of any shared materials. Door stops will be used to ensure door handles are free from needing to be touched by multiple users.

To identify students who have experienced significant learning loss due to the facilities closures of 2019-2020 the following will/have occurred:

WISH provided a full summer school program led by teachers and overseen by administrators to ensure that every single student who was interested or determined to need additional instruction could receive four hours a day of instruction to mitigate any learning loss and to support advancement of achievement. Additional resources purchased for this program included Chromebooks, educational software, and assessment tools.

WISH will utilize a systematic cycle of assessments aligned to the California Assessment of Student Progress and Performance, Illuminate assessments, and curriculum-based assessments to screen for learning loss and to measure progress over time. Data from our intensive, systematic assessments will be used to design instruction for whole group, small group, and individual students.

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

Description	Total Funds	Contri-buting
Plastic barriers to protect faculty, staff, students	$10,000	
Masks (disposable)	$1,200	
Masks (washable)	$1,200	
No touch thermometer	$150	
Safety Signs- 6'distance, hand washing	$2,000	
Disinfectant wipes	$750	
Document Cameras for teachers (5)	$1,500	
Headphones	$1,000	

Lapel Mics for teachers $50 x 22 teachers	$1,100	
In classroom paraprofessional support to assist teachers with in-person student support and synchronous instruction support through the conferencing portal for students who are learning remotely (excludes the 4 listed below)	$50,000	
ELD Learning Loss Mitigation Support Instruction based on assessments	$2000.00	
SPED Learning Loss Mitigation Support Instruction based on assessments	$2000.00	
Homeless and At-Risk students Learning loss mitigation Support Instruction based on assessments	$2000.00	

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.]

All pupils will have continuity of instruction during the school year to ensure that they have access to a full curriculum for their grade level.

WISH Academy 9-12

Instruction daily, Monday through Friday, 8:30-3:30pm.

Week 1 ODD				
Monday	Tuesday	Wednesday	Thursday	Friday
Prep/Co-Planning/Conferences/IEP Meetings 7:30-8:30				
P1	P2	P1	P3	P2
8:45 - 9:40	8:45 - 9:40	8:45 - 9:40	8:45 - 9:40	8:45 - 9:40
P3	P4	P3	Advisory	P4
9:45 - 10:40	9:45 - 10:40	9:45 - 10:40	9:45 - 10:40	9:45 - 10:40
Break	Break	Break	Break	Break
10:40-11:00	10:40-11:00	10:40-11:00	10:40-11:00	10:40-11:00
P5	P6	P5	P5	P6
11:05-12:00	11:05-12:00	11:05-12:00	11:05-12:00	11:05-12:00
P7	P8	P7	P7	P8
12:05-1:00	12:05-1:00	12:05-1:00	12:05-1:00	12:05-1:00
Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:40	1:00-1:40	1:00-1:40	1:00-1:40	1:00-1:40
SEL/Affinity Groups 1:45-2:30	Asynchronous/Ed Sotware Learning, 1:1 Instruction; Small Group Instruction; & Office Hours as Assigned 1:45-3:30	SEL/Affinity Groups 1:45-2:30	Teacher PD	Asynchronous/Ed Sotware Learning, 1:1 Instruction; Small Group Instruction; & Office Hours as Assigned 1:45-3:30
Office Hours 2:30-3:30		Office Hours 2:30-3:30		
Prep/Co-Planning/Conferences/IEP Meetings 2:30-4:30				

Week 2 EVEN				
Monday	Tuesday	Wednesday	Thursday	Friday
Prep/Co-Planning/Conferences/IEP Meetings 7:30-8:30				
P1	P2	P1	P4	P2
8:45 - 9:40	8:45 - 9:40	8:45 - 9:40	8:45 - 9:40	8:45 - 9:40
P3	P4	P3	Advisory	P4
9:45 - 10:40	9:45 - 10:40	9:45 - 10:40	9:45 - 10:40	9:45 - 10:40
Break	Break	Break	Break	Break
10:40-11:00	10:40-11:00	10:40-11:00	10:40-11:00	10:40-11:00
P5	P6	P5	P6	P6
11:05-12:00	11:05-12:00	11:05-12:00	11:05-12:00	11:05-12:00
P7	P8	P7	P8	P8
12:05-1:00	12:05-1:00	12:05-1:00	12:05-1:00	12:05-1:00
Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:40	1:00-1:40	1:00-1:40	1:00-1:40	1:00-1:40
SEL/Affinity Groups 1:45-2:30	Asynchronous/Ed Sotware Learning, 1:1 Instruction; Small Group Instruction; & Office Hours as Assigned 1:45-3:30	SEL/Affinity Groups 1:45-2:30	Teacher PD	Asynchronous/Ed Sotware Learning, 1:1 Instruction; Small Group Instruction; & Office Hours as Assigned 1:45-3:30
Office Hours 2:30-3:30		Office Hours 2:30-3:30		
Prep/Co-Planning/Conferences/IEP Meetings 2:30-4:30				

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.]

WISH has confirmed and will provide access to all students to connectivity and devices adequate to support participation in the educational program to complete all assigned work. Any student or family who is unable to participate due to lack of connectivity or device should contact our IT manager for assistance, attend the in-person office hours available at each school weekly, or fill out help request form and we will contact the parent to resolve the issue.

The following will occur:

- 1:1 Chromebooks are provided to each WISH student
- A portal for questions and support was set up so students, parents and teachers can get immediate access to technical support
- Instructional resource distribution lines are hosted on campus every single Friday at which time students can pick up their Chromebook or turn it in for repairs; if a student cannot come to campus then our facilities manager will drop off the Chromebook or any needed materials at the home of the student.

- Families who are struggling with internet connectivity will be supported by our technology director after filling out the help request. Guidance around WIFI speed and connectivity will be provided and troubleshooting will be provided until students can fully access the online conferencing with teachers during live instruction and the educational software tools provided.
- All WISH students received a Chromebook during the 19/20 spring distance learning period and assistance with connectivity was provided as needed. Office managers connected with each family that was having difficulty and supported them until the challenges with access were resolved.

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.]

WISH will ensure that a weekly engagement is tracked for each pupil documenting participation in synchronous and asynchronous instruction for each day of distance learning, verifying daily participation, and tracking assignments. Student engagement in distance learning will be summarized on a weekly basis, as follows:

- **Full engagement**: Student attended all synchronous instructional sessions every day,

  and completed/submitted at least 90% of assignments on the Canvas LMS or other managed curriculum assigned by teachers.

- **Substantial engagement**: Student attended at least 60% of synchronous instruction and completed/submitted at least 60% of assignments, OR completed completed/submitted at least 90% of assignments on the Canvas LMS or other managed curriculum assigned by teachers.

- **Partial engagement**: Student attended at least 60% of synchronous instructional minutes and completed/submitted less than 60% of assignments, OR student attended less than 60% of synchronous instructional sessions and completed/submitted at least 60% of assignments.

- **Insufficient engagement**: Student attended less than 60% of synchronous instructional sessions and completed/submitted less than 60% of assignments.

Each day teachers will take attendance in all conference sessions. At the end of each day the office staff will generate a Daily Intervention List (DIL) of any students who did not attend at the

full engagement level of conference sessions (the list will not include students for whom the parents notified the school of a planned absence that day). The following actions will be taken based on the DIL:

1.   Teachers will check if each student logged into the learning management system to complete work at any point in the day. Students with evidence of completed work that day will be marked present.

2.   The homeroom/advisory teacher of any students on the DIL will be notified, and that teacher will call and email home to each student on the list to identify and help support the family to resolve any barriers to engagement.

3.   If contact cannot be made they will continue to reach out for 3 days. Any students who have not been reached after three days will be subject to the Student Absence policy outlined below.

4.   If teachers are unable to help a family resolve barriers to participation, the case will be escalated to the Principal or designee.

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.]

All staff have received synchronous and/or asynchronous training in:
- Mitigating learning loss through distance learning
- Use of engaging and meaningful tools to support students learning
- Crisis responsivity
- Social emotional connectivity and supporting students through DL
- Use and application of educational software programs
- Use of online student information services software
- Video conferencing tools
- Developing distance learning curriculum
- Diversity and inclusion responsiveness and supports
- Distance learning pedagogy
- Progress monitoring tools

Staff Roles and Responsibilities

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

Teachers

- Build community through establishing shared norms that facilitate care, respect, kindness, and learning
- Follow the distance learning schedule for synchronous and asynchronous learning and provide the instructional minutes required or the grade level/course you are teaching
- Provide engaging and meaningful synchronous instruction with opportunities for 1:1 instruction, small group activities, paired assignments
- Use various types of online tools
- Provide resources to distribute in pick up lines for hands on learning activities as needed
- Communicate with families regularly and often
- Teach with web camera on
- Take attendance
- Provide opportunities for students to see each other and communicate
- Monitor student progress and engagement and provide feedback on assignments
- Learning materials will be provided on the Friday valet line as needed; parents who want to buy their own materials will be provided a list with at least 7 days notice
- Host Back to School Nights, student led conferences, awards assemblies, parent conferences, team meetings, office hours, and all traditional in person events converted to a digital format

Administrators

- Build community through establishing shared norms that facilitate care, respect, kindness, and learning
- Provide on-going support and guidance for each stakeholder group
- Design and implement macro systems to support effective distance learning that is both socially and emotionally engaging and academically rigorous to ensure maximal achievement for each student
- Use various types of online tools
- Establish systems for distributing items in pick up lines for hands on learning activities
- Communicate with families regularly and often; host monthly coffee with the principal meetings
- Participate in leadership committee meetings and lead school site council meetings virtually
- Meet with families, teachers, and students with web camera on
- Create culture building activities for all stakeholder groups through socials and virtual get togethers
- Monitor student progress and provide feedback to teachers and paraprofessionals
- Host Back to School Nights, student led conferences, awards assemblies, parent conferences,

team meetings, office hours, and all traditional in person events converted to a digital format

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.]

Distance Learning Support for Special Education Students

Special education and related services shall be provided as required by a student's individualized education program ("IEP") through a live synchronous virtual conferencing tool connection. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal for assistance.

Distance Learning Support English Learners

English language development, including assessment of English language proficiency shall continue through distance learning. We provide a full immersion experience for English Learners (EL) and will continue to do so in our virtual learning cohorts. As studies have proven, learning any language is strongly supported by an immersive environment with appropriate scaffolds and supports. Therefore, EL students will participate in general education classes and provided with accommodations deemed necessary to support student growth. EL students will receive targeted small group instruction focused on vocabulary and academic language acquisition. This may take place via "breakout" rooms on Zoom during lesson and/or mini group sessions during office hours or Wednesday support sessions.

In light of the suspension of the ELPAC in Spring 2020 due to school closures, EL student needs will be evaluated based on assessment outcomes, and teacher feedback from the prior year and Fall diagnostic assessments. Student needs will be defined within the schoolwide Multi-Tiered SYstem of Support (MTSS), and teachers will provide accommodations accordingly. We will monitor EL progress with a range of diagnostic and benchmark assessments, including running records, Achieve 3000, and curriculum based assessments (grades 9-12) Students will also have access to MobyMax, Khan, and NoRedInk for supplemental adaptive practice. Any student or family who has a concern with regard to English language development curriculum or supports or assessment should contact the principal of the school your child attends.

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

Description	Total Funds	Contr- ibuting
Full summer school program: Teachers' & Paras salaries	$10,000	[Y/N]
10 x Paraprofessionals: August - December	$42,000	
Mental Health Supports: August - December	$79,589	
Chromebooks for all students (summer)	$30,000	
iPads for students who use alternative modes of communication	$1,500	
GoGuardian online protections services	$3,750	
StopIt online bullying	$500	
Canvas for all grade levels to support Big Blue Button Video Conferencing	$5,500	
Laptop computers for teachers and paraprofessionals	$5,000	
Internet support from home	$1,500	
Headphones	$1,500	
Document Cameras	$900	
Additional musical instruments to accommodate DL	$600	
Digital lesson planning tools: ● Nearpod (15 licenses) ● Peardeck (22 licenses @ $99.99) ● SeeSaw ($5.5 per student per year x 1055 students) ● Flipgrid (free for schools)	● $1,350 ● $2,200 ● $1,518 ● $0	
Digital Curriculum Additions Digital Comp.	 $1,400	
APEX Classes - summer session only	$2,000	
Distance Learning Software to support synchronous and asynchronous instruction (Core, specialty)	$10,000	
Professional development stipends for distance learning training	$4,000	

1:1 Instructional Coaching Learning Loss Mitigation tutoring- EL	$2000	
1:1 Instructional Coaching Learning Loss Mitigation tutoring- SPED	$2000	
1:1 Instructional Coaching Learning Loss Mitigation tutoring- Unsheltered/homeless students	$2000	
1:1 Instructional Coaching Learning Loss Mitigation tutoring- Foster Care	$2000	
Zoom Business Accounts (2 per school @ $130)	$260	
Docusign Accounts - 2 x $300	$600	
Hands on Materials stipends for teachers to distribute additional materials for families to pick up each Friday	$5000	
Zoom for Education Account	$5,000	
ASL Interpreter	$10,000	

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.]

Distance Learning Support for Students Performing Below Grade Level

Additional supports for students who are not performing at grade level shall be provided as follows: Any student performing below grade level will have a personalized support plan that could include any of the following, based on need:

- Referral for additional support during office hours;
- Targeted live individual and small group instruction;
- Asynchronous academic support through one of our adaptive curriculum resources

Teachers will be encouraged to refer students for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health supports. Any student or family who is concerned that they require additional support should contact the school principal for assistance.

All students will be assessed using a variety of tools aligned with the Smarter Balanced Assessment Consortium of resources. Every students will participate in English language arts assessments, English Language Development, and mathematics assessments using IABs, ICAs, internal curriculum based assessments, and progress monitoring educational software programs.

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.]

All Pupils- Educators will immediately assess pupils in all core areas, use the data to influence a tiered approach to instruction, and build supports and lessons around filling gaps and accelerating growth. Educators will provide daily synchronous instruction in every core area and 1:1 and small group synchronous instruction for students who require additional direct support. All students will participate in asynchronous learning experiences using educational software designed to find and fill gaps and to provide accelerated learning.

Additional supports for English Learners- 1:1 sessions with educators to facilitate learning; additional conferences with parents and interpreters to facilitate access and understanding of resources and expectations

Additional supports for low-income pupils- supplemental and enrichment materials will be provided weekly on the pick up line and delivered if needed, additional check in from the office support staff to ensure students receiving FRLP have ordered lunch and and are accessing support and technology

Additional supports for foster youth- additional 1:1 conference regarding access to materials and supports, access to supplemental and enrichment materials on the valet line week

Additional supports for students with exceptional needs- Students who are highly gifted will continue to have integrated extensions in their synchronous learning environment and through honors and AP classes, and through 1:1 and small group video conferencing sessions with their teachers

Additional supports for students experiencing homlessness- additional weekly check in from the school counselor to ensure access and support needed is provided, including nutrition, supplemental and enrichment materials available through weekly valet system or by delivery if needed

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.]

- Surveys
- Growth on internal reports for educational software

- Teachers and counselor reports

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

Description	Total Funds	Contri-buting
Supplemental and Enrichment materials	$20,000	[Y/N]
Interpreters	$7,000	[Y/N]

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.]

- Professional development for staff to help support students who have experienced trauma or other adverse events during distance learning/shelter in place orders.
    - Use digital webisodes created by on-staff experts in the field, responding to campus needs
    - Social emotional learning through restorative justice practices, council, upstander training, resilience training
    - Opportunities for socials, clubs, virtual affinity groups and sports
    - Offer Big Blue Button/ZOOM during recess/social times
    - Each students have opportunities to see each other and engage in activities
    - 1:1 social emotional and academic counseling
    - StopIt! Anti-bullying app for MS/HS

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.]

Compulsory Attendance And Documentation

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. **A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School** in violation of compulsory education laws. The School's attendance policies continue to apply in conjunction with the policy outlined below.

Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

- Live synchronous instruction:
  - o Teachers shall take attendance daily during each live conferencing session.
  - o To be marked "present" students will be required to either a) be on the camera during the conferencing, or b) voice "present" (or equivalent) when called upon on the audio, or c) chat "present" in the Zoom chat, AND be visible on the video participant list (student's first and last name).

- For asynchronous instruction, a student will be counted as present if they participate in or submit an assignment through the school Learning Management System.

Students who are absent from distance learning for more than three (3) school days in a week, or who receive a weekly rating of "insufficient engagement" will be subject to the following procedures:

1) Verification of current contact information for each enrolled student.
2) Daily notification (phone and email) to parents or guardians of absences:
   - Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the Charter School. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all

subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of delivery that can be tracked.

- In the event of 5 consecutive unexcused absent days parents will be asked to join a live (virtual or in-person) meeting with the principal or designee to resolve attendance challenges. The school will determine any next steps or additional supports that may be needed and develop and intervention and support plan.

3) All points of contact from the School will be focused on determining student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

Grading Policy

The School will regularly communicate with parents and guardians regarding their child's academic progress. Parent will be able to monitor student assignments and feedback through a single sign-on to the main student information databases in Illuminate (Student Information System), and Canvas (Learning Management System). Each school will establish and communicate the grading policy to parents in the family handbook. Progress will be monitored and grades will be given for students achievement and participation in learning.

Student And Parent/Guardian Expectations

1. **STUDENT SUPERVISION**: Students are under the immediate supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning. WISH is not responsible for the immediate supervision or control of any student while the student is participating in distance learning.

A parent/guardian or a responsible adult caregiver shall attend one on one virtual meetings between WISH instructors, employees, and/or contractors and the student, with the exception of confidential counseling services to the student.

Parents/guardians must provide the names of any adult caregiver other than the student's parent/guardian to the student's teachers before that individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individuals parents/guardians are agreeing that WISH may interact with them and share confidential student information with them as necessary to provide the student with the educational opportunities contemplated by this Policy.

2.   **STUDENT WORK AREAS**: To the greatest extent possible, Student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or School policy, and capable of immediate supervision at all times by a parent/guardian or responsible adult caregiver.

    a.   Students must have all materials and equipment (e.g., tablet/laptop, pencil, paper, etc.) ready for their use before the start of any scheduled distance learning. Parents can contact the school directly to request any necessary materials and equipment.
    b.   Please keep siblings not engaging in learning, cell phones or personal electronic devices away from the student work area.
    c.   Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.
    d.   It is recommended device cameras point away from a door, hallway, bathroom or other areas where other household members may be visible and that all household members be made aware of when distance learning is occurring.

3.   **STUDENT LOG IN/ PARENT TECHNICAL SUPPORT**: Students will be provided with personal login credentials for distance learning for their own use. Students should only use their assigned login credentials and WISH Schools email address to engage in distance learning. <u>Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties.</u> A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact the school for tech support at janine@wishcharter.org or use the link for the Family Help Center as soon as possible. Sharing student login information with another person will subject Student to the School's discipline policy.

4.   **PARENT ENGAGEMENT IN INSTRUCTION**: Parents/guardians and responsible adult caregivers should not interfere, disrupt or directly participate in distance learning lessons unless requested by the teacher or without teacher written permission. Parents/guardians and responsible adult caregivers are not permitted to log into or attend distance learning instruction, meetings, or other school-related activities unless specifically requested by a teacher or WISH employee or contractor.

5.   **CONFIDENTIALITY**: **There is no expectation of privacy during distance learning**. When logging in to distance learning, Parents/Students are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed by others.

a.   Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student's distance learning.

b.   Students, parents/guardians, responsible adult caregivers and any other individual who may be in or around a student's work area are not permitted to photograph, video or audio record, or screenshot any distance learning without express written permission from WISH.

c.   The School may record distance learning synchronous instruction for use by other students who might benefit from accessing the instruction at a later time. No counseling or special education services provided in a group session will be recorded.

d.   If a student is receiving virtual, online or telephonic counseling services from a WISH employee or contractor, no other individual, including but not limited to parents/guardians, responsible adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes.

e.   The identity of all students participating in any small group counseling session with a WISH employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.

f.   Teachers may record one to one student communications, with parent/guardian/adult student consent. Counseling sessions will not be recorded under any circumstance.

6.   **TECHNOLOGY POLICY**: Students, parent/guardians and responsible adult caregivers must comply with the WISH Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning.

a.   WISH technology and equipment includes but is not limited to WISH electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. WISH technology and equipment may only be used for educational purposes in accordance with the WISH Student Technology Policy and Acceptable Use Agreement.

b.   Students and parents/guardians acknowledge that WISH technology and equipment are owned by WISH. By logging into or accessing WISH technology or equipment, users acknowledge that they have no expectation of privacy in the use of WISH technology or equipment, even if such technology is used on a personal device. WISH reserves the right to access communications, files, and other data stored on or sent over WISH technology or equipment.

c.   Technological resources provided by WISH must be used in a safe, responsible, appropriate, and legal manner in accordance with WISH policies and in support of its instructional program for the advancement of student learning.

d.   Downloading, uploading, viewing, posting or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.

e.   Students must not access WISH online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.

f.   Students may not access personal electronic devices or any software, applications or websites during WISH distance learning instruction or school-related activities unless specifically instructed to do so by the teacher.

7.   **DISRUPTION OF DISTANCE LEARNING**: Any parent, guardian, or other person whose conduct in any online/virtual distance learning class materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. Upon the first conviction for either of these offenses, this individual may be fined up to one thousand dollars ($1,000), or by imprisonment in a county jail for up to one year, or by both the fine and imprisonment. It is also illegal for a person to "intentionally access a computer without authorization," such as entering an online/virtual distance learning class in which the person is not a student, and any individual who does this may be civilly or criminally liable under the Federal Computer Fraud and Abuse Act.

8.   **APPLICATION OF DISCIPLINARY RULES/POLICIES**: All other WISH rules and policies regarding student behavior and discipline including but not limited to the

Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect. Students who fail to adhere to the above requirements may be subject to legal action including but not limited suspension or expulsion.

a.   Any student who believes they have been subject to misconduct prohibited by the WISH Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Title IX Coordinator, Jennie@wishcharter.org.

Onsite Office Hours
- Nearly all interaction can and should be conducted through virtual means, when this is not possible, families can sign up for on-campus office hours
- All visitors who come to campus will be screened using the County of LA Health Department screening procedures
- Each campus will have two blocks of four hours for on-campus scheduled meetings for items that cannot be handled virtually; specific time blocks will be announced soon
- Office hours may include in person support with ones lunch application, educational software, Chromebook support, student schedule changes, etc.

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.]

Our hot lunch provider will deliver lunches on Mondays for the entire week. Lunch will be distributed on Emerson St. in the valet line of WISH ES (for all schools ES, MS, and HS) from 12:30pm-1:30pm. All families that have **ordered** hot lunches and families that have pre-ordered free and reduced lunches can pick up lunches for the week at this time.

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

Section	Description	Total Funds	Contributing
Nutrition	All students can order lunches, students who receive free or reduced lunch will have lunch provided, all meals will be distributed on Monday	$0	[Y/N]

Save service Food Distributors	Staff members will ensure all students who are eligible for FRLP order lunch through the online system. Save service food servers will assemble Monday lunch program packets and distribute them on the valet line.	$20,000	[Y/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
7.35%	$181,795

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.]

1. Foster Youth- 1:1 check ins with advisory teacher, additional materials provided to supplement instruction
2. English Learners- 1:1 check ins with advisory teacher each week, integrated ELD supports, team meetings with parents with interpreter for access to
3. Low-Income students- Lunch distributed one day per week for the whole week rather than five days, which created a hardship for families; office support team will ensure that students on the FRLP have food orders in each week by calling families when needed, additional materials provided to supplement instruction

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

1. Foster Youth- weekly check ins from school counselor; supplemental educational software tools to support intervention and extensions
2. English Learner- additional 1:1 session with teacher to ensure comprehension and work access and completion; supplemental educational software tools to support intervention and extensions
3. Low-income students- additional weekly check in from office support team member to ensure access to school, learning materials, nutrition; supplemental educational software tools to support intervention and extensions