

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
YouthBuild Charter School of CA	Dr. Rudy Cuevas, Superintendent	rcuevas@youthbuildcharter.org (213)804-2199

General Information

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

YouthBuild Charter School of California (YCSC) is authorized to use a project-based, interdisciplinary curriculum model that relies on authentic assessment and applied learning for any and all local community contexts. By utilizing an instructional methodology that is intended to be responsive to any social phenomenon, YCSC students are always empowered to take what they learn in the classroom into their communities to promote social change through volunteerism and advocacy. The culmination of young people applying academic content to propose new solutions to current inequity is an intentional effort to allow for young people to practice taking an active leadership role in their local communities.

Forever committed to the above mission, YCSC has taken this difficult time and repurposed it as an opportunity from which we not only rely on our strengths but from which we build on YCSC’s best practices to make them even stronger.

In essence, YCSC is not retreating from the current challenges but making the current pandemic and the issues of racial division foundational elements of the current educational discourse.

Our young people have always been able to better describe the inequity that has existed in their communities and we are currently able to tap into that same skillset as they help us seize this as a teachable moment to allow young people to take a leadership role with regard to the political, economic, and social phenomenon related to COVID-19.

It is imperative for YCSC to not only prepare young people to better respond to crises by relying on our historic ability to center the educational discourse on social phenomenon (like this current pandemic) but to also couple those transformative efforts with a nurturing and supportive environment. Ultimately, what we are providing is more than just an educational resource for young people and their families but a holistic set of services. The latter engagement and nurturing efforts are also part and parcel of what YCSC is providing its staff during this difficult time.

When YCSC made the decision to switch its educational program to distance learning, it was a not only a decision made to be responsive to state and local guidance with respect to COVID-19 but also a commitment to continue to operate in service of the young people and communities we serve across California. While continuing to evaluate CDE guidance, local and national recommendations to its current operational setup, YCSC is committed to making the most thoughtful and strategic plan to move forward with 20/21 instructional plans.

Stakeholder Engagement

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

Students: 1) Original LCAP Surveys sent back in Feb 2020 2) Social Emotional Surveys via Panorama Education (May 2020)

Parents: 1) Original LCAP Surveys sent back in Feb 2020 2) DELAC (August 2020) 3) Regular Communication with YouthBuild Program Staff 4) Regular Communication with YCSC Staff via phone or Zoom meetings

YCSC Staff: 1) Original LCAP Surveys sent back in Feb 2020 2) Weekly All Staff/"YCSC Community" Zoom Meetings

YouthBuild Program Partners: 1) Original LCAP Surveys sent back in Feb 2020 2) Monthly Zoom Meetings with YB Program Directors

Other Stakeholders Engagement: 1) Original LCAP Surveys sent back in Feb 2020 2) Operations Report Posted on YCSC Website 3) Board Meetings (March, May, June, August, Sept, 2020)

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

- Regular Zoom Meetings
- Conference Line
- Board Minutes made available
- Surveys
- Emails
- Community Meetings via Zoom

-Site-specific meeting details documented/recorded and relayed by YCSC Staff and YB Partners

-Director Meetings via Zoom

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

Since YCSC has historically been able to rely on to adapt to any and all local realities with an interdisciplinary learning model that employs authentic assessment, YCSC will be continuing with distance learning to start the 2020/21 school year in all of the following ways with still keeping the core of its social justice mission in place:

- 1)YCSC will deploy new and existing learning tools like: Zoom, Schoology, email, phone calls, texts, and social media platforms to continue engaging young people
 - 2)YCSC will commit to overcoming any and all technology gaps by making effort to provide all students/teachers with WiFi access computers, scanners, printers, white boards, document cams
 - 3)YCSC will be able to give counselors and teachers several matrix options for sites to choose how they could still meet the usual number of course offerings in a typical trimester; so long as there are still opportunities to complete the usual number of credits in a given year.
 - 4)YCSC will also maximize its current vendor partnerships to give students/teachers access to customized hardcopies of learning materials when technology is a challenge
 - 5)YCSC will make revisions to its 19/20 virtual college and career counseling across all sites
 - 6)YCSC leadership will also significantly increase its supportive services by providing more social emotional support in a virtual revision of the MSW program
 - 7)YB partners will be able to virtually reframe their supportive services and offerings for young people at all sites
 - 8)Will continue to have an ongoing review and analysis of potential resources and vendors that could support with this new setup
 - 9) YCSC Staff will receive supportive coaching for distance learning from YCSC Principals
 - 10) YCSC Department Chairs will meet 1/month on a virtual basis
 - 11) Distance Learning-specific Professional Development during the month of August to prepare for 20/21 school year and ongoing professional development throughout school year.
- Pending Decision: Revisit YCSC Pass/Incomplete grading format to be responsive to the challenges faced by students in a new format

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

All of the above aspects were influenced by stakeholder input.

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.]

After a careful review of CDE guidance, county, and local guidelines related to Covid-19 and in consultation with all stakeholders, YCSC made the decision to start the first trimester (Sept-Dec) with a distance-learning format. A transition will be made to in person instruction only after CDE, county, and local guidance provide us with enough information to establish consensus about returning to the classroom. YCSC will, at that time, work with each individual program to establish the most appropriate school schedule and setup.

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

Description	Total Funds	Contributing
Starting with Distance Learning in Fall	TBD	TBD
Starting with Distance Learning in Fall	TBD	TBD

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.]

YouthBuild Charter School of California (YCSC) is authorized to use a project-based, interdisciplinary curriculum model that relies on authentic assessment and applied learning for any and all local community contexts. By utilizing an instructional methodology that is intended to be responsive to any social phenomenon, YCSC students are always empowered to take what they learn in the classroom into their communities to promote social change through volunteerism and advocacy. The culmination of

young people applying academic content to propose new solutions to current inequity is an intentional effort to allow for young people to practice taking an active leadership role in their local communities.

Staff will continue to use the ACE ILPI manual to develop their curricular and instructional materials just as before with the necessary adjustments to support students via YCSC's distance learning format.

The distance learning model that will be used throughout Trimester 1 (Sept-Dec) will feature new and existing learning tools like: Zoom, Schoology, email, phone calls, texts, and social media platforms to continue engaging young people. In addition, YCSC will try to minimize learning loss by making efforts to provide all students/teachers with WiFi access, computers, scanners, printers, white boards, and document cams

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.]

- Distributing Chromebooks to all students
- WiFi access options for all students
- YCSC will also monitor any and all barriers related to access and connectivity via weekly meetings with site staff and program staff.
- The distribution of devices also includes a variety of options that are responsive to the needs of students and families.
- Regular computer maintenance and repair
- Immediate IT and connectivity support for staff and students

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.]

Unless mandated by an updated CDE directive/County Guidance the following is the plan for pupil participation: Sites will have two options for their matrix during distance learning: Traditional Matrix (5 to 7 periods during the full duration of trimester 1) and Modified Matrix (3 periods offered during the first half of trimester 1, and 3 periods offered the second half). Both options will follow the same number of hours as a traditional bell schedule. In addition, the same number of courses as a traditional school year will be provided to support students in earning the full possible credits for the trimester. Students will participate in asynchronous learning for a portion of their day. This will be supported through Schoology, zoom, phone calls, text messages and email. Within this time they can work independently or collaboratively with their peers and reach out for individual support/tutoring

from their instructors, counselors and other available staff. In addition, sites will create a live schedule that allows students the opportunity to engage in daily interaction with their peers, teachers and support staff. This synchronous learning will resemble a classroom setting within the limitations of distance learning. These interactions will be supported by zoom or other video conferencing. In addition, phone numbers to call in will be provided as an alternative method to participate. Depending on site schedule synchronous learning will occur between 60 to 180 minutes a day.

Daily all staff with track attendance to account for all interactions with students including work submission via Schoology and other means, tutoring/counseling via phone, zoom, email and text messages and in person contact. This information will be tracked in the attendance Google Attendance Document to monitor student participation. The school counselor will then import attendance into School Pathways. This Google Attendance Document will provide important data to support sites in implementing their site culture and collaboration plans. In addition, student course work will be monitored by reviewing course work completion and grades. This information will be available to students via Schoology. During staff meetings sites will monitor student progress and work in collaboration with MSW interns and other staff to address students' needs and support them in reaching their full potential during distance learning. These collaboration sessions are key in comparing student participation to completion of student work. Adjustments will be made as needed to site schedules to best support student needs.

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.]

YCSC received feedback from all stakeholder in planning distance learning professional development for the 2020-21 school year. We identified training needs, best practices, and priorities based on surveys, discussions, and reflections with students, staff members, community members, and colleagues from local districts and the county office.

Topics include

- Distance learning best practices
- Designing a matrix and bell schedule for distance learning
- Best practices for Social Studies, Math, Science, and English teachers and Counseling
- Student engagement and retention strategies for distance learning
- Computer, wifi, and technical support for students
- Schoology best practices
- Utilizing Zoom for meetings and teaching
- Newsela for literacy
- Ed Puzzle for engaging curriculum
- Best practices for attendance and participation

- Mockingbird training on student engagement over distance learning
- Time management
- Mandatory reporting requirements under distance learning
- Creating instructional videos
- Special education over distance learning

Staff Roles and Responsibilities

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

All staff roles and responsibilities remain as defined in original job description with the revision that they perform their work from home via distance learning. Any and all new materials and resources required to work from home will be provided.

See other prompts that details new distance learning training for all staff.

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.]

In addition to the support for students in with IEPs usually provided by Learning Center Teachers, all of the following supportive layers will be provided to students with IEPs and 504s by general education staff and counseling staff:

***In 2020/21 General Ed Teachers will be providing supplemental support for a prioritized set of the following services**

General Education Teacher SPED Duties

Progression Support

- Review the behavioral and academic goals of students who receive special education services (VIPs) at the beginning, middle, and end of each school year via IEP at a glance cheat sheet.
- Review class curriculum to figure out which units will help support to meet VIP student goals.
- Meet with VIPs 3 times a trimester (beginning, middle, and end) to review/discuss academic progression and grades in your class.
- Adjust lesson plans to ensure that necessary accommodations and modifications are made for VIP student classwork/homework and tests/quizzes.

- Provide weekly updates to LC teachers regarding student progress. This will assist LC teachers in providing additional support.

Communication Support

- Write/log student progress notes on goals twice every trimester/session. If you suspect a student has met any of their goals, please notify the special education coordinator with proof of completion.
- All communication with VIPs should be documented in the google attendance log daily and reported to LC Specialists weekly so they can log it on the VIP student tracker.

Professional Development

- Attend on-going professional development events led by SPED Coordinator or SPED requested conferences.
- Complete and/or assist with delegation of necessary paperwork for assessments (from special education coordinator and outside providers) and IEP meeting preparation, including present levels of performance.

Transition Support

- Assisting/Supporting VIPs with transition goals:
 - College Tours, Career exploration: completing interest surveys and job shadowing/internships, 4 systems of higher education workshop, financial literacy: banking, writing checks, atm, credit scores, budgeting, etc.
 - Transition portfolio (Discuss with SPED Coordinator and see VIP transition checklist)

Counselor SPED Duties

Transition Support

- Assisting/Supporting VIPs with transition goals:
 - College Tours, Career exploration: completing interest surveys and job shadowing/internships, 4 systems of higher education workshop, financial literacy: banking, writing checks, atm, credit scores, budgeting.
 - Transition portfolio (Discuss with SPED Coordinator and see VIP transition checklist)
- Meet with VIPs 3 times a trimester/session (beginning, middle, and end) to review and discuss credit progression.

Communication Support

- Send incoming prospective IEPs to the special education coordinator for review and CC your principal.
- Request previous IEP documentation from previous schools before enrolling students.
- Weekly log ALL COMMUNICATION with adult students/parents including denial of services and non-responsive communication, in VIP student tracker, including the following: date, method, time, length, and outcome of contact (Daily communication should be logged in the google attendance sheet)
- Serve as on-site liaison for all SPED assessments and paperwork, such as triennial reports,
- Notify SPED coordinator of VIP students that are exhibiting behavioral concerns that may potentially result in dropping from the program.

- Collaborate with LC Specialist to assist Special Education Coordinator with communication in scheduling IEP meetings with adult student/parents and teachers

Organization/Documentation Support

- Ensure SPED files are updated and located in a secure location on campus and the IEP access sign out sheet is up-to-date.

2) Pupils with unique needs will continue to receive the same instructional support and accommodations in the 20/21 school year just as they were receiving prior to COVID-19. All foster and low-income students continue to receive prioritized case management and referrals to local resources. YCSC staff continue will to provide college and career counseling to foster and low-income students via a virtual college and career counseling format that will be available across all sites, which includes workshops and webinars provided by YCSC counselors.

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

Description	Total Funds	Contributing
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</p> <p>Instruction:</p> <p>1)All Teacher Salaries & Benefits (delivering distance learning)</p> <ul style="list-style-type: none"> -Certificated Teachers Annual Salaries & Benefits = \$3,083,348 (all Certificated Teachers – excludes stipends) -Hourly Certificated Teachers = \$24,550 -Classified Instructional Teachers Annual Salaries & Benefits = \$151,553 -Certificated Site Coordinators Annual Salaries & Benefits = \$225,633 <p>2) Access & Connectivity (providing technical support for staff and students)</p> <p>Industries Imaging Service Agreements</p> <ul style="list-style-type: none"> A)Technology Support for YCSC sites and admin offices - \$72,000 annual agreement B) Schoology= \$13,240 C)Student Information System (PLSIS) = \$5,000 D)CALPADS Support = \$13,500 E)School Messenger Bridge Annual Maintenance Fee = \$350 		Yes
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</p>	\$3,589,174	Yes

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.]

All ELD testing will continue as mandated by the CDE. YCSC recently updated all protocols for intake and assessment via a federal program monitoring audit which means all assessment processes and timeframes are recently compliant. Staff will continue to monitor EL progress on a weekly basis and submit a progress monitoring tool per trimester which include academic, behavior, and social emotional interventions.

YCSC's charter is focused on authentic assessments for all subjects and with respect to ELA and Mathematics, the formative project-based assessments will continue to be utilized by teachers to monitor student progress. At the end of the 20/21 school year, the summative portfolio compilation of projects will also assist YCSC in measuring student progress via distance learning.

Pupil Learning Loss Strategies

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

In 2020/21, YCSC is implementing the use of a more comprehensive case management process utilizing its Student Information System (School Pathways). Led by counselors and MSWs, the case management will be monitoring and supporting students on a social emotional basis. In addition to the social emotional case management, the counseling staff will utilize the same case management process to better intervene with respect Pupil Learning Loss via distance learning.

There will be ongoing professional development provided to support all young people in all of the above populations.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

As part of measuring the effectiveness of the above YCSC's Pupil Learning Loss Strategies (SPED, case management, ELD monitoring), the following measures will be conducted on a trimester basis and an annual basis:

- 1) T3 Credits earned vs. T1 Credits earned
- 2) Grad Rate 19/20 vs 20/21 (As part of YCSC's participation in CSI)
- 3) APTs completion rates
- 4) Federal Program and Apprenticeship Completers (As part of the CDE's DASS measures)

5) Qualitative Surveys of staff and students

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

Description	Total Funds	Contributing
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</p> <p><u>1) Counselors/Registrars</u> All Counselor Salaries & Benefits (supporting distance learning)</p> <p style="color: green;">Counselor and registrar annual salaries and benefits = \$718,978 (includes counselor/registrar vacancy at Fresno site)</p> <ul style="list-style-type: none"> • Office assistant annual salaries and benefits = \$81,941 • Student Services Specialist salaries and benefits = \$55,939 • Case Manager annual salaries and benefits = \$58,623 (• Site Coordinator annual salaries and benefits = \$80,996 • Student Information Specialist annual salaries and benefits = \$158,802 <p><u>2) MSW Program</u> MSW Salaries & Benefits (provided supportive services for distance learning)</p> <p style="color: green;">-Director of Counseling = \$161,930 annual salary and benefits (Note: \$61,534 funded through Title I Program)</p> <p style="color: green;">-Associate Director of Counseling = \$124,161 annual salary and benefits (Note: \$49,666 funded through Title I Program)</p>		Yes
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</p>	\$1,441,370	Yes

Mental Health and Social and Emotional Well-Being

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

As noted above:

In 2020/21, YCSC is implementing the use of a more comprehensive case management process utilizing its Student Information System (School Pathways). Led by counselors and MSWs, the case management will be monitoring and supporting students on a social emotional basis. In addition to the social emotional case management, the counseling staff will utilize the same case management process to better intervene with respect Pupil Learning Loss via distance learning.

To carry this effort:

- 1) There will be ongoing professional development provided to support all young people.
- 2) There will be a survey to account for student and staff interests and preferences with respect to social and emotional well being support.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

As noted above, YCSC will engage students and parents with all of the following efforts, which will be available in English and Spanish:

Daily all staff with track attendance to account for all interactions with students including work submission via Schoology and other means, tutoring/counseling via phone, zoom, email and text messages and in person contact. This information will be tracked in the attendance Google Attendance Document to monitor student participation. The school counselor will then import attendance into School Pathways. This Google Attendance Document will provide important data to support sites in implementing their site culture and collaboration plans. In addition, student course work will be monitored by reviewing course work completion and grades. This information will be available to students via Schoology. During staff meetings sites will monitor student progress and work in collaboration with MSW interns and other staff to address students' needs and support them in reaching their full potential during distance learning. These collaboration sessions are key in comparing student participation to completion of student work. Adjustments will be made as needed to site schedules to best support student needs.

Parents and students over the age of 18 will be invited to participate in ELAC meetings, School Site Council meetings, the development of YCSC’s SPSA, as well as any other meetings needing stakeholder input.

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.]

YCSC Leadership is pending a decision on the following school nutrition options:

- 1) Offering Breakfast and Lunch at all sites (can include multi-day grab and go packs)
- 2) Offering meals that a select number of consolidated sites would serve as grab and go hubs for other sites to get food.
- 3) Refer students and families to local resources (YCSC is tracking all available food distribution locations to share with all students)

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

Section	Description	Total Funds	Contributing
None	None	n/a	n/a
None	None	n/a	n/a

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
All funds serve all young people	INCOE provides details for increased apportionment for Foster, EL, and Low Income Students

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.]

Since YCSC's low-income percentage has historically averaged 95%, the priorities, goals, and actions in prior year LCAPs and in this Learning Continuity Plan always have to make every effort to prioritize the needs of low income, EL, and foster youth. Since the vast majority of students at YCSC have needs that need to be similarly prioritized, there are no supplemental actions and goals to target subsets of what is an already and alternative education effort. To address EL needs, YCSC will apply for additional Title 3 funds in 20/21.

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

See above