

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.]

Due to COVID-19, Edison Bethune Charter Academy (EBCA) stopped face-to-face instruction as of March 16, 2020. We are a small charter school in southwest Fresno, and the community was affected due to the closing of local stores and restaurants and loss of jobs. The All4Youth counseling program continued to make contact with students dealing with social/emotional issues, either by phone or through Google Meets. Teachers made weekly contact with their students. Some students were difficult to contact due to outdated phone numbers. As a result of the struggles observed during the spring, EBCA addressed these issues as they planned for the new school year, especially in terms of providing devices and Internet access to all students. State and federal funds will be used to implement the plan, including supplemental/concentration funds and LLM funds.

Stakeholder Engagement

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

Edison Bethune Charter Academy (EBCA) has been communicating with our student, parents, staff and community through our many avenues such as social media, our EBCA app, Aeries Communication (email and text message to parents), our web page and marquee. We used a survey in June 2020 to allow parents and community members an opportunity to provide feedback and ask questions about reopening of school in August. We kept our community informed by posting video messages from our Executive Director/Principal Mr. Garcia on social media and our web page. We also had our teachers schedule a meeting with each of their students and their parent to review the distance learning plan and schedule. This allowed for parents to ask questions and provide feedback on what worked and didn't work in the spring 2020 school closure. We used this feedback to help in the creation of the Distance Learning plan. All the advisory

committees, such as the DELAC were provided opportunity to provide feedback, and we did not receive any comments to reply to. The public may submit questions or comments by email or in writing.

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

Videos of the ever changing environment for reopening schools were created by the IT Department and Executive Director/Principal. The videos are available via the website and EBCA's Facebook page. The plan will be presented at the August 27, 2020 board meeting as a Public Hearing item. The final approval of the plan will take place during the September 24, 2020 board meeting. The agendas for both meetings will be posted at least 72 hours prior to each meeting. The board meetings are held on Zoom, and the link and phone number are posted on the website for public access. For stakeholders who speak Spanish we have individuals who can assist with interpretation, and for those without internet access, our agenda is posted at the school, and there are phone numbers to be able to participate.

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

The results of the parent survey indicated that most parents wanted their children back in school. Teachers also expressed their desire to return to school and offered several suggestions regarding how to schedule the students for the hybrid learning model. Other feedback included how to ensure the schools were sanitized properly, a plan for those who test positive for COVID-19, a plan for contact tracing, and a plan to ensure the technology will meet the needs of the students, whether there would be face-to-face instruction or distance learning. Technology training for students, staff, and parents were also a concern.

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

Based on stakeholder feedback, the hybrid learning plan was developed, whereas the students would attend school in an AM/PM model – which allows the teacher to see their entire class every day. It was determined that students would be separated into two groups based on family groups so that siblings would have the same schedule. It was also determined that the District would provide Chromebooks and/or Internet connection to students who need access. After the Governor's announcement regarding a full return to distance learning, some parents expressed concerns about the inflexibility of the distance learning plan. As a result, the District developed the online program as an option. When the District is able to return to offering the hybrid model, the online program will continue to be available for families who are concerned about sending their children to school.

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.]

Edison Bethune Charter Academy (EBCA) will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and state and local health agencies to plan for in-person scenarios as health conditions in Fresno County permit us to return to in-person instruction in the school year ahead. EBCA began this process several months ago and will continue to refine its plans using the work of task groups and input from all stakeholders. EBCA understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

The return to in-person instruction will begin with small cohorts in an AM/PM schedule (based on family groupings, so that siblings can be on the same cohort), contingent upon the classroom size and space available. Class times will be staggered to prevent a large group of students entering or exiting the classroom and campus at the same time. Starting the in-person instruction with small cohorts of students, will enable teachers, para educators, and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Tutoring provided by certificated teachers and after school program personnel will operate on a distance learning support model to provide students with additional educational guidance outside of class time. Virtual tutoring rooms are open on a regular set schedule to provide targeted assistance to identified students, and teachers are encouraged to refer students for tutoring services.

EBCA’s focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Safety – EBCA is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, EBCA will provide training in safety protocols and procedures to all staff and students. Also, classrooms have been rearranged to meet the requirements of physical distancing, and the school will be implementing outdoor activities for students that meet safety guidelines. Some of the safety precautions we have implemented are using the New-Gen Eon Fogger every day in every classroom and office. We have also purchased a face scan touch-free temperature scanner with a health survey included to track staff and visitors on campus. Students will also participate in a health screening upon entry to campus. Each classroom and office has a touch free hand sanitizer dispenser as well as signage to help remind students and staff to maintain proper social distancing and wear a mask. We have also purchased plexi-glass dividers for the office and special education teachers to use during assessments. Student will also have a desk divider with a clear plastic center piece to see the teacher, and the material is able to be disinfected daily. Students and staff are required to wear face masks and use hand washing protocols as well as the hand sanitizer that is provided. We have also hired a

Licensed Vocational Nurse (LVN) to help assist with the current health concerns, and assure parents that their student is properly cared for if the need arises.

Academic Success – The foundation of EBCA’s school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels. The use of online curriculum and assessments along with IEPs will allow teachers to remotely evaluate students’ academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

Mental Health Support – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. EBCA will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. Our school psychologist, referrals to off-site counseling, and mentors will assist with monitoring and supporting the mental health needs of students as they transition between distance and in-person learning.

Communication – Frequent, two-way communication in multiple languages with students, families, agencies and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students.

Re-Engaging in School Routines – The core operational structure of EBCA’s school programs is a stable cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic.

Families and Communities – EBCA continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of the Truancy and Home Liaisons is helping to establish an effective distance learning partnership between families and educators.

Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques using the Google Classroom and See Saw learning management system, Google apps, and Zoom live instruction strategies. Teachers also have option to further enhance their skills and knowledge by participating in the following workshops and trainings:

- Promethean Board Training
- Google Classroom and Google links
- See Saw
- Kami
- Zoom
- Screen Castify
- Social Emotional Learning (SEL) Instruction

Cycle of Assessments –

- EBCA will identify students who have experienced learning loss and are in need of interventions. This will be done by performing initial screenings using our current diagnostic assessments at the beginning of the school year. Students who have been identified will be placed in daily interventions to support their academic needs. Certificated staff, instructional aides, and after school program personnel will be providing intervention.
- To monitor progress, teachers will assign formative assessments regularly to determine future needs for their students which will include the identified intervention students.
- Summative assessments from our curriculum and state will provide progress data that will determine next steps for these students.

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

Description	Total Funds	Contributing
<p>SAFE SCHOOL ENVIRONMENT: All classrooms will have masks, hand sanitizer, and disinfectant wipes to support healthy hygiene behaviors, and signage to help with physical distancing. Classes will be fogged every day with the New-Gen Eon foggers. All sites will have temperature scanners and touch-free hand sanitizing stations. Desk plexi-glass dividers will be provided to school psychologists and Special Education teachers to be used when testing students one-on-one. These materials will ensure the school is safe for students and staff. Student desk dividers with a clear plastic front to see the teacher were purchased. We also purchased a face/temperature scanner with a health survey system to monitor staff and visitors.</p>	50,000	No
<p>We have hired a Licensed Vocational Nurse (LVN) to assist students with any health needs and provide parents with assurance that during this time of uncertainty their student is being properly cared for. In addition, we will contract with FCSS to provide Registered Nurse services to perform health screenings and assist with IEP when needed. These actions is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.</p>	70,000	Yes

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.]

Edison Bethune Charter Academy (EBCA) is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program.

As an alternative education program, EBCA is well-positioned to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. The academic and mental health safeguards and wraparound services provided to students on a regular basis are important elements of EBCA's distance and in-person learning plans and allow students to maintain a network of support.

In the area of curriculum, access has been provided to the core curriculum in English-Language Arts, Math, History-Social Science, and Designated ELD to web-based learning platforms, thus making the materials both flexible and appropriate for in-person, distance, or blended learning instructional programs. The courses were created from our adopted curriculum familiar to teachers, therefore the learning curve in regards to content and design of the courses was very small. Additionally, having all of the core courses on the web allows for ease of implementation from the teacher and student perspective. A paper/pencil version, aligned to the textbook, was also created for each subject for students for whom online coursework was not feasible, such as Kindergarten, 1st and 2nd Grade students.

Support for the web-based online learning management system is offered to both teachers and students to maximize the effectiveness of the resource. For students new to these platforms, the teachers will be available to familiarize them with the platform with the content delivered and archived for repeat viewing. Teachers are likewise trained on the use of web-based resources by our instructional coach, technology director, and curriculum/instruction director.

EBCA understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. EBCA teachers and paraprofessionals were provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, curriculum and web-based educational applications linked to the online platforms. To support teachers use of these programs, instructional tutorial webpages were developed with tutorials, resources, and best practices. The instructional coach and curriculum/instruction director will offer group and individualized professional learning opportunities across the full range of educational resources. Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the teachers scheduled 1 on 1 meetings (using safety protocols) to connect with their students and review with parents what actions the parents can take to contribute to the distance learning program and the academic success of their child. Also, EBCA will be offering an optional introductory parent course on our web-based applications. For our Spanish-speaking families, EBCA will be offering

parents the opportunity to attend virtual workshops that will provide a forum to discuss a variety of education and mental health topics and respond to parents' questions about how to partner with the school to support their children during distance learning and the return to in-person education.

To meet the needs of the students and families enrolled in EBCA's Special Education program for distance learning, EBCA has created individual distance learning plans are developed for each student. These plans are reviewed with the parent or during an IEP team meeting and adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

In an effort to provide a continuity of learning across all instructional models, educators have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to distance learning as needed. As instructional delivery may look different than before COVID-19, there will need to be discussion about the roles of classroom and support staff and how learning will be assessed.

In the area of curriculum, teachers in the Special Education program will use Google classroom and See Saw to access the general education curriculum. The use of a cloud-based curriculum system allows for students to have consistent access to high-quality instruction in a motivating and interactive learning environment via distance learning. A paper/pencil option has also been created, aligned to curriculum lessons, for students who require that option. Teachers will also collect assessment data, in conjunction with student annual needs. Supplemental instruction and assessment materials will be utilized as appropriate to reach each student's individual needs.

Curriculum resources used by staff include, but are not limited to, the following:

- Math Expressions
- Journeys
- Illuminate
- iRead
- AR
- Studies Weekly
- HMH Ed

Teacher-to-parent contacts are used to determine progress and address gaps in learning, technology, or engagement for students with IEPs. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students distance learning instructional model based on the needs identified within the student's Individualized Education Program (IEP).

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.]

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, Edison Bethune Charter Academy (EBCA) administrators and teachers immediately began assessing the home device and connectivity needs of students through direct communication with parents via phone calls. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, the majority of our families did express a need. Therefore, in collaboration with the Information Technology (IT) department, devices were distributed to students. Families were contacted to arrange safe-practice pick-up procedures at our school site. Teachers and administrators were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed.

To follow up on the initial device distribution, families were asked during a telephone survey in July if their child had the technology necessary to participate effectively in distance learning. If parents indicated their child was not initially issued a device, or if the personal equipment they were using became unavailable, this information was passed to the school administrator to arrange for a device to be assigned. In addition, we took all opportunities that we had when we communicated with parents to ask if there were any technology needs.

Today, the IT department has a supply of new devices and hotspots programmed and ready to be deployed when a student enrolls in an EBCA's program, or if a student's device is malfunctioning. To avoid delays in student learning, new replacement devices are available for next day pickup at the school site. IT is also continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided.

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.]

Edison Bethune Charter Academy (EBCA) has established an online electronic attendance process that all teachers will use to document student daily attendance. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using Zoom, See Saw, video conferencing tools, Google applications, and other forms of virtual communication.

Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom and See Saw provide data documenting time on task, assignment completions, and course completions.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and grades earned within the course description.

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.]

Edison Bethune Charter Academy (EBCA) is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of Zoom, See Saw and Google applications is provided. Web-based and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, web-based and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Support for the web-based tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to web-based, an introductory meeting with their teachers will be arranged to familiarize them with the platform with the content delivered and archived for repeat viewing. Teachers are likewise trained on the use of web-based through that explains how to effectively use the system across grade levels.

Teachers are also supported through training opportunities that take place via asynchronous and synchronous webinars. This instructional model incorporates numerous research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards for English learners. Strategies learned by teachers during the trainings benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills.

In addition to web-based, Google apps, and professional development trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in the following workshops and trainings:

- Promethean Board Training
- Google Classroom and Google links
- See Saw
- Kami
- Zoom
- Screen Castify
- Social Emotional Learning instruction

EBCA has provided teachers with resources which contain technology tutorials to strategies for engaging the distance learner. An instructional coach will also be available to guide teachers in new practices and answer general technology questions.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the Edison Bethune Charter Academy's (EBCA) instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative office.

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of tools to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and video conferencing tools (Zoom, Screen Castify and See Saw), and training on the use of these systems. Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. Administrative staff will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes. In addition, we have shifted our Noon Time Assistants to help with meal distribution in the early morning versus their normal duties of supervising students during lunch recess.

EBCA already used learning management systems for some of the instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technology support for staff and students. Staff created curriculum content for the Google Classroom and tutorials for students, teachers, and parents on how to access the links to online curriculum and communication methods being used such as video conferencing tools. The instructional coach, technology director, and curriculum director expanded the training and troubleshooting support provided to staff and students. EBCA's Informational Technology Department had to expand their support due to a huge rollout of technology for staff and students and the additional technical support needed.

To address the mental and physical health of students, EBCA has hired a full-time LVN to address daily medical needs and to respond to COVID-19 incidences. Mentors, school psychologist, and counselors are working to support the social and emotional well-being of students. All of these groups are now using Zoom to monitor and meet with students.

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.]

Edison Bethune Charter Academy (EBCA) is committed to supporting English learners (EL) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to tutoring, designated ELD curriculum is offered on two digital platforms: Google Drive and See Saw, to ensure accessibility by all teachers and students, and extensive online training is provided our instructional coach and curriculum/instruction director. Integrated ELD is offered across all subject areas with the use of SDAIE.

To ensure EL students are showing growth in the area of reading, regularly scheduled formative and summative assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view assessment results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a subject.

By shifting the monthly DELAC meetings to a virtual platform, EBCA will be able to continue supporting the families of EL students by informing them of resources available for their children. The EL coordinator will also hold virtual parent meetings to support families with technology usage and share school information. Additionally, our school will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed as the school year progresses.

Students with exceptional needs in EBCA's school programs include students identified with mild to significant disabilities. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students has with the team of educators. For students with mild to moderate disabilities, service teams meet when needed to monitor progress and discuss any changes to the student's circumstances and identify additional needs. The special education department will maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers. Teacher to parent contacts are used to determine progress and address gaps in learning, technology or motivation. When gaps are identified, the IEP team will address each student's unique needs through both formal and informal means in a collaborative team process.

For students who are foster youth, the Truancy Liaison ("Liaison") connects with each school team to ensure the foster youth in EBCA's school have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. The Liaison continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. The school's Truancy Liaison assists with the identification of students and reach out to families to provide information and resources. These staff conduct needs assessments with all families experiencing homelessness within a week of enrollment, and connect families to school- and community-based supports through a referral process. The school has increased outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning. In addition, the school's food services are open daily from 7:00 – 8:30 am for breakfast and lunch is available to all enrolled students.

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

Description	Total Funds	Contributing
<p>TECHNOLOGY SUPPORT: In order to successfully teach all students using distance learning, it is imperative that everyone has access to the technology needed to actively participate in school. Additional Chromebooks were purchased so that every single student (including 96% unduplicated pupils that are EL Learner, Foster Youth and Low Income) would have equitable access. These Chromebooks are loaded with the necessary apps and extensions, as well as safety filters to ensure students can safely participate in daily lessons. Some families do not have Internet access. Therefore, hot spots were purchased and provided to all families in need. IT staff member is available to support the students when they have trouble logging on. EBCA also has additional tech support to trouble shoot any issues that arise by calling the office. Cameras and extra monitors, as well as wireless headsets with microphones have been purchased for each classroom so that the teacher can deliver the live streaming lessons effectively This action ensures that all students have equitable access to learning.</p>	200,000	Yes
<p>ON LINE SYSTEMS: In order to deliver distance learning we have purchased Zoom licenses for all teachers and admin. Training has been provided to effectively utilize the system and be able to integrate other systems such as See Saw and Kami with Google Classroom to interact with the student and complete assignments. Licenses for the other programs were also purchased. We utilize our current curriculum online platform from Houghton Mifflin that integrates Math Expressions with ELA - Journeys for all students electronically.</p>	35,000	No

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.]

Edison Bethune Charter Academy (EBCA) recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to COVID-19, will be the loss of learning, both in academic content and skills. To address this, EBCA's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.

EBCA's students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending EBCA participate in timely informal, formative, and summative assessments. Illuminate and curricular assessments are also being administered to assess delivered content. Moreover, intervention students are assessed through the STAR Reading, DIBELS, Illuminate, and iRead programs.

EBCA utilizes assessment data for academic planning and appropriate placement in intervention and other curricular options. Additionally, students are assessed and reassessed at selected intervals throughout the year to track skill growth. While taking into consideration the targeted learning loss of students, EBCA believes the timely assessments will prove to be a sufficient tool for measuring growth. The assessment data provides performance data around skill strengths/weaknesses. As such, the data has the capacity to paint a better picture of how EBCA is bridging skill gaps and moving the needle on academic growth.

EBCA has implemented mastery checks onto the Illuminate assessment platform. The assessments provide us with rich data around student achievement and growth of Common Core State Standards. The results from these assessments allow teachers to craft/adapt their instructional practices to student specific needs to drive successful results.

The STAR reading, iRead, and Illuminate assessments within EBCA's intervention programs track student Lexile and Quantile growth and reading and math scores. Students using these programs routinely take the assessments as they progress through the program at specific intervals. The goal for monitoring this data is to ensure the targeted instruction is working for each individual student and if alternate interventions are needed.

The instructional coach and teachers have developed both student and teacher instructional videos to support distance learning resources and tools. Learning Kami, Promethean Board, See Saw, Illuminate, Google Classroom, and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos are embedded within the curriculum so students are exposed to a plethora of avenues targeted to support skills and standards based around essential questions.

Realizing that students were at a physical, mental, and social disadvantage during this crisis, teachers adapted with our English language arts and Math curriculum to focus on student growth and completion/understanding of content through homework checkpoints and performance tasks which reflected the content they had been studying in the unit. Less emphasis will be placed on multiple choice and/or online testing in favor of direct engagement and teacher-based assessment strategies.

English learners with English Language Proficiency Assessment for California (ELPAC) scores will receive targeted designated ELD instruction at their level. Interventions will be provided as needed by teachers and support staff. Several staff members are fluent in languages other than English. Translation functions available in translation services such as Google Translate, allow teachers to further clarify and/or supplement instruction in a student's native language when needed. Small Group differentiated instruction will be provided specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking at the text (when possible), and providing visuals to supplement text.

Similarly, all instruction for students with an IEP or 504 Plan, is differentiated depending on the student's specific learning needs. Supervising teachers and Small Group Instructors, along with the Special Education Case Managers, go the extra mile to aid student success in their course work. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read allowed to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs.

The selected assessment menu and model that EBCA implements supports knowledgeable and purposeful curricular and instructional programming across the school. Teachers and administrators have the data they need to make informed and quick decisions to pivot their practices. At the leadership level, the selected assessment model provides the school with a comprehensive overview of how EBCA is closing the achievement gap and improving skill acquisition in various ways, articulating the true value that EBCA is bringing to the opportunity youth student population.

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.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, grade level teams meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered on two digital platforms: Google Drive and See Saw. Additional tutoring sessions with Instructional aides are assigned to ensure students are progressing in their coursework and practicing their language skills. The ELPAC coordinator will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teachers to ensure the students are receiving Designated English Language Development instruction and successfully participating in the school program.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county.

The Truancy and Home Liaison will continue to track and support foster youth families in order to ensure that foster they complete diagnostic assessments. Additionally, the Liaison and the After School Program will work collaboratively to help identify and connect foster youth residing in the district with tutoring support as needed.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Communication between general education and special education staff takes regularly to evaluate students: Attendance, Behavior and Grades. If any of these indicators are lagging, or not meeting what the team feels is adequate progress, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visits. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring group. Students with mental health concerns can receive services by a mental health clinician provided by Fresno County, school psychologist depending on the level of support needed. Academic concerns may be addressed using various online remedial programs such as iRead for basic reading or comprehension issues.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, Paraeducators work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their iRead accounts, or submitting assignments regularly. Identified students attend daily tutoring sessions conducted via videoconference. Tutorial staff assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.

In addition, several EBCA's longer school days allows students to mitigate lost learning by spending additional instructional time with their teachers on a consistent basis as opposed to peers who attend school on a more traditional school daily schedule.

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.]

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, EBCA is committed to the following protocol and process:

1. A newly established plan, setting standardized three assessment windows during which time students are administered the iRead for primary grades, STAR, and benchmarks assessments.
2. Increased teacher and administrator accessibility to student results, which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the assessment data available from program reports
4. Comparison of student levels and growth in assessment data based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our alternative education programs and is designed to support student completion of grade level requirements, leading to transition to the next grade level.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the subtler aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Study Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Student supports can include help from tutors, the school psychologist, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
<p>SUPPLEMENTAL INTERVENTION: To best support our unduplicated students who may be at most risk of learning loss due to COVID-19, Edison Bethune Charter Academy (EBCA) will provide additional virtual support via the use of the After School Program tutors and instructional aides. This supplemental instruction will be supervised by certificated teachers to students who show learning gaps, especially in the areas of English Language Arts, Math, and ELD. This action will help close the achievement gap for those students who have shown learning loss since last spring.</p>	50,000	Yes
<p>SUPPORT FOR SPECIAL EDUCATION TEACHERS: Teachers who work with students with special needs are aware that distance learning will bring additional challenges to themselves and their students. EBCA has hired a curriculum support teacher to help the teachers meet the unique needs of their students, as well as assigned instructional aides to provide support to students with special needs. These actions will help ensure that the students with special needs will have equitable access to learning as they work toward their IEP goals.</p>	96,000	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.]

All students, regardless of the learning program, will have access to mental health support. Edison Bethune Charter Academy (EBCA) works with the All 4 Youth program to provide counseling to students who need it. We also have a psychologist who works with students. The teachers will help direct families to All 4 Youth or our administrative staff to provide support strategies for students to deal with the stresses of COVID-19. EBCA will utilize community resources available to support the mental health of the students. These include resources through Fresno Cares and Fresno County Mental Health dept. will be available for students to access services.

There will be an outreach to disengaged students in order to re-engage them from the Truancy Mediation Liaison, and administrators. Students identified with learning, behavioral, and/or emotional problems will be referred to the psychologist.

With the understanding that staff members are experiencing many new challenges, they will complete the Stress Management course offered through Safe Schools. Edison Bethune Charter Academy also has a resources available to our staff through our insurance with Aetna and Kaiser that can serve staff with social-emotional issues. School psychologists are always available for staff members if they need to speak with someone.

Pupil 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.]

Edison Bethune Charter Academy (EBCA) has bilingual Truancy Mediation Liaison who will be closely monitoring the attendance of students, both in the hybrid and online programs through phone calls and home visits (if safe).

The following tiered engagement strategies will be implemented:

1. When a student has not logged on, a classified staff member or site administrator will attempt to make contact with the student.
2. If a student fails to log on for three days, even after contact has been made by the school site, the Truancy Mediation Liaison with and Administrator will make a home visit to assess the situation. Informal contact with the parent will be made to attempt to remedy the issue.
3. If, after the home visit, the student still fails to attend school, there will be a determination as to whether the student is enrolled in the appropriate equipment/access for internet.
4. If the problem persists, a Student Success Team meeting will be held to discuss the issues and develop strategies to improve behavior.

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.]

Edison Bethune Charter Academy (EBCA) receives all our school meals through Fresno Unified School District as a Provision 2 school receiving both Free Breakfast and Free Lunch for all students. For distance learning, breakfast and lunch are being served to EBCA students only from 7:00am - 8:30am as a drive up option. We have allocated the use of our Noon Time Assistants to help serve lunches by

checking rosters for our students. For the hybrid model of in-person instruction, we are planning on an AM/PM schedule which students depending on their schedule would be served a meal in the classroom and take home a meal. Fresno Unified's Child Nutrition department have taken steps to ensure the health and hygiene of the staff as they prepare the meals. Staff complete health screening, including temperature-taking before they can work each day. Surfaces and cleaned thoroughly before and after each meal prep and all staff members wear face masks during work hours.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	We will continue to provide Truancy and Mediation Liaison to encourage parents and students to be in school and on time, whether it is in-person learning or distance learning. This action is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.	100,000	Yes
N/A	Retain/hire teachers for all core and elective courses. Maintain/hire necessary support positions for teachers, including clerical, administration, substitute teachers/paraeducator, and related positions.	3,500,000	No
N/A	Our unduplicated population, historically has had the least opportunity to participate in the arts and related electives. EBCA will provide additional courses to all students in art, music, and PE. During this time, core teachers will have release time to collaborate with their grade level focusing on analysis of the unduplicated pupil's performance and	475,000	Yes

Section	Description	Total Funds	Contributing
	<p>strategies for closing the achievement gap. This action is principally directed towards the unduplicated students and effective in meeting their needs for broad course of study, and increasing achievement of students in core and elective courses. It is our expectation that providing these supplemental courses and the release time for core teachers will result in increased CAASPP scores, EL performance on ELPAC, increased EL reclassification, and increased exposure to a broad course of study for all unduplicated pupils.</p>		
<p>Distance Learning Program (Distance Learning Professional Development)</p>	<p>Given that our unduplicated student population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will continue to provide Curriculum and Instruction Director to provide leadership, professional development, and instructional coaching to all teachers for the implementation of common core standards. This action is principally directed towards the unduplicated students and effective in increasing achievement of students in core content areas. It is our expectation that providing additional support and professional development for teachers will result in increased CAASPP scores for all unduplicated students.</p>	<p>150,000</p>	<p>Yes</p>
<p>N/A</p>	<p>Operation Expenses: Facilities Lease Expense, and other operating expenses such as repairs and maintenance, insurance and utilities.</p>	<p>700,000</p>	<p>No</p>

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
36.40%	\$1,456,840

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.]

Edison Bethune Charter Academy (EBCA) has an unduplicated percentage of 96.4%; therefore, the programs set forth in this plan considered the needs of foster youth, English learners, and low-income students. The programs that have been added will be effective in meeting the needs of these students, as they address technology needs and learning loss. Priority for all services has been given to the unduplicated students, especially in terms on technology, intervention, and mental health support. Ongoing progress monitoring will ensure that these actions are effective in meeting the needs of the students. These contributing actions and services were designed to help EBCA balance the COVID-19 pandemic related educational needs of identified students. They were developed using input from stakeholders, including parents, students, educators, and community members to be effective in meeting COVID-19 related needs of unduplicated students. These actions and services are designed to increase or improve services and are principally directed toward unduplicated students.

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

The percentage to increase or improve services has been calculated at 36.40%. using the dollar amount of \$1,456,840. By directing all the supplemental and concentration funding towards actions principally directed to our unduplicated students, EBCA has increased or improved services by at least the percentage calculated above as compared to the services provided to all students. Therefore, we have demonstrated that it has met the minimum proportionality percentage by expending \$1,456,840 on actions and services mainly directed towards the unduplicated student population. These actions are found in this plan and other plans, such as the School Plan for Student Achievement. In addition to the actions and services described in the plan as "contributing", the following actions contribute towards meeting the increased or improved services requirement: truancy liaisons, school psychologist, supplemental instructional materials, instructional tutors, and an instructional coach.

