

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.]

In the Spring of 2020, the COVID-19 pandemic resulted in a significant shift for the entire Environmental Charter Schools community. Within a few days ECS was forced to close its campuses and transition from an educational program where learning is interdisciplinary, project-based, integrated with the environment, collaborative, rooted in close community ties, and occurs beyond the classroom walls to a distance learning program where teachers, staff and students must work remotely and within the confines of their homes. While the pandemic increased everyone’s fear for our families’ and our communities’ health and well-being, our students, who live in low income communities of color, were demonstrably at greater risk than most Americans. These profound effects were compounded by the murder of George Floyd, the Black Lives Matter movement and the protests and uprising.

By the end of March we had crafted a vision for Distance Learning, informed by our mission and values:

ECS Vision for Distance Learning

ECS has not wavered in our commitment to our mission to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. During this time, ECS will deliver a high-quality distance learning program that attends to students’ social, emotional and intellectual needs. Now more than ever, our students must engage in conscious critical thinking with their teachers and classmates. We must provide rigorous, engaging, equitable instruction to all ECS students to help them make sense of the world right now. As we develop ECS education online, we will ensure that our approach is student-centered, collaborative, flexible, and sustainable. When we reopen our campuses, ECS students, teachers, and staff will return ready for continued learning, teaching, and community-building.

In the last five months, we have truly lived our mission and, guided by each of our organizational values, quickly enacted new services, approaches and practices.

JUSTICE - Recognizing that many of our families were facing food insecurity, ECS set up drive-by food distribution centers to hand out meals to ensure our students and their families were fed. We also prioritized communication and access, connecting our families to community resources and ensuring all students had access to technology, internet connectivity and technical support.

COMMUNITY - We needed to keep our students and families engaged to be able to provide instruction and social-emotional supports. We collaborated across ECS sites and content areas to provide innovative distance learning support, we coordinated with community partners, communicated via phone, text, email, social media, our website, and postal mail to ensure our community had vital information.

CURIOSITY - We embraced new modes of instruction and accessed resources that we have not used before to enhance the quality of remote instruction. We continue to explore new ways of engaging students and building community whilst following safety recommendations.

SUSTAINABILITY - We provided new and additional services while staying within our budgets, cognizant that our state may impose additional cuts in future years. Our vision for Distance Learning acknowledges that our approach to teaching and learning must be sustainable for students, their families and our staff. We recognize our teachers, counselors, paraeducators, staff and students are adjusting to a whole new model of instructional delivery, often while dealing with the challenge of working/learning from home and caring for families. We must pace ourselves, focus on priorities, and monitor our community's well-being.

LEADERSHIP - We increased the level of coordination in order to respond to rapidly changing conditions and guidance. Leaders from all campuses and our home office began attending LACOE's Level-Alike meetings and webinars provided by the CCEE & LACOE, as well as researching best practices for distance learning and for keeping our community safe during a pandemic. We added daily morning "scrums" between ECS directors and site administrators to share new information and troubleshoot problems. Similar team meetings took place at the site level, with site admin/support teams, grade level teams, and many more configurations connecting frequently to address our current challenge.

Stakeholder Engagement

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

The pandemic and ensuing school closure created new challenges for our community whilst curtailing many traditional forms of communication. Informal conversations between stakeholders and leadership that might take place on campus could not occur. Because of the extraordinary circumstances created by the pandemic, we expanded our efforts to solicit stakeholder input in the spring 2020. In addition to moving our traditional engagement practices, such as parent meetings, the English Learner Advisory Committee, Board & Committee meetings, online, in early June we sent families, staff and students an online survey designed to gather feedback on distance learning-- how it worked and didn't work. We asked families to provide input on schedule, synchronous vs asynchronous instruction, and safety. We asked teachers to identify their distance learning challenges and their strategies for improving student engagement. We asked students to share their biggest barriers to engagement in distance learning, how they learned best during distance learning, and to describe their social-emotional state.

These initial data sets were used to form working groups of teachers, classified staff and administrators. During July, each group was tasked with developing a different component of our plan ensuring learning continuity, attendance and safety in the fall. We determined it was likely we would spend a significant portion of the 20-21 school year in Distance Learning and therefore turned our attention to improving our capacity to teach remotely. We also knew the pandemic and social upheaval of the spring would be traumatic for many students, so one working group focused on addressing these additional student needs. After analyzing the survey data, each working group sought additional

stakeholder feedback to refine planning for 2020-21 through interviews, roundtable discussions, and town halls. Despite the challenges of the pandemic, several of the town hall gatherings we held for our parents engaged more parents than in-person efforts in the past.

ECMS-I On August 06, 2020, 7th and 8th grade families gathered online to discuss plans for the Fall semester. Parents connected with teachers, staff, and administrators to get a better understanding of what the school year may look like at ECMS-I. A similar meeting was held for incoming 6th grade families on August 5th. Meetings were held in English and Spanish, and included time for families to ask questions and provide feedback on plans for the school year. A survey regarding virtual after school program offerings was shared on August 4th. Parents and students completed separate surveys, which gathered feedback desired enrichment and priority needs for after school programming. ECMS-I held a faculty town hall in early August to discuss the new master schedule and upcoming changes to curriculum and learning platforms. In addition to administering West Ed's climate survey with students, families and staff, We also conducted virtual interviews with parents, students and teachers. We conducted a Family Wellness Survey as a way to check in with our families and followed up with phone calls when indicated. Finally, due to our "door policy" we receive regular feedback from parents via phone, text message and email.

Our LEA's budget development was discussed by the ECS Finance Committee on June 15, 2020 and August 31, 2020, and by the ECS Board on June 18, 2020 and August 16, 2020. Finance Committee and ECS Board meetings are compliant with the Brown Act.

A draft of the Learning Continuity & Attendance Plan was made available for inspection by the public via the home page of our website on September 4th. Spending plans were also discussed at the September 1 ECS staff Town Hall meeting. The Learning Continuity and Attendance Plan was also posted on our website and presented to the community for review and comment at an ECS Board meeting on September 10, 2020, which was appropriately noticed per the Brown Act. The Plan is scheduled for adoption by the ECS Board on September 24, 2020

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

During the first few weeks of school closure we were able to provide loaner Chromebooks and internet hotspots to all students who needed them, which ensured all families had access to ECS Board Meetings, school town halls and any committee meetings held after school closure. In addition, technical support was provided to families when there were difficulties using the tools to access the Internet or the platforms used.

Board and committee meetings were conducted virtually by Zoom and were set up technologically to allow for maximum ease and safety in affording the public's right to attend and participate at these meetings. For every board meeting and committee meeting, three options to participate were publicly noticed: 1) a two-way teleconference resource center was established at the ECHS Auxiliary Office. This resource center included socially-distanced Chromebooks in separate office spaces to allow for safe meeting viewing and participation at the resource center, with a supply of surgical-style masks available to use for anyone who did not bring one, 2) participation by a publicly available Zoom video conference link and, 3) a Zoom phone dial-in number that allowed for simultaneous speaking/listening inclusion into the Zoom meeting.

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

According to our surveys, families, teachers and staff mostly agreed on the most important factors for student learning success in the 2020-21 school year. All three groups identified minimizing health risk as the most important factor. All three stakeholder groups also

identified providing mental health supports as the second most important factor, and ensuring students are able to connect with their peers as the third most important factor. To meet our mission, we must first assure students' health is protected and that their social emotional needs are addressed.

When asked specifically about distance learning, students reported that key challenges to accessing distance learning while managing other responsibilities, not having a quiet place to work, and not being sure what they were supposed to do. This last item dovetailed with feedback from families, a high percentage of whom wanted classes to be more routine. In their feedback, teachers noted improvement in student engagement as teachers implemented strategies such as sending weekly schedules with links to assignments to both students and families.

When surveyed, ECHS students reported that watching videos was how they learned best, however, survey data from the two ECS middle schools indicated that synchronous instruction was also perceived as effective by students. Survey data also indicated that about half of our students must care for family members during the day. This might suggest that many students might have difficulty accessing synchronous instruction, however family survey data indicate that many parents want classes to be mandatory (ECMS-I 82%). Even more want live classes that are recorded (ECMS-I 83%), providing both the accountability and connection of synchronous instruction, and then flexibility of asynchronous learning. Families were also asked what time school should start and end. Middle school parents preferred 8am to 2pm and high school parents preferred 10am to 4pm.

As mentioned above, families, teachers and staff all identified providing mental health supports as a most important factor for 20-21 (Staff 94%, Teachers 76%, Parents 79%)

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

Family, student and staff survey data drove the design of our plan. Our priorities for 2020-21, listed below, are all informed by stakeholder input:

1. Confront anti-Blackness and racism in our organization and our world
2. Align systems for effective and equitable distance learning
3. Deepen Reading Apprenticeship practice by focusing on disciplinary literacy (highlighting math)

These three priorities all support the fulfillment of our mission to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

The first priority is informed by feedback we received from parent focus groups, teachers, administrators, community partners and student groups. In the past few years, our Equity and Diversity Committee, a board committee composed of parents, teachers, administrators and board members, has examined our school data, specifically data indicating inequity. As protests and uprisings emerged during the spring, our committee's feedback was augmented by feedback from teachers, families and students, crystallizing the priority to confront anti-Blackness and racism in our organization and our world. As communities of color are disproportionately impacted by the pandemic, improving our capacity to address anti-Blackness and racism and to equip our students to do likewise, will be key in mitigating the losses our students have experienced due to COVID-19.

The second priority is in response to stakeholder feedback regarding our spring Distance Learning program. Recognizing that the pandemic might necessitate continued Distance Learning, we determined that one way to maintain learning continuity and maintain our students'

engagement was to improve our Distance Learning program, intentionally aligning it with our teaching Best Practices. Our Instructional working group considered students' family contexts, including home language, access to resources, and presence of other responsibilities such as caretaking, and used the stakeholder input described above to design our distance learning master schedule, create our new distance learning best practices, structure a distance learning intervention plan, streamline our assessment plan, identify new curricular resources, and adopt new technology platforms across the organization (e.g., Talking Points, ActivelyLearn).

Our third priority continues our work from last year to implement Reading Apprenticeship across content areas. In response to teacher feedback, we are using math as the starting point, exploring as a group how literacy operates in a math context. Our team has identified literacy across disciplines as a key lever to closing the achievement gap, a gap which is likely exacerbated due to COVID-19 learning disruptions. Disciplinary literacy increases students' access to knowledge and accelerates learning. The Reading Apprenticeship pedagogy shifts the cognitive load to students, increasing rigor and students' capacity to drive their own learning, a key skill during Distance Learning.

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.]

When Los Angeles County determines that it is safe to do so, we will bring students to campus for in-person learning. Since social distancing requirements make it impossible to bring all students on campus and because bringing students to campus entails some risk, we need to be intentional when we decide which students come to campus. We also must transition deliberately, to sustain stakeholders' confidence in safety protocols. Initially we will bring students on campus individually to work with teachers in a 1:1 environment and, after consultation with stakeholders and considering the latest guidance from LACDPH, we will gradually move to bringing small groups of students on campus.

During the summer, working groups considered rationales for bringing students on campus and identified priorities for face to face interactions. When we are allowed to have students on campus, we will begin by considering the needs of students with exceptionalities, especially those who have services that cannot be provided remotely and those with postponed initial or triennial assessments whose IEP teams have determined records reviews are insufficient. Opportunities for in-person assessment will be discussed with parents, who will collaborate in the development of an individualized health plan, which will help the team determine any accommodations or supports students will need to comply with health protocols. As always, no assessment plan will proceed without parent consent.

Then we will bring small groups of students, including students with exceptionalities (SWE), English Learners and students who need to receive more intensive Tier 3 supports. Following this, we will bring rotating groups of students who have never met their teacher face to face or experienced/visited their campus, as we believe personal connections with teachers and our campuses are a key component of our educational program. Assuming we progress through these phases without the county returning to school closures, we will be able to implement a hybrid program, in which all students come to campus on a rotating basis to experience the social and environmental dimension

of our school, interact with peers and teachers, engage in community building activities, and, hopefully, work in our gardens, while maintaining protocols recommended by the Departments of Health.

At the time of writing this plan, we are not permitted to bring groups of students on campus. However our summer working groups developed plans to address each aspect of in-person instruction.

Our Social Emotional Working Group has developed additional resources to address students' social emotional needs which can be implemented in either Distance Learning or Hybrid modes. This includes social-emotional professional development modules that were designed by our counselors and school psychologists. These modules will better equip our teachers to provide Tier 1 and Tier 2 social emotional supports. As described in our charter petition, we have an advisory program. Whether in hybrid or distance learning, advisory will be structured this year to address needs stemming from the pandemic and school closure.

Our Safety Working Group researched recommendations from Departments of Health, the CDC, the CDE, OSHA and the LA County Office of Education to develop a plan for safe operations on campus. New protective equipment was researched and purchased, along with new tools for disinfecting and sanitizing. Campus facilities were evaluated to ensure social distancing could be effectively maintained and identify high traffic areas, and inform the development of new hygiene practices. Site staff also considered egress and ingress and made adjustments to facilitate social distancing. An addendum to the Parent/Student Handbook and the ECS Employee handbook were created, describing all the new safety policies and protocols. These include social distancing, mask-wearing, increased disinfecting and sanitizing, training for staff on pesticide use, health screenings, information about medical confidentiality, guidance for campus visitors, and more. Gradually transitioning to in-person instruction will also allow us time to train staff and students in these new protocols and practice them, ensuring we have achieved a high level of competency before we increase the number of people participating.

To support students who experienced significant learning loss due to the school closures in 2019-20, we provided an expanded summer school program. We will also be expanding our Tier 3 interventions. An authentic math assessment of key mathematical standards was performed at the end of 19-20 and will be used to deliver targeted Tier 3 math interventions to students. Our English Department is creating initial screening assessments to identify students who need Tier 3 interventions early in the fall. Over the summer our Intervention Working Group reviewed data and refined our intervention program, in order to improve its functioning during distance learning and when we return to campus. Professional development modules were provided to teachers describing the new Intervention Program and additional professional development will be provided to grade-level team leaders to increase their capacity to quickly identify students in need of intervention and to support their colleagues at providing effective Tier Two interventions. Intervention will be divided into four pathways, Attendance, Behavior/Social Emotional, Coursework/Academic, and Distance Learning and flow charts will clearly identify who is responsible for what action during distance learning, as our stakeholders described some duplication of efforts last spring.

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

Description	Total Funds	Contributing
Convene Working Groups of administrators and teachers to spend the summer analyzing data, feedback and expert guidance to create new strategies and structures for Hybrid Learning, including Curriculum, Master Schedule, Assessment, Intervention, Grading, Social Emotional Learning, Family Engagement, Reopening, Health & Safety, Technology, and Attendance & Engagement Tracking.	\$2264 LLMF	N

<p>To ensure campuses are prepared to support in-person learning and related operations during a pandemic, our ECS Home Office, Site Engineers and classified site staff must collaborate to develop and implement campus reopening protocols, including identifying and purchasing materials for increased disinfecting and social distancing, creating signage, and training all staff in new protocols. This work is part of an ongoing "design cycle," where we research, design, solicit feedback, pilot, reflect, solicit additional feedback and refine the solutions we have implemented in response to the challenges caused by COVID-19.</p>	\$10,184	N
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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.]

To deliver our instructional program, teachers, support staff, and site leaders will support the implementation of ECS Best Practices for Distance Learning: (1) Equitable Access, (2) Consistency & Coordination, (3) Supportive Content Presentation, (4) Engaging Learning Community, (5) Reflection & Feedback. These best practices align with the ECS instructional program described in our charter, which will ensure instructional continuity throughout 2020-21. These best practices were derived from stakeholder feedback and research on effective online learning.

To support the transition between in-person instruction and distance learning, we will continue to use our existing curricula in all content areas with modified pacing guides to ensure that instruction remains standards-aligned and meets the developmental needs of students.

ECHS: Additionally, ongoing professional development is focusing on identifying power standards, ensuring teachers are focusing on the key skills and priorities our students need, and ensuring departments are reflecting and adjusting vertical alignments from 9-12th grade as needed. We will also provide teachers and students with supplemental materials and access to digital platforms. In selecting supplemental materials and/or software to adopt, we have identified resources and tools that support student engagement, disciplinary literacy, and social emotional learning:

Google Classroom: Learning management platform that allows teachers to organize, post, and provide feedback on course assignments and allows students to submit course work, and communicate with their teachers and classmates. ECHS: All ECHS teachers received training on how to set up and utilize the tools within google classroom in summer PD.

Little SIS Little SIS for Google Classroom helps us support high-quality instruction in Google Classroom by allowing support staff, coaches, and school leaders insight, visibility, and fine-grained administrative powers over defined sets of classes in Google Classroom. The app enables administrators and coaches to spot patterns across teachers and it provides data to help us analyze the effectiveness of Distance Learning.

Nearpod: Shared student engagement platform that allows teachers to deliver standards-aligned synchronous and asynchronous lessons online or in person and formatively assess student learning. Students can use this platform to access interactive course materials designed by their teachers, take notes, and check their understanding.

Actively Learn: Online library of thousands of texts and Common Core and NGSS- aligned lessons that allows teachers and students to interact with texts, images, and videos synchronously or asynchronously. ECHS: All ELA, Science, History, ELD, and SAI teachers received training on the platform in summer PD and will continue to share best practices throughout the year.

Screencastify: Allows teachers to easily create a screencast for video tutorials, record presentations to include in synchronous and asynchronous lessons.

Expeditionary Learning (EL): We will pilot EL as our new middle school ELA curriculum to ensure that all students have access to standards-aligned grade level materials. EL received “meets expectations” ratings in all EdReports categories in all grades 6-8. Using hard copies of longer texts and the digital platforms listed above, students and teachers will be able to use this new curriculum for distance learning and in-person instruction.

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.]

At ECMS-I, the technology needs of students have been surveyed on a periodic basis. At the beginning of the public health crisis, students overall indicated the need for a fully functional computer, and in some cases, access to reliable, high-speed internet. Another tech-related survey was conducted during the spring semester school closure period which indicated that computing and internet access needs were met, but students had unmet needs for a quiet place to study. In addition to these formal surveys, ECMS-I adopted a two-way messaging platform named TalkingPoints that communicates in multiple languages straight to parents’ cell phone via SMS, that along with direct phone calls to parents, further defined tech needs on a student by student basis. These communication methods ensured that all parents were reached, whether through online surveys, text messages, or phone calls.

In the first week of school closure, and the week following, ECMS-I distributed Chromebooks to all students, assigning 1 Chromebook to each student, along with internet hotspots to all students that needed better, faster, and more reliable internet at home. As a result of a during-closure student survey conducted, it was found that students had all of their computer and internet needs met but would benefit from having a quieter place to study and attend the virtual classroom. To optimize the student’s learning environment at home, a strategic technology plan was adopted that included the provision of noise-isolating headphones for every ECMS-I student.

To better equip parents to support their students, we held town halls discussing how to set students up for success in distance learning, including the importance of having a dedicated space for learning.

To increase the methods by which students and parents could access technological support for their computing and internet needs at home, ECMS-I’s IT support group “Help Desk” provided new support avenues: an “open office hours” for parents and students to enter with questions, a Google Voice phone hotline that includes the ability to text Help Desk for support, and increased tech support hours of availability. These support avenues have since been bolstered by a technology knowledge base that is now available on the ECMS-I website.

In the event that a student is facing extreme hardships and/or they are caring for and supporting the education of younger siblings exceptions will be made to the synchronous requirements. Families will be required to submit an alternative school schedule request. School leadership,

including the school counselor will work together with the family and teachers to ensure asynchronous education is possible and synchronous supports are reasonably flexible.

Before and upon school closure, ECMS-I made a concerted effort to reach all parents and students, whether by phone, by email, or through messaging platforms. ECMS-I determined students' needs by the aforementioned tech needs surveys and direct phone calls and texting with students and parents. When students failed to access online learning, office staff and teachers reached out in either English or Spanish to understand the cause, and worked with each student and family to provide the necessary technological equipment, and internet access.

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.]

During Distance Learning and once we are able to move to Hybrid programming, teachers will take attendance in daily synchronous classes, and enter it in PowerSchool. This attendance will track whether students are present, whether they participate virtually or in-person, and whether they participate in instructional support outside of their regularly scheduled class. We will employ Nearpod, Google Classroom and Actively Learn to assess student progress. These platforms allow for teacher-created assessments as well as checks for understanding. Additionally, teachers will receive professional development to ensure they understand the requirements of AB 98 and, as certificated instructors, they will track the time value of their assignments and attest to this every two weeks. Our master schedules follow guidelines suggested by the CDE for instructional minutes and conform to the program offerings described in our charters. Instructional time will be calculated based on the time value of synchronous and/or asynchronous assignment made and certified by a certificated employee of the LEA. Additionally, certificated employees will receive professional development to ensure they understand the requirements of AB 98 and, as certificated instructors, they will track the time value of their assignments and attest to this every two weeks.

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.]

Professional development will focus on defining and effectively implementing the ECS Best Practices of Distance Learning, which are based on feedback from ECS stakeholders and research into remote learning best practice. All teachers participate in two weeks of professional development before the school year begins. This will be delivered via synchronous and asynchronous modules and will model using the distance learning platforms teachers will use during the 20-21. August professional development will include a *cross-pollination*, where teachers share the distance learning tips and tricks they learned during last spring. Professional development will also include more formal time for relationship building, as the pandemic makes informal connections more difficult.

During August there will be professional development on Zoom, Nearpod, Actively Learn and TalkingPoints. Teachers will also receive training from Fulcrum, an outdoor education organization that will share ways to adapt in-person community building activities to distance learning environments. All staff will receive training in social emotional supports in a distance learning setting.

There will also be weekly professional developments during the school year, and Grade Level Team planning time to ensure teams are able to implement shared protocols and routines that support students' access to distance learning. Specifically, there will be protected time each week to allow grade level teams to create a shared weekly schedule that can be easily accessed by students and families.

At ECMSI there are several structures for professional development to ensure students, teachers, and families are supported. Weekly all staff PD is held to develop our work on ECS priorities. Grade level team meetings are held weekly to review student concerns and needs, as well as to review progress on small group instruction. Department meetings are held to develop content specific best practices in our ECS priorities. Finally, all ECMSI teachers are offered student centered instructional coaching meant to help teachers analyze student work and make informed adjustments to curriculum.

We will also continue providing technological support through our “help desk” to all our staff. Feedback regarding our tech support is consistently excellent. Our help desk designs mini video tutorials to help teachers enhance their use of technology in instruction, and also sends out email alerts when there are security issues or when they identify a pattern of struggle among users.

ECS is also making noise canceling headphones and second monitors available to all teachers to support their instruction online.

Our Social Emotional working group has developed professional learning modules to help teachers adapt community building strategies they use during regular operations to distance and remote learning. Counselors will also lead sessions for grief processing with staff, as well as sharing mindfulness techniques. Our human resources department sends regular communications to all staff, which include information about additional mental health resources available at this time.

Staff Roles and Responsibilities

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

Ensuring student and staff safety are key to maintaining operations and mitigating learning loss. Ensuring students’ basic needs are met is a prerequisite to their accessing learning.

As a result of COVID-19, various staff members' responsibilities shifted to ensure student needs were met and that systems, policies and procedures were adjusted or created to respond to the novel conditions created by the pandemic.

To address students’ basic needs, site supervision staff assists with daily food distribution to families, which occurs in a drive-through pick up. Due to COVID-19, our administrators stay abreast of community resources for families struggling with housing, physical and mental health or food security and our counselors and office staff inform families about these resources. Staff is also part of distributing technology and school supplies to students, which occurs in concert with food distribution. Our technical support team is now providing remote technical support to all students.

To address the safety of staff and students when they are eventually on campus, our facility staff designed COVID-safety schemes, including:

- measuring classrooms and determining classroom capacity during social distancing,
- creating maps of campus to identify circulation patterns and facilitate social distancing,
- researching and establishing new sanitation and disinfection protocols,
- researching and installing HVAC Merv 13 filters,
- installing plexiglass barriers, alternative door pulls, outdoor hand washing stations,
- installing additional hand sanitizer and soap dispensers, and other protective devices.
- removing books and other shared items from classrooms and storing them for later use
- redesigning classrooms to facilitate ease of disinfection

Evaluating these protocols as they are implemented, refining them, and ensuring they are implemented with fidelity, will be a new role and responsibility for both classified and credentialed staff. Disinfections kits were created for all spaces and all staff was trained to understand cleaning products and how to reduce the risk of spreading disease.

Developing resources and strategies to address pandemic-related student mental health needs was a responsibility shared by counselors, administrators and our school psychologist, who together developed new resources and training for classroom teachers. This significantly expands the responsibilities of classroom teachers, who will provide Tier 1 supports to address student trauma when they return to school. Our organization's school psychologist's responsibilities shifted from assessment to developing a new Intervention system, with examples of tiered interventions for both distance learning and hybrid instruction.

During distance learning, our special education teams shouldered new responsibilities with new support from office staff and paraprofessionals. To limit the number of people accessing campus, office staff now scans pupil records to make them available digitally to services providers. To ensure responsiveness to students' needs, short surveys in English and Spanish are emailed regularly to families of students with exceptionalities and followed up with phone calls, if there is no response. Per the LA County Department of Health, special education case managers now have to create individualized health plans for each of their students to consider how the student's disability may or may not impact their participation in health protocols.

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.]

Recognizing the key role families play during Distance and Hybrid Learning is one way we will assist students with unique needs. Using TalkingPoints, a platform that provides enhanced education-specific translation using humans and machine learning, enables us to access high-quality, two-way translation with our families in over 100 home languages. All members of our staff can use this tool to reach families without waiting for a campus translator, accelerating and easing communication, which is even more critical during remote and hybrid learning. TalkingPoints, Zoom town halls, online live workshops, video tutorials, and redesigning our website all make it easier to provide families with information and tools, building a "village of support" for our students.

In addition our new master schedule includes 300 weekly minutes of dedicated time for intervention, including time for designated ELD and special education services.

English Learners

Distance Learning and the isolation caused by the pandemic have disproportionately impacted English language learners, who have reduced English language exposure and less access to supports that assist both language development and the ability to learn subject matter content. During normal operations, ECS Teaching Best Practices readily facilitate integrated English language development, however, interdisciplinary hands-on projects, presentations, collaborative work and outdoor education are all impacted by the move to remote learning. The expertise on how to translate this practice to online is not extensive, so we are dedicating professional development time to collaboratively identify how to continue these practices during distance learning. One of ECS Distance Learning Best Practices is to cultivate an engaging online learning community. Teachers do this by:

- Purposefully utilizing digital platforms to support student interaction and collaboration,
- Selecting texts that are complex and culturally relevant.
- Devoting time during daily instruction to:
 - Get to know students' interests, identities, backgrounds, and life experiences
 - Engage in structured community building with students
 - Provide developmentally appropriate opportunities for student interaction and collaboration
 - Model, practice, and provide feedback on productive online collaboration
- Ensuring accountable community participation by
 - Actively facilitating student discussions, small group work, and student share-outs
 - Communicating and maintaining high standards for individual and group behavior online
 - Checking-in with students individually
- Collaborating with other ECS teachers to support interdisciplinary instruction and learning
- Explicitly teaching academic vocabulary, grammar, and language features
- Providing and modeling the usage of graphic organizers, note-taking, and sentence frames for integrating content

To help ELs develop the academic language critical for both learning new content and demonstrating their learning, we've adopted the online curriculum platform, Actively Learn. In Actively Learn, notes and questions can be embedded into assignments to guide students as they are reading a text or viewing a video to notice and use academic language and vocabulary. ELs can use the "Define" feature to read a word's definition in simple English, see other sentences containing the word, and view a related image. They can also translate text into over 100 different languages. A "Text-to-Speech" feature allows ELLs to hear text read aloud, building listening skills and supporting language acquisition. Teachers can add "Extra Help" to questions or notes to provide targeted instruction for ELLs. "Extra Help" is a place to include sentence frames, add media to support vocabulary development, and scaffold complex language and text features. Using Actively Learn, teachers can break up the text or video by inserting questions that require students to respond before they can continue reading. This allows ELLs to focus on smaller portions of a text or video-- reducing the cognitive load as they make meaning of the passage.

During the distance learning period, all ECMS-I teachers protect time in their synchronous and asynchronous lessons for designated language instruction and assessment for all EL students. All teachers use effective strategies for teaching ELs in synchronous lessons and a variety of digital tools to continue students' language development while engaged in asynchronous learning. EL students in need of additional support for preparing for the Optional ELPAC attend a Designated ELD course twice a week for small group instruction taught by the ELD coordinator. This provides an additional protected time for students to progress toward specific language goals. Finally, students who need more support are given push-in services during live stream classes: an ELD paraeducator shadows the student during online coursework and provides in the moment translation or support to the student using online chat functions within Zoom.

Students with Exceptional Needs

The ECS Special Education Leadership team crafted a "Framework for Special Education during Covid-19 Crisis," which states that during this crisis, ECS will support our students with exceptionalities by:

1. Responding to each student's individual needs
2. Being flexible as needs and situations change
3. Being collaborative
4. Developing sustainable solutions

During Distance and Hybrid Learning, ECS special education staff will:

-Provide special education and related services through multiple modalities: online learning websites, online instructional materials, paper packets, instructional videos, etc., as appropriate to meet individual student needs.

-Work with general education teachers to develop materials and differentiate content delivery to meet the needs of each student based on their Individualized Education Program.

-Individualize access to online learning programs and tools.

-Collaborate with general education teachers, related service providers, and administrators, as needed.

-Regularly collaborate with families through phone conferences and emails.

-As appropriate, provide virtual learning sessions with individual students, with parent permission.

-Provide weekly office hours to families and students.

-Continually monitor student progress and adjust services as needed.

-Follow national and state guidance on the procedures and delivery of services for students with IEPs.

Because learning remotely is a new experience for our families, case managers are in frequent communication with families to monitor how well a student is accessing distance learning and to provide additional supports. New supports include frequent administration of brief surveys that gather information about the status of a student's basic needs, emotional well-being, ability to access distance learning and related special education services. Multi-Scenario Emergency Education Plans are being developed during regularly schedule IEPs to articulate how needs or services might be different in Distance Learning and/or Hybrid Learning. For students who needs are especially variable due to the pandemic, families, teachers, case managers and administrators collaborate on Distance Learning Plans, which track new strategies and supports and enable the team to respond promptly to rapidly changing situations. During distance learning, we began providing more DIS counseling groups, because we reduced the maximum number of students in a group. When an IEP accommodation or support is only relevant in an in-person classroom setting, we consider how this might translate to the home setting. For example, a Behavior Interventionist might meet with parents to provide guidance and strategies on behaviors that are interfering with learning or homelife. In preparation for Hybrid Learning, case managers will consult with IEP team members to determine what additional supports students with exceptionalities might require to comply with new safety protocols, such as mask wearing or social distancing. Additional explicit instruction on these practices will be provided via online modules or small group instruction, as required.

Our Education Specialists and Paraeducators are present during the hour of synchronous instruction. During student work time, the Paraeducators and/or Education Specialists break off into small groups using virtual classrooms to provide individualized support to students with IEPs. Education Specialists and Paraeducators also have 30 minutes to 1 hour of intervention in the afternoon to provide additional

support to students who are identified as needing intervention supports with the ABCD indicators (attendance, behavior, coursework, and distance learning). Additionally, Paraeducators have designated times to schedule one-on-one sessions with students with IEPs.

Foster Care/Homeless

To support students in foster care or students who are homeless, we are leveraging service providers and community programs to expand the support team available for our families. We have dedicated a page on our website to identifying organizations that have experience serving those who have been disproportionately affected by the COVID-19 pandemic.

We have also reviewed our practices and policies to consider how they might act as a barrier to the identification, enrollment, attendance, or success of foster youth and/or students experiencing homelessness during distance and hybrid learning. Additional resources are being provided to track student engagement and contact students and their families when a student stops participating in our program. Office staff, counselors and teachers are using multiple means of contacting families and we have continued to provide distance learning to students who have relocated due to housing insecurity, as well as supporting them in contacting local education authorities, so they can receive resources available to them in their new location.

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

Description	Total Funds	Contributing
1. Research and purchase new platforms to support student tracking, engagement and assessment during distance learning. Provide teachers with curricular resources designed for a remote learning environment and tools for adapting ECS curriculum to remote learning.	\$10,762 LLMF	N
2. Purchase sufficient Chromebooks and hotspots to continue to assure every student is able to access Distance Learning. Provide students with noise canceling headphones.	\$15,517 LLMF	N
3. Provide teachers with an extra monitor, newer laptops, and headphones as needed. Add additional FSA benefit to help teachers defray unanticipated childcare expenses	\$8,815 LLMF	N
4. Support teachers' capacity to deliver quality distance learning and students' access to distance learning through technical support	\$13,834	N
5. Low Income, students who are homeless, English Learner and students in foster care are disproportionately impacted by the learning loss & trauma resulting from pandemic and school closure. ECMS-G's Teaching Best Practices are designed to serve these students in a face-to-face learning environment. ECMS-G must adapt our Best Practices to a remote learning environment and align our systems for effective and equitable distance learning for these pupils. This includes continued research, reflection and professional development on best practices for these students in Distance Learning.	\$89,610	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.]

To assess and address student learning loss, ECS has made adjustments to our annual assessment plan. In planning for assessment in 2020-21, ECS must balance the desire to get all the data about our students with the need to maximize as little instructional time. Thus we have developed a tiered approach to collection of data about student learning, differentiating between the type of academic assessment we conduct for all, some, and a few of our students. Our goal is to make sure we are not overt testing certain groups of students. Our assessment plan prioritizes the collection of data closest to instruction as well as the data that is most likely to increase student and family engagement so that students, teachers, and families know ECS students are doing in relation to grade level proficiency?

Our approach to assessment includes both teacher-created authentic assessments and standardized assessments to ensure students are on track to achieve grade level proficiency. Our assessment calendar identifies 1) key dates/points in the instructional cycle to administer CAASPP Interim Assessments (in ELA and Math) and/or benchmark assessments, and 2) a clear plan for required remote standardized testing. Data is analyzed at the site level and also at the organization level.

All teachers will administer a summative assessment for each unit, focusing on standards previously taught and providing students with multiple means of showing proficiency. In addition, teachers are encouraged to develop interdisciplinary and/or project-based assessments. Teachers are expected to assess their content standards and provide feedback to students weekly.

In addition to content standards, teachers also assess ELD standards. Assessing ELD standards across the curriculum allows us to gauge English Learners' progress in both the ELD setting and in their regular classes.

In 2020-21 we plan to administer 2 Interim Assessment Blocks over the course of the year, one in ELA and one in Math. We also plan to use NWEA MAP in a more targeted fashion, administering it to specific students, guided by the approach described above. NWEA MAP in Reading will be used as a local assessment to assess progress of English Learners.

Mathematics

The Secondary Math Specialist, Math Coaches, and Math Department Heads collaborated to adjust our Year At A Glance/Pacing for all math courses with respect to priority standards and vertical alignment. This tool allows teachers to prepare learning units to meet the needs of students during this unique time. To better assess pupil learning status, ECS Home Office instructional leaders collaborated with math teachers to create proficiency scales for the priority standards. Using proficiency scales to adjust end of unit assessments, teachers are able to determine student Depth Of Knowledge (DOK) level for each of the priority standards. Unit Assessments occur every 4 to 6 weeks. Intermediate checks for understanding, take place a minimum of twice a week. Timely feedback to address concept proficiency is increased using Google Forms. The ECS Distance Learning lesson planning tool includes expectations for components of an engaging lesson. These components include metacognitive pause, collaboration, opportunity to make thinking visible, and independent checks embedded throughout the lesson. Our adoption of Nearpod provides the platform to support teachers in delivering expected lesson components.

English Language Arts

Our team has identified literacy across disciplines as a key lever to closing the achievement gap, a gap which is likely exacerbated due to COVID-19 learning disruptions. Disciplinary literacy increases students' access to knowledge and accelerates learning. Therefore, we are continuing to implement Reading Apprenticeship. The Reading Apprenticeship pedagogy shifts the cognitive load to students, increasing rigor and students' capacity to drive their own learning, a key skill during Distance Learning. Our focus on Reading Apprenticeship during Distance Learning includes the development of students as readers through multiple dimensions: personal, social, cognitive, and knowledge-building. Using metacognitive conversation and extensive reading, ECS teachers "apprentice" their students to read content-specific texts and real world events like a mathematician, historian, scientist, researcher, writer, politician, etc. Using this approach and platforms like Nearpod and Actively Learn, ECS teachers will provide students with daily opportunities to practice their reading, listening, speaking, and writing skills. Teachers will formatively assess students daily, provide feedback weekly, and conduct summative assessments of critical priority standards in ELA at the end of each instructional unit.

English Language Development (ELD)

At the middle school level, students will take standards-based, teacher created assessments in ELA to both capture learning loss of the prior year's standards, as well as readiness for the current grade level. This will enable teachers to start the year with an understanding of where they need to start, how they need to accelerate learning, and what necessary scaffolds for grade-level work will be required.

EL students were assessed in ELD standards before distance learning and continue to be assessed using those standards. Final grades for these standards were then compared to final grades from the end of the first semester when students were still in the classroom. In the fall of 2020, students who have met all other reclassification criteria will be assessed using the optional Fall ELPAC. Students who have not yet met all other reclassification criteria will be monitored by their teachers for grade level proficiency on content standards. Students who are making progress in distance learning will be assessed through the NWEA system to provide comparative growth data in the area of reading. Students who are not making progress will receive targeted ELD supports as part of our intervention system.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The overarching strategy to address learning loss and accelerate learning progress is to improve our capacity to engage students in effective Distance Learning. Our ECS Best Practices were designed with low income students of color in mind, and we are intent on finding the best ways to translate these in-person strategies to a remote instruction model. In addition, our Distance Learning Best Practices, (1) Equitable Access, (2) Consistency & Coordination, (3) Supportive Content Presentation, (4) Engaging Learning Community, (5) Reflection & Feedback will provide many of the strategies identified by our students with unique needs and their families.

In the spring of 2020, our distance learning program relied heavily on asynchronous learning modules posted by teachers and open tutorial sessions throughout the week for students to enter and access help. Survey data revealed that both students and parents preferred that

students had more live, synchronous learning opportunities. New teaching tools, improved technology and support for teachers and continuous professional development on effective distance and hybrid learning strategies are other actions we have taken to accelerate learning. Within departments and across our campuses, teachers have revised vertical alignment to identify standards that were not learned in 2020-21 and to agree upon key standards for student success as they move up the grades.

This summer each of our working groups considered stakeholder feedback when designing each element of our plan to address learning loss and accelerate learning progress during distance and hybrid learning. This included new strategies and structures for Distance Learning Best Practices, Curriculum, Master Schedule, Assessment, Intervention, Grading, Social Emotional Learning, Family Engagement, Reopening, Health & Safety, Technology, and Attendance & Engagement Tracking. Each of these groups produced plans that we acknowledge are working drafts. Our master schedule allows for time for the faculty and staff to provide feedback and for leadership teams to evaluate feedback and data and make adjustments. As signaled in our 5th Distance Learning Best Practice, Reflection & Feedback, our approach is iterative and collaborative. Our master schedule has designated specific times in the week for teachers to meet, reflect on student data and make adjustments. Student-centered coaching cycles helps deepen teacher analysis of student data. Instructional Leadership Teams and Student Services teams also have time built into our schedule to allow them to review student progress and responsively adjust plans as needed. The ECS directors meet weekly to engage in the same interactive process and the ECS Board of Directors review a Strategic Priorities Benchmark chart that tracks engagement, program implementation, student achievement and climate indicators. Our data management platform makes it possible to disaggregate data and track the progress of students with unique needs.

Intervention

We have completely redesigned our Intervention program to be more effective in a distance and hybrid learning environment. Intervention will be divided into four pathways, Attendance, Behavior/Social Emotional, Coursework/Academic, and Distance Learning and flow charts will clearly identify who is responsible for what action during distance learning, as our stakeholders described some duplication of efforts last spring. Instructional Tier 1 supports are for all students and are addressed by implementation of expectations for an engaging lesson. These components are to be implemented across courses and grade levels. Our master schedule has designated specific times in the week for teachers to implement Tier 2 instructional supports and for Tier 3 supports. We will also be expanding our Tier 3 interventions. An authentic math assessment of key mathematical standards was performed at the end of 19-20 and will be used to deliver targeted Tier 3 math interventions to students. Our English Department is creating initial screening assessments to identify students who need Tier 3 interventions early in the fall. Professional development modules were provided to teachers describing the new Intervention Program and additional professional development will be provided to grade-level team leaders to increase their capacity to quickly identify students in need of intervention and to support their colleagues at providing effective Tier Two interventions. Tiered supports will also be available for social-emotional learning. To enhance our Tribes Social Emotional Learning program and our advisory program, ECS counselors and the ECS school psychologist have increased support across all tiers, as described in the Mental Health section below.

Summer

To support students who experienced significant learning loss due to the school closures in 2019-20, we provided an expanded summer school program.

Our Summer Learning Program at the Middle School level included two offerings: The Summer Learning Academy, offered through the National Summer School Initiative (NSSI) provided classes from 9:00-12:45 daily in close reading, novel studies, and math problem-solving. Teachers from Environmental Charter Middle School led the classes on Zoom and Google Classroom. The teachers leveraged the world-class Lavinia Group Summer Selections curriculum and videos of some of the best teachers in the country. Instruction focused on discussion and deeper understanding. In addition students had an interactive science lab, engaged in daily physical activity, and participated in a social justice seminar. Students participating in this program were recruited specifically with learning loss in mind.

Our Book and Math Clubs provided weekly classes with ECMS teachers, who met with students online to discuss a novel and work on math problems curated by the ECS math director. These classes were aimed at keeping students' skills intact through the summer and preparing them to meet expectations in the fall. All middle school students, regardless of participation in our Summer Learning Programs, were required to read a novel, which was distributed to all, before the start of school.

English Learners

Our efforts to sustain our campus's inclusive climate during distance and remote learning will sustain the positive environment our English learners experience.

To prevent learning loss and accelerate learning progress, EL students have a Multi-Tiered System of Support to respond to their unique needs. Quantitative and qualitative data as well as ongoing communication with parents determine the tier of support the student receives within our EL MTSS.

Low Income Pupils

Many of our students indicated that a primary obstacle to accessing Distance Learning in the spring was other responsibilities at home. At the same time, both ECS teachers and families indicated that live, regularly scheduled instruction helped engage students and hold them more accountable. This is why our master schedule provides both synchronous and asynchronous instruction. Our Attendance Intervention Pathway will provide increasing levels of support to students who are unable to access synchronous learning due to family responsibilities.

Recognizing that most of our students do not have all the technology they need to access Distance Learning, we have purchased additional Chromebooks, hotspots and noise cancelling earphones for our students. Since mid-March, we've been serving meals to all students 18 and younger in the community through the CDE's Seamless Summer Option program.

We have also created a new Intervention Pathway dedicated to the specific challenges of Distance Learning. On this pathway students and their families can receive additional technical support when there are issues with hardware, software or connectivity and access video tutorials on the platforms we are using. This pathway will also include support for the challenges of establishing a routine and an effective workspace, which can be difficult when a household is crowded or under resourced.

Students who are experiencing homelessness

A homeless liaison is an active part of our planning for distance and hybrid learning, ensuring that the needs of these students are represented.

We are offering immediate enrollment for families and students who lack fixed, regular or adequate housing, including doubled-up, due to economic hardship or loss of housing. The documentation typically needed to enroll isn't required and we assist families in procuring the missing documents after enrollment.

We also promote homeless students' education rights via newsletters and our website. There is a protected time for grade level teams to discuss students and if they believe a student may be homeless, teachers are able to alert the homeless/foster coordinator who can use TalkingPoints to reach families in a range of modalities and in multiple languages and who can connect families to additional resources. Staff and faculty are encouraged to contact the homeless/foster coordinator if they believe a student may be homeless or at risk of homelessness. We also regularly remind our staff to be flexible with our students who are facing homelessness or other challenges and provide additional time for assignments.

As part of our Tier 1 for mental health, our teachers will be trained to identify signs of trauma. ECS counselors have developed social emotional modules that all teachers will implement at the start of school to help identify students in need of additional services and to help our students develop resilience strategies to cope with ongoing challenges. Tier Two supports include counseling, communication with parents, and mentoring. Tier 3 includes social skills counseling, individual and group counseling, and referral to partnering outside services (e.g., GYRD, Vida, Masada Homes, Didi Hirsch)

Foster Youth

A Foster Youth coordinator is an active part of our planning for distance and hybrid learning, ensuring that the needs of these students are represented.

Like our students experiencing homelessness, it is important that we enroll transferring foster youth as promptly as possible. The documentation typically needed to enroll isn't required and we assist families in procuring the missing documents after enrollment.

While all our students have experienced the trauma of the pandemic, young people in foster care disproportionately face other complex or developmental traumas. As part of our Tier 1 for mental health, our teachers will be trained to identify signs of trauma. ECS counselors have developed social emotional modules that will be implemented by selected general education teachers at the start of school to help identify students in need of additional services and to help our students develop resilience strategies to cope with ongoing challenges. Tier Two supports include counseling, communication with parents, and mentoring. Tier 3 includes social skills counseling, individual and group counseling, and referral to partnering outside services (e.g., GYRD, Vida, Masada Homes, Didi Hirsch)

Students with Exceptional Needs

The ECS Special Education Leadership team crafted a "Framework for Special Education during Covid-19 Crisis" which stated that during this crisis, ECS will support our students with exceptionalities by responding to each student's individual needs, being flexible as needs and situations change, being collaborative and developing sustainable solutions.

During Distance and Hybrid Learning, ECS special education staff:

- Provide special education and related services through multiple modalities: online learning websites, online instructional materials, paper packets, instructional videos, etc., as appropriate to individual student needs
- Work with general education teachers to develop materials and differentiate content delivery to meet the needs of each student based on their Individualized Education Program.
- Individualize access to online learning programs and tools.
- Collaborate with general education teachers, related service providers, and administrators, as needed.

- Regularly collaborate with families through phone conferences and emails.
- As appropriate, provide virtual learning sessions with individual students, with parent permission.
- Continually monitor student progress and adjust services as needed.
- Follow national and state guidance on the procedures and delivery of services for students with IEPs.

Because the pandemic presents so many novel challenges, case managers are in frequent communication with families to monitor how their observations of students' needs. New supports include frequent administration of brief surveys that gather information about the status of a student's basic needs, emotional well-being, ability to access distance learning and related special education services. For students who develop new or different needs due to the pandemic, families, teachers, case managers and administrators collaborate on Distance Learning Plans, which track new strategies and supports and enable the team to respond promptly to what is sometimes a rapidly changing situation. When an IEP accommodation or support is only relevant in an in-person classroom setting, we consider how this might translate to the home setting. For example, a Behavior Interventionist might meet with parents to provide guidance and strategies on behaviors that are interfering with learning or homelife. In preparation for Hybrid Learning, case managers will consult with IEP team members to determine what additional supports students with exceptionalities might require to comply with new safety protocols, such as mask wearing or social distancing. This information is documented in an individualized student health plan. When we return to campus, students who require accommodations to our safety protocols will carry a "passport" explaining the accommodation required. Additional explicit instruction on health and safety practices will be provided via online modules or small group instruction. For students who are medically fragile and/or immune compromised, individualized health plans and passports will clarify the students needs and provide as much access to the general education program as possible. For students who are unable to safely be present on campus, access to on campus activities will be provided remotely to the greatest extent possible. Multi-scenario emergency contingency forms will document adjustments made to students' programs.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As expressed in our 5th Distance Learning Best Practice, Reflection & Feedback, our approach is iterative and collaborative. Our Assessment working group examined feedback from teachers, students and families and then identified a cycle of assessments, including initial screenings and formative and summative assessments. Our master schedule has designated specific times in the week for teachers to meet, reflect on student data and make adjustments. Student-centered coaching cycles help deepen teacher analysis of student data, as coaches help them identify shifts and changes in instruction that better meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies.

Instructional Leadership Teams and Student Services teams also have time built into our schedule to allow them to review student progress and responsively adjust plans as needed. The ECS directors meet weekly to engage in the same data cycle and the ECS Board of Directors review a Strategic Priorities Benchmark chart that tracks engagement, program implementation, student achievement and climate indicators. Our data management platform makes it possible to disaggregate data and track the progress of students with unique needs.

This cycle is exemplified in mathematics. In June 2020, all students participated in an Authentic Math Assessment (AMA) developed within the organization. The AMA was developed to address the data loss resulting from postponement of CAASPP and other standardized assessments. Each Authentic Assessment focused on two priority standards within its grade level. Student Math Identity was examined, as well.

The top 5%*, in terms of need, have been identified for Tier 3 services beginning September 2020. Learning loss will be measured and addressed over a 6 week period, 3 days a week, using a protocol of focused collaborative lesson, error analysis, student facilitator, end of week assessment. Students will monitor growth by recording pre-assessment, weekly assessment, and post assessment. Post assessment data will inform next steps.

Our intervention coordinator will monitor student referrals for intervention and when the percentage of students exceeds the Tier's appropriate range ,i.e., 10-15% at Tier 2 and 5% at Tier 3, focus will shift to the implementation and effectiveness of practices in the lower Tier.

For English Learners

Effectiveness will be measured by evaluating English learners' progress on ELA and ELD standards at the end of every quarter. NWEA data will also be used to measure growth over time, as compared to student growth in previous years. 2020 ELPAC scores and Optional 2020 ELPAC scores will be used to evaluate and to reclassify students who have demonstrated academic English proficiency during distance learning.

*All students in this group scored less than 18% on AMA, show difficulty explaining their reasoning, and describe a negative math identity as compared to the population as a whole.

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

Description	Total Funds	Contributing
1. Provide enhanced tiered interventions for attendance/engagement, behavior/social-emotional, coursework/academics, and challenges specific to remote learning, pandemic, social unrest, and transitions between learning modes, especially for students who are low income, English learners or foster/homeless. Redesign master schedules and reallocate teacher time to provide additional access to intervention for these students. Develop and deliver professional development modules to train staff in the new system. Create flow charts and other tools to support new procedures.	\$222,601	Y
2. Provide additional learning opportunities to students during summer.	\$37,000 LLMF	N
3. Use software to better understand how student groups are performing, drive instruction and evaluate efficacy of strategies implement during distance learning and hybrid programs to address learning loss for those groups	\$33,755	Y

4. Continuing to provide specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, during distance learning and hybrid instruction will provide continuity and enrichment that will help low income students and English learners remain engaged in learning, support students' social emotional needs and reinforce content and skills from core courses through engaging activities appealing to multiple modalities	\$294,429	Y
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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.]

1. The ECS counseling team developed SEL modules to be delivered in advisory or other classes by teachers in consultation with counselors. These modules provide Social Emotional Learning curricula that are responsive to ECS students' needs during Distance Learning and COVID-19. The SEL curriculum modules will provide an opportunity for students to learn and practice healthy coping skills and executive functioning skills. Facilitation of ECS SEL modules will "provide an opportunity for students to process and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, and feel and show empathy for others, and make responsible decisions" (CASEL, 2017). These modules were developed and then presented to teachers in summer professional development sessions.
2. Regular surveys with students through google forms or other platforms will be conducted by classroom teachers to enable schools to track students' emotional needs
3. Open communication between counselors and parents will facilitate understanding issues parents are concerned about at home.
4. Summer professional development with teachers and staff included an attention to collective grief, trauma, and isolation teachers are experiencing due to Covid-19 and the loss of in-person connection with students.
5. Our intervention systems are also designed to flag students' emotional needs by paying particular attention to lack of engagement, attendance, or negative online behaviors.
6. Our advisory program is a critical component of our response to students' experiences of isolation, loss, and trauma. Our goals for advisory include maintaining social connections with other students and adults, providing stability, and decreasing social isolation during the school closure. By helping students connect to one another and the broader school community through advisory, ECS will provide a consistent space where we can monitor and support students' (1) mental health, (2) social development, and (3) academic motivation. Despite our physical distance from one another, we believe that gathering regularly for advisory to focus on these essential elements of adolescent development will ensure that students can tackle the challenges of distance learning. During distance learning, advisory should foster live, non-academic social connections between students and caring adults. Advisory activities should promote interaction between students, discussions about academic progress/obstacles, communication of schoolwide announcements, and preparation for our return to campus when school reopens. Advisors remain the first line of communication with students and parents regarding academic and/or personal challenges and intervention. Students meet with their advisory teachers daily.
7. [Back to School Grade-level Support](#)
8. [Additional one on one school for students](#)

9. [Students have access to group and individual counseling from referrals made by teachers, staff, parents or the students themselves using the online referral forms provided by the counseling office.](#)
10. [Grade level teams utilize data collected from monthly mental health surveys to identify students that need to be referred to counseling](#)
11. [Our school has partnerships with Didi Hirsch and Antioch which provides us with mental health professionals to support some of our students with ongoing tier 3 individual counseling.](#)

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.]

Surveys and focus group meetings with teachers and students indicated that our engagement and outreach in the spring, while vigorous, could be made more efficient. Our newly redesigned Intervention process includes a pathway focused on attendance and a flow chart that clarifies who is doing what and when. The system is designed to ensure absent students are contacted efficiently and obstacles to participation in distance and hybrid learning are identified quickly. Daily synchronous classes will help keep students engaged and accountable.

Teachers will take attendance in daily synchronous classes and enter it in PowerSchool. This attendance will track whether students are present, whether they participate virtually or in-person, and whether they participate in instructional support outside of their regularly scheduled class. In addition, we will track student assignment submissions in Google Classroom and synchronous class participation to determine levels of engagement.

In Tier 1, teachers are taking daily attendance and the office will monitor attendance and contact families promptly in English and Spanish. TalkingPoints can be used to contact families through multiple devices and it provides two-way translation in over 100 languages. Access to Distance Learning will be supported through our Distance Learning best practices, including “ensuring equitable access to distance learning.” At Tier 1, teachers will ensure all students:

- Have the tools necessary for distance learning
- Are familiar with the technology/tools used in each lesson
- Have access to tutorials providing clear directions for how to utilize technology featured in each lesson
- Receive instruction on how to “learn from home” successfully (e.g. make strategic use of technology, organize your space for learning, etc.)
- Make lessons and materials available to students who cannot attend synchronous instruction

At Tier Two, interventions may include meetings with Dean or other administrators to learn more about the home situation and to help develop routines or other supports. At Tier 3 interventions are individualized and might include a buddy system where a classmate contacts the student to encourage them to log in, coaching on executive functioning or a contract to incentivize engagement, SST process or an administrative home visit.

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.]

ECMS-I has been supplying meals to the students in the community since the first week of school closure. These meals are distributed in a “grab and go” drive-through approach where parents/students stay in their cars and are provided meals in sealed microwavable containers.

ECMS-I has implemented the following plan and process to ensure proper pickup of meals by parent/guardian or student during the COVID-19 public health crisis in School Year 2020-21:

1. Meals will continue to be distributed in a non-congregate grab and go pick up approach for the safety of students, parents/guardians, and food service staff.
2. Upon entry to the meal distribution area, the student will be identified (or the student’s name via parent/guardian) to verify eligibility. The only eligible meal pick up is for a student currently enrolled at the school site. No non-ECS student or parent will be allowed to receive meals per NSLP/SBP regulations.
3. Meals will be counted and documented as the ECS student or ECS parent/guardian takes reimbursable meals including all necessary components. No non-ECS student or parent will be allowed to receive meals per NSLP/SBP regulations.
4. Up to 4 meals per meal type (Breakfast/Lunch/etc.) per day per student will be distributed.
5. Every day once service is completed, the totals for each meal will be entered in a spreadsheet in order to ensure accurate records are kept for meal counting and claiming. The numbers will be checked off on the official vendor meal counts to ensure that we have accurate numbers for claiming.
6. The Social Distancing Protocol posted at each site will be maintained by ECS staff and all students or parents/guardians picking up meals.

As of August 21, 2020, ECMS-I has provided **9,540 breakfast meals, 9,540 lunch meals, 2,525 Suppers and 2,525 snacks** to students. Parents and students in the community regularly express appreciation and gratitude for the positive attitudes of the servers and the availability of healthy and nutritious meals. Meals will continue to be delivered via "grab and go" for both distance and hybrid learning. Meals conform to nutritional guidelines set by the National School Lunch Program and School Breakfast Program.

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

Section	Description	Total Funds	Contributing
Mental Health	Student services team will provide support services for English learners, low income students, students in foster care and students experiencing homelessness, including social emotional programming, academic counseling, and restorative practices. Team will monitor and respond to attendance concerns and ensure thorough implementation of new attendance and engagement procedures. Team will train teachers to identify signs of trauma and support teachers as they implement Tier 1 social emotional modules. Team will provide or coordinate expanded Tier 2 and Tier 3 social emotional supports needed due to remote learning, pandemic, social unrest, and transitions between learning modes.	\$256,384	Y
Pupil & Family Engagement and Outreach	Expand our capacity to communicate with families in order to address new needs and be flexible and responsive during this fluid and novel time. Identify and implement new technology tools to facilitate communication in multiple languages. Add staff to support with translation. Consult with expert to improve our Equity and Diversity Committee as part of our effort to confront anti-Black racism.	\$22,070	N
School Nutrition	Provide food to students via grab and go.	\$185,595	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
35%	\$981,834

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.]

As a public school with a mission rooted in equity for low-income communities of color, ECMS-I routinely looks for indications of inequity when evaluating and prioritizing student needs. In 2019-20 90.8% of our students were low income and 22.0% were English learners. We used data from surveying these students and their families to inform our plan for distance and hybrid learning. We also considered feedback from our teachers, who had extensive communication with our English learners and low-income students and their families during spring distance learning. Finally, we consulted guidance from the CDE and the California Collaborative for Educational Excellence on best practices for English learners, low-income students, students in foster care and students who are homeless as we designed our actions.

Distance learning: Action 5

Low Income, students who are homeless, English Learner and students in foster care are disproportionately impacted by the learning loss & trauma resulting from pandemic and school closure. ECMS-I's Teaching Best Practices are designed to serve these students in a face-to-face learning environment. ECMS-I must adapt our Best Practices to a remote learning environment and align our systems for effective and equitable distance learning for these pupils. This includes continued research, reflection and professional development on best practices for these students in Distance Learning and in the remote component of Hybrid learning.

During the pandemic, ECMS-Inglewood continues to mentor all teachers in pedagogical practices that strengthen instruction and ultimately contribute to better outcomes for students. As part of the ECS coaching model, instructional coaches and site administrators use the ECS Best Practices Teaching Rubric to identify, gather, and score a variety of evidence of instruction and student learning. Each teacher has an assigned coach who meets with teachers as part of a coaching cycle to plan, troubleshoot, and analyze outcomes. Our student-centered coaching approach keeps the focus on disaggregated data of English Learners, low-income students, and foster/homeless youth and is central to our efforts to improve instruction. Teachers also participate in a series of mini observations, conducted by their site principal, assistant principal, instructional coach, and colleagues with special expertise in Special Education, English Language Development, counseling, and subject area content, throughout the academic year. The purpose of these brief classroom observations is to provide every ECMS-I teacher with regular

individualized mentoring and formative feedback to prompt reflection and improve teaching and learning in the classroom. Implementation and evaluation of ECS Best practices will include an induction program for new teachers in collaboration with Antioch, which aligns teacher induction with ECS Best Practices Rubric.

Pupil Learning Loss: Action 1

We will provide enhanced tiered interventions for attendance/engagement, behavioral/social-emotional needs, coursework/academics, and challenges specific to remote learning, pandemic, social unrest, and the transitions between learning modes that are likely to occur this year. These challenges disproportionately impact students who are low income, English learners or foster/homeless and our interventions are designed with them in mind. For example, our redesigned master schedule reallocates teacher time to provide additional access to intervention for these students. In the classrooms, ECMS-I teachers use multiple assessment tools to monitor student progress and adjust instruction to meet the needs of individual students. ECMS-I will provide additional supports to low SES, ELs and/or foster youth struggling in math and/or English. English Learner Coordinator will coordinate supports for English learners and provide assistance to all core teachers delivering integrated and designated ELD instruction. Core, Special Education and ELD teachers will work with students in small groups and individually on specific skill areas to remediate in ELA/Math. Educational software will be utilized to differentiate math and ELA instruction.

The goal is to provide each student with research-based support to meet their unique learning styles and to accelerate their academic growth.

Pupil Learning Loss: Action 3

With the support of the ECS Data Manager and data tools such as Schoolzilla and TeachBoost, ECMS-I is able to readily disaggregate student group data in order to evaluate the strategies we are implementing during distance learning and hybrid programs to address learning loss and how well these strategies meet the needs of students who are low income, English learners or foster/homeless. This data also informs instruction for those groups and our professional development.

Pupil Learning Loss: Action 4

As described in our charter petition, research indicates that ECMS-I's specialty classes support the learning of students who are low income, English learners or foster/homeless. Continuing to provide Green Ambassadors, College Readiness, Games and Handwork during distance learning and hybrid instruction will provide continuity and enrichment that will help low income students and English learners remain engaged in learning, support students' social emotional needs and reinforce content and skills from core courses through engaging activities appealing to multiple modalities. Unduplicated students, in particular English Learners, need more informal atmospheres in which to practice their language skills. In these spaces, students can work on academic language and build vocabulary while interacting more naturally with peers. In addition, having students in specialty classes, allows teachers planning time to confer with one another about student progress. This is effective for our

unduplicated population as it allows them to be supported socially and emotionally while also developing a variety of intellectual skills in challenging courses.

Additional Actions: Mental Health

ECMS-I will enhance its social emotional learning program to provide additional services for English learners, low income students, students in foster care and students experiencing homelessness, including social emotional programming, academic counseling, and restorative practices. Team will monitor and respond to attendance concerns and ensure thorough implementation of new attendance and engagement procedures. Team will train teachers to identify signs of trauma and support teachers as they implement Tier 1 social emotional modules. Team will provide or coordinate expanded Tier 2 and Tier 3 social emotional supports needed due to remote learning, pandemic, social unrest, and transitions between learning modes.

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

In addition to the services described above, ECMS-I will continue to use supplemental/concentration funding for actions that increase and improve the services for foster youth, English language learners and low-income students.

We are continuing with the Dean of Student Culture position, who is responsible for building a positive relationships between students staff and parents. With the student services team, the Dean will coordinate services for unduplicated pupils, including social emotional programming, academic counseling, and restorative practices. Team will monitor and respond to attendance concerns and ensure thorough implementation of attendance procedures. The team coordinates supports and services for English Learners, low SES and foster youth. The Dean will oversee all of this work with our unduplicated students to ensure that this support is principally directed at their success. We expect this to be an effective response to student needs as it adds oversight and organization to our existing student services team.

To provide additional supports to our English Learners, we use educational software that improves ELs access to our curriculum and provide translation services to ensure our ELs families can be an active part of their learning experience.

In 2020-21 we are continuing to use supplemental/concentration funds to improve math and ELA instruction in order to help close the achievement gap for our low-income and EL students. The ECS Math Specialist will coordinate efforts across ECS to improve math programming and to adjust vertical alignment across grades in response to learning loss, as well as helping design and evaluate Tier 3 interventions. They will also coordinate ECMS-I's ongoing implementation of Open Up Resources and related professional development. The ECS Chief Academic Officer, the principal and assistant principal will collaborate to ensure continued and deeper implementation of Reading Apprenticeship across the curriculum, especially in math.

We expect this approach to benefit unduplicated English Learners, Foster Youth and Low-income students because it will provide teachers additional resources for working with struggling students. A 2015-16 ECS pilot of Reading Apprenticeship demonstrated the impact of the approach on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year. Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers. We

expect this strategy to be effective as it is a deepening of our already robust Reading Apprenticeship approach which has proved extremely effective in ELA. Unduplicated students will benefit from experiencing similar strategies across content areas, using metacognition to understand their own learning and challenges, and become more deeply familiar with the language of each content area.

In addition to working with our teachers to adapt ECS Best Practices to distance and remote learning, we will also continue to invest in the development of teachers' face-to-face instruction. Implementation and evaluation of ECS Best practices will include student-centered coaching cycles to teachers, weekly professional development, participation in conferences such as CAFE, and an induction program for new teachers in collaboration with Antioch, which aligns teacher induction with ECS Best Practices Rubric.