

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.]

The COVID-19 pandemic has affected the Francophone community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transitioned to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic. We recently experienced additional challenges in staffing due to the Federal Visa Presidential Proclamation 10014.

Stakeholder Engagement

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

Parents

We held several live town hall meetings with the whole school community, and also with smaller groups such as lower grades families via Zoom. We held monthly coffee with the Executive Director via Zoom with translation available and parent facilitators. We have given two surveys. One was to obtain feedback on the March-June distance learning program and the other was to inform our plans for Aug 2020. Parents have also taken the opportunity to respond to school communications through ParentSquare to express their needs and opinions. We have identified parents’ preferred method of communication and preferred language so that ParentSquare communications arrive to parents in their preferred language.

Students

Administrators met with students in grades 6-8 to solicit their input on distance learning and reopening plans. We held some one-on-one meetings as well. We received indirect student feedback from elementary students via teachers during weekly grade level meetings.

Teachers and other staff

All board and committee meetings were open to teachers. Administrators offered an optional meeting with teachers and staff to solicit input on reopening plans in the week prior to return.

Board Committees

Our governing board has held several board and committee meetings (budget, finance and facilities) open to the public with large participation to solicit input on reopening plans.

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

We publicized public hearings through posted agendas, school calendar on website with links for document access and in ParentSquare, and through communications via our ParentSquare platform (with translation built in). We also have a parent advisory board which posts the opportunities on social media. We have a phone call-in option for all virtual meetings. Translation in meetings is provided as needed.

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

We received valuable and actionable feedback from each stakeholder group.

Parents

We received valuable reflection from parents on their experience in the spring of 2020. Families expressed that they were not satisfied with the time allocation for live learning--at least half said not enough. We heard broad concern about it being hard to do enough French language practice in a distance learning environment. A majority of families felt that their child had a healthy and predictable routine during distance learning. Most parents said that directions and assignments were clear and that it was easy to navigate Google Classroom.

We later sought input on our reopening plans. Parents expressed that our reopening plan was clear and an improvement upon Spring. They liked the structure and organization. Parents suggested that we clarify what curriculum would be delivered in print vs. digital. They requested more detail on the language immersion aspect of our program. Parents of lower grade students (K/1) expressed concerns about students' ability to do distance learning independently.

Students

Elementary student feedback was collected informally via teachers. Some younger students had somewhat erratic engagement due to a combination of challenges including connectivity, feeling overwhelmed, and occasionally parents intervening to provide a mental break from

online learning. In general, students liked Google Classroom and enjoyed the chat functions to have discussion with each other and teachers. Students were overwhelmed by the executive functioning demands of distance learning-- the need to organize their learning and documents without a teacher physically present. Younger students struggled with missing their friends and teachers and found that Zoom was not a good replacement for language immersion.

Attendance was stronger for middle school students. They enjoyed the French learning, advisory, and math. They felt that science was not as well adapted to the online format and missed the hands-on component and so were not as engaged. Some students really enjoyed the distance learning format.

Teachers and other staff

Teachers had positive feedback to share on platforms Zoom, Classroom, and Meet. They requested more structure in assessing students, grading, and attendance taking in distance learning. They requested more clear roles and responsibilities for teachers, parents, and students during distance learning. They requested a refined schedule with equitable allocation of preparation and instructional time.

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

We considered stakeholder input in the design of every aspect of our reopening plans for 20-21. We redesigned the schedule to include more synchronous instruction. We provided more training to teachers on our popular distance learning platforms. We added a 3-part p.d. for teachers on engaging students in the digital environment. We wrote a 10-page document for staff specifying schedules, roles, and responsibilities. We added the use of Google gradebook and calendar functions to track performance and student work completion. We surveyed our families on technology needs and planned for provision of hotspots and Chromebooks. In our schedule, we created alternating blocks of instruction and independent practice contiguously in order to make the learning more coherent for students. We added teacher office hours for student support. In response to parent and staff desire for more explicit equity-themed programming, we have begun efforts to incorporate p.d. based on equity and anti-racist education.

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.]

Health and Safety Protocols

All staff, students, and parents will follow strict safety protocols for campus access, screening, hygiene, protective equipment, and social distancing when on campus. We conducted deep cleaning of both facilities to COVID-19 standards. When it becomes possible to conduct in-person instruction, we plan to move to a hybrid instructional model with two cohorts of students, each in person two days and remote learning three days.

Hybrid Learning Overview

Students will be assigned to Group A or Group B

Group A will be on campus Monday, Tuesday and remote Thursday, Friday

Group B will be remote Monday, Tuesday and on campus Thursday, Friday

Group A and B will do remote learning on Wednesdays - Deep cleaning day for the school

Dedicated Social Emotional Learning occurs in Distance Learning and in-person instruction. The schedule includes time for addressing learning loss. After-school care will be available in the hybrid model. The Hybrid Learning model will feature the same curricular resources as the distance learning model.

Facility

The St. Jarlath location was selected as the site for TK-2 & 6-8 and Toler Heights for gr. 3-5 to provide additional space for social distancing in the hybrid model.

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

Description	Total Funds	Contributing
Janitorial Services and Supplies	\$20,000	N

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.]

Based on current public health mandates and as future circumstances dictate, we will begin school with a remote learning program.

Remote Learning Overview

We reflected on our experience and stakeholder feedback from the spring of 2020 in order to design a more uniform and consistent experience through weekly and daily schedules.

The schedules feature live / synchronous teaching for math, English, French, social studies. We will have asynchronous teaching for PE, science, art, and music.

We will meet or exceed the state requirement of daily minutes for teaching and learning (180 kindergarten, 230 grades 1 to 3, 240 grades 4 - 12)

K-2: School day 8:30a - 1:00p

3-8: School day 9a-1:30pm

Grades 3-8 schedule

The concept is an alternation between live teaching and student work time, in 30-minute increments. Students will have 210 minutes of instruction and student work daily for ELA, Math, FLA, and SEL / advisory, plus three flex time periods (30 minutes each) during which students can do PE, independent reading, electives, etc.

French instruction

Live instruction for the whole class taught in French language. Individual and small group meetings conducted in French language. Student progress in oral language, reading, and writing in French will be measured by the Francophone teacher using a proficiency grid for language reading and writing.

Curriculum & Assessments

NWEA-MAP Growth

Litteratout--French Language Arts

Editions de L'Envolee--Student writing production

Zearn--online component of Eureka Math

Eureka Math

Readers and Writers Workshop--Lucy Caulkins

Units of Study--Teachers College Reading and Writing Project

TCI

History Alive! Social Studies Alive!

Second Step for MS advisory SEL

ToolBox for K-5 SEL

California NGSS Full Option Science System (FOSS)

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.]

Francophone will survey families to understand their needs for August and partner with Oakland Undivided (<https://www.techexchange.org/oakland-undivided.html>) to obtain and distribute technology, including hot spots, to families in need. For parents who do not have access to technology, Francophone will offer access through Hot Spots and Chromebooks to ensure that 100% of students have devices and connectivity. We have hired an I.T. contractor who will provide technological support for staff and families and conduct outreach to assess the needs of families for devices and hotspots. Families and students can access support with technology, both

hardware and software, apps and platforms, through our online form for Helpdesk support. Staff will follow-up to address needs and respond to questions.

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.]

Teachers will take attendance in our Student Information System for daily homeroom attendance. Teachers will also track attendance through Google Classroom and Gradebook. Each 30 minutes of independent asynchronous time will be counted as 30 minutes of asynchronous instruction. Teachers are tracking work completion to verify engagement in the asynchronous time.

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.]

We will have a robust program of professional development to support and equip our teachers to teach effectively in the distance learning format and to address the specific needs of students related to the COVID-19 pandemic. We began with a Summer Institute and will continue throughout the year addressing critical topics in technology usage including technical how-to but also strategies for fostering positive relationships and engagement in the distance learning format and addressing equity issues effectively.

Summer Institute topics:

Set up virtual classrooms in teams

Set up physical classrooms - basic configuration for in person instruction

Substitute Lesson Plans

How to conduct listening conferences to forge relationships with parents and students in August

Review SPED program and student plans - build relationships between SPED and General Education staff for distance learning

How to take attendance distance and in person instruction

Year-long topics:

How to engage students and foster positive relationships for learning in a distance environment (Common Sense Education)

Distance Learning Protocols - scenarios and real data in the form of case studies to discuss and propose solutions in small groups

Lesson Planning formats and expectations

Google Classroom organization, expectations.

Anti-racist teaching / equity

Resilience – *Onward* by Elena Aguilar-- book study

Assessment / Data Driven Instruction - NWEA MAP - orient teachers to the system and communicate implementation plan lower and upper grades.

Vision of Instruction- focusing on teaching expectations in the rubric for instruction that most pertain to distance learning

Training with Common Sense Education

Technology Support for Staff:

Teachers receive tech support through their directors, Operations administrator, and helpdesk ticket system.

Staff Roles and Responsibilities

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

Our afterschool director will be adding responsibilities as Dean of Student Life in operations and safety as well as student support around restorative practices, mentoring positive play, and other aspects of student activities as well as coordinating and providing Tier-3 intensive supports for 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.]

Educational specialists will have a schedule to work with students with IEPs and provide their services virtually. We created a team with an additional resource specialist and some additional consulting support for our SPED program. We maintain a Speech and Language Pathologist and Occupational Therapist. We are preparing the team to successfully transition to offer services virtually as needed.

English Learners will receive Integrated and Designated ELD. We will use our weekly flex time block for Designated ELD.

Students in Foster Care and students experiencing homelessness— We use a Student Support Team process to identify student needs and develop intervention plans for students as needed, including needs of foster youth and students experiencing homelessness.

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

Description	Total Funds	Contributing
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Curriculum-(Eureka Math & TCI)	\$31,000	N
I.T. Services and Technological Support for families	\$14,000	N
Student Computers	\$5,000	Y
Dean of Students -- for portion of role overseeing and providing student supports and family engagement	\$27,000	Y
Staffing -- additional functions related to COVID-19--parent support, teacher p.d., operations and instruction	\$91,000	N
K-12 Leadership Cohort Strategic Planning for Reopening	\$8,000	N
Zoom video-conferencing upgrades	\$2,000	N
Additional services for pupils with unique needs--one-on-one supports, additional tutoring, and other services	\$10,000	N

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.]

We will begin the year with a pre-assessment of math and reading skills through NWEA MAP and Fountas & Pinnell. We will administer the MAP assessments three times in the year to monitor progress and inform planning. K-2 will use Fountas and Pinnell and 3-5 would use as needed in between MAP assessment. Teachers work with administrators to analyze data in 4-6 week cycles and adjust in-class instruction and out-of-class interventions.

Pupil Learning Loss Strategies

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

The schedule for live teaching has been structured to accelerate student learning of essential standards in core subject areas and to guarantee daily assessment of student progress. In the subjects of English, math, and French, teachers will deliver 30 minutes of direct instruction and guided practice live and synchronously. A 30 minute segment of time will follow immediately after, in which students practice the instructional focus of the first segment and, when needed, receive individualized support from their teacher. This is designed to accelerate learning, cut down on wasted time, reduce the executive functioning “liff” required of students in distance learning, and provide teachers with immediate data on student progress to inform their subsequent instruction and intervention.

Learning loss will be identified by teacher assessment and a baseline administration of NWEA MAP Growth focused on Math and Reading, scheduled for September 2020. The new results will be reviewed alongside existing student learning data to inform classroom based intervention and tier 2 small group intervention in reading and math. Students in need of additional support in math will be assigned to small group intervention to take place during Flex Time, as a supplement to (not a replacement of) the school day. Students in need of additional support in reading will receive small group instruction also during Flex Time.

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.]

Method 1: Assessment of student progress in response to intervention they receive, as reported by teachers and support staff and as measured by grade level assessments.

Method 2: Comparison of students' NWEA MAP Growth performance between baseline administration in September and administration in January.

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

Description	Total Funds	Contributing
NWEA-MAP Assessment System	\$9,000	Y

Mental Health and Social and Emotional Well-Being

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

Social Emotional Learning

We are allocating protected time in the schedule for SEL instruction (K-5) and advisory (6-8). We will utilize Second Step for grades 6-8 and Toolbox for K-5. We have arranged for our afterschool staff to work with school on SEL breaks. Well-Being and Mental Health

Student Well Being and Mental Health

We will be monitoring student engagement through attendance and other metrics defined during staff training from Common Sense Education. We created dedicated time in the schedules for teachers to check in with students on Zoom to foster connectedness and assess for any needs. Our school staff will offer wellness check-ins as a tiered intervention for identified students and provide referrals to community agencies for mental health resources. Other interventions for students include listening conferences, parent meetings, and consultation with Common Sense Education. For students in need of intensive support, we will utilize our Student Support Team.

Staff Well Being and Mental Health

For our staff, we will engage in a book study of *Onward* by Elena Aguilar and accompanying workbook in support of resilience for educators. Full-time staff have access to mental health services through their benefits We will also be doing a wellness initiative for staff.

Pupil and Family Engagement and Outreach

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

We will implement a system of tiered reengagement strategies for pupils who are absent or disengaged from distance learning and follow-up with outreach to parents, through bilingual staff as needed.

Tier 1--Support staff contact parents daily for students who are not present for live instruction.

Tier 2-- Teachers review engagement records in weekly grade level collaboration and identify students for teacher or administrator follow-up through calls or scheduled meetings.

Tier 3--Students who miss three consecutive days of instruction, or accrue 5 absences, or who are identified in grade level collaboration as disengaged due to low work completion will be scheduled for Student Support Team meetings where support plans will be developed and monitored ongoing to ensure that students are attending and engaging.

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.]

This year we will be providing lunch to all of our students and families via Revolution Foods. We will have two pick-up days, Tuesday and Thursday. On Tuesdays, parents will pick up lunches for two days (Wed and Thu). On Thursdays, parents will pick up lunches for three days (Friday, Monday, and Tuesday.) We will have staff at both campuses for parent pick up in the mornings from 9-12pm ready to pass out the lunches in bags to make it convenient for parents picking up. We also offer lunch under the hybrid program model.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well Being	Dean of Students -- for portion of role overseeing and providing student supports and family engagement	Duplicate	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7%	\$152,958.00

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.]

When determining the use of our Supplemental/Concentration funds, we first considered the needs of our low income students, English learners, and foster youth. The most significant ways that Francophone Charter improves services for our unduplicated pupils are through our enrichment, student support structures, specialized teacher professional development, community engagement programs and partnerships, restorative justice and social emotional programs. Our student support structures and enrichment programs are about providing students with all the supports they need to learn and to inspire them to be global citizens. Many of our high needs students lack access to enrichment programs and lack the additional support they need to excel, so these services are critical for our high needs students. We invest in technology and assessment systems to support our students in equitable access to technology, and to provide our teachers with the data they need to target instruction for struggling or at-risk students. Community supports are an important part of Francophone because family support is critical to student success. We offer numerous parent and community engagement events throughout the school year, including parent education sessions. It is important to us that there is parent representation in all stakeholder discussions and we have engaged our stakeholders in educational equity discussions.

The following are the specific Actions and Services contributing to meeting the Increased or Improved Services requirement and contained within this Learning Continuity and Attendance Plan:

- Pupil Learning Loss--Data-Driven Instruction—NWEA-MAP Assessment System
- Distance Learning Program (Access to Devices and Connectivity)--Student Computers
- Distance Learning Program (Supports for Pupils with Unique Needs)--Student Supports and Parent Engagement vis Dean of Student Life

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

The services provided for foster youth, English learners, and low-income students both increase and improve the quality of services by the percentage indicated. The provision of a Dean of Student Life focused on mentoring, restorative justice, and coordination of supports

through a Student Support Team process increases the amount and quality of support available to our foster youth, English Learners, and low-income students. Parental outreach and engagement increases family connections to the school and parent capacity to support student academic growth, in addition to increasing the capacity of school staff for effective partnership with families. The additional computers and hotspots ensure that every student, regardless of family income, has equitable access to devices and internet connectivity. Our investment in the NWEA MAP assessment system allows us to accurately diagnose learning loss, target instructions and intervention, and measure growth and thereby increase learning for our students.

The following actions not in the Learning Continuity Plan are actions that contribute to the requirement for increasing and improving services:

2.1: Enrichment opportunities (arts, Spanish language) - \$20,000

3.2: Teaching and modeling life skills, including communication, social emotional learning, and lifelong learning as ways to embrace and interact with others in healthy ways - (0.05 of teacher salaries - \$45,000)

4.4: Engage our school and broader community to foster conversations between the Leadership Team and stakeholders (Community Engagement) - (.1 of leadership team - \$50,000)

The provision of enrichment opportunities increases the quality of education our students receive. The teaching of social emotional learning increases the quality of education for students by addressing the needs and development of the whole child. Our community engagement increases the connections between the parents and community and the school and helps ensure that the school programs truly meet the needs of our families.