



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.]

Iftin Charter school (ICS) serves grades TK through 8th on a site within the area known as City Heights. Iftin Charter School attracts students from a wide range of both the city of San Diego and the wider county. Approximately 90% of Iftin’s students reside in the communities of City Heights Area immediately surrounding the school. Iftin Charter School serves the most vulnerable students. Many of our families are refugees who resettled in the United States. Furthermore, 89% of our families are socioeconomically disadvantaged, 78% of our students are English Learners, and more than 90% of our students are Black or African American.

ICS’s pre-pandemic instructional days provided full day in-person instruction Monday – Thursday and Half-Day in-person instruction on Fridays. Students received instruction in whole group, small groups, or one on one settings in all subjects. Our school had 1:1 technology in all grades, however, student devices stayed on campus. On March 13, 2020, schools were notified that they would need to close to in-person instruction beginning March 16, 2020, subsequently schools remained closed for the remainder of the 2019-2020 school year. This closure forced ICS to quickly transition to a virtual instructional model. Within three days we were able to contact 90% of our families and distribute work packets and devices to students in each grade level. ICS’s parent liaison and administration worked until school ended to ensure families had devices and the necessary tools to complete online learning. ICS called families and made home visits when necessary to drop off materials or to check in with families/students who were not connecting with their classes online. ICS assisted many of our families get internet access and enough devices for each of their students at home. When devices broke or needed replaced, ICS delivered devices to students at their home.

While all of the instruction was provided online, students were also provided with learning packets to supplement learning and to provide access to learning to students who had connectivity issues. Many of our teachers taught their students in whole groups, small groups and also through the phone one on one. Our Education Specialist and Instructional Aides connected with students in their classrooms and in a 1:1 setting, our students also continued to receive services defined in their IEP. Professional development was provided to our teachers and instructional aides were used in classes to help teachers with student attendance and needs.

ICS serves some of the most vulnerable populations in San Diego, and for many, a return to in-person instruction will be the most beneficial educational option. Looking ahead, ICS will open its classrooms to our neediest students first, then transition to a Hybrid Instructional Model until the county allows for schools to return to 100% in person instruction.

Stakeholder Engagement

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

When schools were ordered to close and Iftin had to make the transition to virtual learning in the Spring of 2020, we knew we would need to increase our engagement with stakeholders to ensure our communication was concise, consistent, and accessible to all of our families. Efforts to solicit stakeholder feedback was essential to not only effectively transition to distance learning in the Spring, but to also begin the school year virtually. We also needed to ensure the need for high levels of student participation and engagement was a priority in our plan. Iftin Charter School was and will continue to be committed to ensuring that input and feedback from parents, students, staff, and teachers is heard, valued and used to guide decision making within the school. Engaging stakeholders took place using multiple formats including virtual meetings, broadcast messages, phone calls, and online surveys. This engagement was a critical and essential component in the design and development of the school's Learning Continuity and Attendance Plan and our Instructional Plan, which encompasses all of our instructional models, for the 2020 - 2021 school year. As of March Iftin has utilized the following methods to communicate with stakeholders: 5 Regular and/or Special Board Meetings, 3 virtual parent meetings, 2 surveys to teachers and families, and 15 school-wide broadcasts. Additionally, our CEO, Principal, and Parent Liaison have been fielding parent and community feedback daily. All correspondences sent to families is translated to Somali and Spanish. Our bilingual staff provides translation services during Zoom meetings (online/via phone), parent meetings, and upon request.

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

All meetings were held virtually using Zoom. Stakeholders had the opportunity to participate either by computer or phone with translations being provided for English, Somali and Spanish as needed.

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

Throughout our stakeholder engagement efforts, two concerns rose to the top as most important for all, ensuring the health and safety of all and instruction. When we surveyed our teachers, 75% of teachers felt instruction could be improved and wanted students to return to in-person instruction, but only if it could be done in a safe manner. When we surveyed parents 42% of parents wanted their child to return to a combination of in-person and virtual learning, 32% of parents wanted their child to continue in the virtual learning model, and 26% of parents wanted their child to participate in full day in person instruction. When asked to provide feedback in regards to our virtual learning from the Spring, overwhelmingly all stakeholders expressed communication, engagement, reduction in learning time and technology connectivity as the resounding issues that needed to be addressed. Iftin analyzed and incorporated feedback from all stakeholders in our Learning Continuity and Attendance Plan.

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

Stakeholder input, whether it was provided through a survey, over the phone or in a meeting drove the development of our plan.

Communication Concerns:

- Hired additional instructional aides and utilize our bilingual staff to bridge communication between home and school
- Purchase Zoom accounts for each teacher
- Streamlined our leaning management system, so that all classes are using the same platform
- Developed a Support Request form and posted it on our website for families

Engagement Concerns:

- Continuously providing teacher professional development on student engagement
- Providing additional instructional supports to teachers to help address student engagement
- Weekly packets that align with weekly learning objectives are available to families and deliver when necessary
- Providing parent meetings and training
- Daily and weekly calls to families that are not engaged in the virtual classrooms
- Hired a school psychologist to work with students who are experiencing social and/or emotional issues

Reduction in Learning Time Concerns:

- School-wide master schedule developed to provide clarity and to create consistency for families
- School-wide license for Zoom that allows for teachers to teach virtually without having time limits
- Opportunities for whole group, small group, and one on one instruction has been built into every classrooms schedule
- Students engage in live instruction everyday for core subjects as well completes independent work
- Weekly packets are sent home to supplement the leaning in the class

Technology and Connectivity Concerns:

- Hired an Technology coordinator to address all technology/connectivity issues
- Purchased additional laptops and headphones to ensure each family had access to devices for virtual learning
- Purchased additional teacher laptops to ensure teachers are equipped with functioning devices needed to deliver instruction virtually

- Purchased document cameras and microphones for each teacher
- Purchased WiFi hotspots and charging adapters for families who can not obtain internet service
- Purchased WiFi extenders for staff and families in need to increase bandwidth and accessibility

Iftin intends on collecting feedback from our stakeholders as the year progresses and as we begin to open up to in-person instruction. It is Iftin's commitment to listen to the feedback and update our plan if needed to ensure we are continuously reaching the needs of our students and families.

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.]

First and foremost during this pandemic, Iftin Charter School has remained committed to ensuring the health, safety and well-being of all our students, families, teachers and community. We are also committed to providing all of our students with rigorous high quality instruction.

Iftin continued with our plan to begin the school year on August 31, 2020 with students participating in ICS Virtual Learning Academy. Iftin Charter School will take steps to resuming some in-person instruction following the California Department of Education Guidelines, CDC Guidelines, and Local Health Orders. To allow time for teachers to prepare for the transition to a Hybrid Instructional Model and to ensure students can be trained on how to enter the campus, going to class, and hygiene expectations, we will move to a Hybrid Instructional model in a phased approach. Our Hybrid Instructional Model will place students in each class into either Cohort A or Cohort B. Students in Cohort A will attend in-person classes on Monday/Wednesday and continue Virtual Learning on Tuesday/Thursday, vice versa for Cohort B. Friday will be a virtual learning day for all learners and a professional development day for teachers.

Iftin's intention is to open an Academic Support Zone for our high needs students: Special Education Students, Homeless Students or Foster Youth, Students who are experiencing attendance issues, At-Risk Students, Newcomer, and Students of Essential Workers. The Academic Support Zone will be in a supervised classroom(s) that allows students to come on-site to participate in virtual learning, receive in-person instruction, and get additional help when needed. We will welcome back classes back on a phased approach, with two weeks implementation time between each vertical grade level beginning. It is ICS's goal to be fully transitioned to a hybrid model in all grades by the fall. Parents will have the option to continue with 100% virtual learning.

The first few weeks of virtual learning were designed by teachers to focus on building community, providing social emotional learning and to assess student current levels. As teachers assess students, they will strategically develop cohorts, putting students with similar academic needs into the same cohort. Teachers will receive training on how to use assessments to determine the learning that was lost by utilizing assessment benchmarks in our math curriculum, running records, reading levels, MAP assessment and IO assessments. Teachers will utilize the data they collect on each student to provide intensive interventions as well as enrichment. Iftin is also exploring the options of offering before and after school tutoring to individual students who need more intensive interventions to mitigate the learning loss. Iftin has invested in a leveled guided reading program, Literacy Footprints, to close the gap in learning loss and will also allow teachers to provide small group instruction at the student's levels while integrating speaking, listening, reading and writing.

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

Description	Total Funds	Contributing
Personal Protective Equipment such as face coverings (masks, and where appropriate, face shields) to ensure that students, staff, and family entering our campus are minimizing the spread of respiratory droplets while on campus.	\$32,500	Yes
Increased supplies of soap and hand sanitizer as well hand free dispensers in each classroom and throughout the school.	\$16,500	Yes
Health Materials such as touchless thermometers and infrared temperature scanner to screen staff, students, and visitors prior to entering campus. Also an outdoor canopy/tent was purchased to create an outdoor isolation room near the health office. Part-time staff to provide daily health screenings.	\$24,500	Yes
Additional disinfecting materials, on the approved cleaning list provided by CDC, to support effective, routine disinfection of high-touch surfaces such as disinfectant, paper towels, gloves, and masks.	\$12,000	Yes
Signage, posters, and floor decals were purchased to place throughout the school to direct traffic flow and minimize interactions between individuals. Visuals to reinforce face covering mandate and the importance of frequent hand washing will be placed throughout the school.	\$7,000	Yes

Description	Total Funds	Contributing
Additional Custodial staff to provide increased cleaning to high trafficked areas (bathrooms, office, cafeteria, play ground) as well as clean and disinfect classrooms everyday.	\$21,450	Yes
Sneeze guards to provide barriers where close contact occurs and physical distancing of 6-feet is difficult, such as the front desk of each school or during small group instruction. Sneeze guards will also be installed in the cafeteria line.	\$6,500	Yes
Increase of student supplies to reduce sharing of supplies in the classroom.	\$35,000	Yes
Air filtration systems for each classroom to cleanse the air in the classroom and decrease the circulation of unclean, unhealthy air.	\$9,000	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.]

Iftin Charter School began the 2020-21 school year with a virtual learning model for all students. The model and schedules were designed to ensure instructional continuity for students to prepare them for a transition between distance learning to in-person instruction as necessary. Iftin's virtual learning model includes daily, live, synchronous instruction for all students in addition to asynchronous activities and assignments that students complete each day. The virtual learning model also includes opportunities for students to work in small groups virtually in breakout rooms as well as meet 1:1 with their teacher. The school day schedule will align with the typical in-person school day schedule and contain the same classes and elements of instruction. The distance learning program will meet the state instructional minutes requirements of: Kindergarten = 180 minutes, Grades 1-3 = 230 minutes, Grades 4-12 = 240 minutes. Students will engage in synchronous and asynchronous instruction daily. Teachers will provide instruction that align to the common core and state standards and are deeply rooted in Iftin's focus areas: 1) Focus on Clarity 2) Focus on Mastery 3) Student Engagement 4) Aggressive Progress Monitoring and 5)

School/Classroom Culture. Until school is able to resume to 100% in person instruction, Fridays are designed as an independent learning day for students. Students will meet with their teachers Friday morning, then participate in asynchronous instruction, activities and assignments while teachers participate in professional development.

All of our instructional models will focus around FIVE major components: Content Delivery, Digital Resources, Extended Student Services, Instructional Support and School-Wide Safety.

Content Delivery

Students will have access to digital (online) learning materials and engaging instructional activities during the standard school day (8:20 - 2:50)

- All Grades will have access to reading, writing, math, science/social studies, and PE instruction daily
- All students will have access to the learning management platform Google Classroom or SeeSaw (TK/K and 2nd)
- All students will participate in virtual instruction daily through Zoom
- All students will also have access to Instructional Packets that align with instruction weekly, this will continue through all models of instruction

Digital Resources

- All students will have access to digital learning devices and Internet connectivity in order to participate in all models of instruction
- All students will have access to additional online learning platforms that support instruction at the student's academic level such as IXL, RAZ Kids, and Headsprout
- All students will receive a computer and headphones
- Hotspots and internet connectivity solutions will be provided by ICS as the need arises on a case by case basis

Extended Student Services

Additional consideration and supports will be put in place to provide support to students who:

- Have an IEP and receive additional services or instruction
- Newcomers or English Language Learners
- Students in Housing Transitions
- Students identified as needing additional instructional support
- Students whose parents are essential workers and need childcare to return to work

Instructional Support

- Teachers and Instructional Aides will be provided with professional development opportunities and strategies for teaching in an online learning environment
- Teachers will monitor student engagement and utilize strategies that effectively boost student engagement
- School leadership and teachers will monitor SEL needs of our students, staff and families and provide a timely support system
- Instructional Aides will be trained to provide teachers with instructional and behavioral support throughout all instructional models

- Parents will have opportunities to attend parent workshops

School-Wide Safety

Following guidelines provided from the California Department of Education (CDE), Local Health Officer (LHO) and San Diego County Office of Education (SDCOE), Iftin will ensure our campus is clean and has all health precautions in place to ensure all stakeholder's health and well-being is safeguarded to the fullest extent possible.

In our Instructional Plans for the school year Iftin intends to move from a virtual model to a hybrid instructional model that combines in-person and virtual learning, we will only transition to 100% in person instruction when state and local guidelines allow for this transition. The hybrid model not only allows for us to reduce class sizes daily, but also allows for our teachers to differentiate and provide more intensive interventions daily.

Throughout all models of instruction, students with IEP's will continue to receive their SAI time as well as services outlined in their IEP virtually, until we are able to safely reopen classrooms to allow for them to come on site to receive their instruction and services in person. Our newcomers and English Language learners will continue to receive their learning virtually through our ELD teacher who provides push-in support, small group instruction as well as 1:1 instruction until we are able to safely reopen a classroom space for them to receive instruction in person.

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.]

Iftin Charter School collected data from all families via Google Form Survey and phone calls in the family's home language in order to identify families in need of technical support. Using this data, Iftin scheduled device pick up dates as well as hand delivered devices to families in need. Families that express connectivity issues (internet accessibility) are provided with local resources and/or a prepaid hotspot for families most in need and unable to obtain the resources needed for their child to participate in virtual learning. Additionally, school staff will continue to reach out to families if students are not participating in distance learning and/or not submitting school work to determine whether access to technology is a factor in the low participation rate for that student. Iftin has a designated Tech Team that is available to support families with troubleshooting both hardware questions and to provide support with online learning platforms students are using for instruction. Families may contact our Tech team or get additional support by: 1) Support Request Form found on our school website 2) Coming to the school M-F, 7:30 - 4:30 or 3) Calling the office or our Parent Liaison

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.]

Iftin will use multiple assessments to assess student progress to identify and address learning loss, monitor student progress on grade level instruction and adjust instruction and supports based on student needs. All students will be assessed by their teachers using both formative and summative assessments. By regularly monitoring and reviewing student data, teachers will be able to better guide student learning and

provide timely interventions to struggling students. Synchronous and asynchronous instruction will allow multiple opportunities for formative assessment. Teachers will incorporate whole-class, small group, and independent activities throughout distance learning instruction to allow many opportunities for teachers to conduct assessments with their students, and in return use the data gathered to inform instruction, intervention and enrichment strategies, as well differentiate instruction.

Formative Assessments: This type of assessment will occur daily and frequently, allowing for teachers to collect daily data on student progress and instructional needs. Formative assessments will include, but are not limited to:

- Parent/Guardian Feedback
- Student conferences
- Exit Slips or Class Assignments
- Student participation in classroom or small group participation
- Notebooks
- Journal Entries
- Discussion Threads (online learning management system)
- Teacher observations

Summative Assessments: This type of assessment will occur twice during a unit, once in the middle and once at the end of the unit.

Summative Assessments may also occur throughout the year to assess student standard mastery and/or reading levels. The data collected from the summative assessments will be used to evaluate student success in learning and where they need more support to solidify learning.

Summative assessments will include, but are not limited to:

- NWEA MAP Testing
- EADMS Benchmark Assessments
- Mid Unit and Final Unit Test
- Final Project
- Research Paper
- Benchmark Assessments such as DRA and Running Records

Students will receive formal progress reports and formal grade reports during all instructional models. Progress Reports will be sent home bi-weekly with student's actual grades. Progress Reports will be sent home beginning September 24, 2020. Below are the dates Progress Reports will be sent home:

- Thursday, September 24
- Thursday, October 8 Thursday, October 22
- Thursday, November 5 Thursday, November 19
- Thursday, December 3 Thursday, December 17
- Thursday, January 14 Thursday, January 28
- Thursday, February 11 Thursday, February 25
- Thursday, March 11 Thursday, March 25
- Thursday, April 8 Thursday, April 22
- Thursday, May 6 Thursday, May 20

- Thursday, June 3

Report Cards will be sent home twice a year: February 10, 2021 and June 15, 2021.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development may be hosted by one of the following, but is not limited to: CEO, Principal, NCUST Executive Coach, Instructional Leader, SPED department, ELD Teacher, SELPA Program Manager, Operations Manager, or other highly qualified experts.

Topics for professional development for Teacher and Instructional Aides may cover topic such as:

- Best Practices during a Virtual Learning Model
- Enhancing educational practices such as small group instruction, one on one support or whole group instruction
- Guidance and Support for Special Education students
- Social Emotional Learning
- Providing support to English Language Learner
- Assessments Training
- Curriculum and Instruction
- Data Driven Instruction
- Other topics identified by staff

Iftin Charter School's teachers and Instructional Aides will continue receiving professional developments over the course of the school year. Teacher schedules have been developed to include for a minimum of 5 hours of planning to allow for individual, grade level, or vertical team planning and training. Also built into our Friday schedules is a minimum of 4 hours of professional development time divided between self directed PD, Teacher Led PD, NCUST PD or school-wide PD.

Staff Roles and Responsibilities

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

Leadership Team's responsibilities have been updated to include: Staying updated on the current orders and guidelines from state, county, and district school officials; the development the Iftin's School Learning Plan (developed to outline the instructional plan for the year); Iftin's Virtual and Hybrid Instructional Plan as well as the COVID-19 Preparedness, Response and Control Plan considering feedback from all stakeholders; development of Iftin's Learning Continuity and Attendance Plans for the 2020 - 2021 school year incorporating stakeholder feedback; in collaboration with teachers, identify learning platforms that will be used across the school to create consistency and stability for families; ensuring all students have equitable access to technology needed to be successful in all models of instruction; ensuring to communicate all plans and updated information with the school board members, staff, and families; supporting and ensuring effective implementation of the virtual learning plan and accountability to student learning; designing and facilitating staff meetings and professional

development to support teachers during all instructional models; and providing and supporting staff with distance learning technologies through professional learning opportunities as well as on-site and virtual tech support through our tech team.

Education Specialists and Related Service Providers responsibilities have been updated to include: checking in families before the school year starts to discuss student's current state and needs; developing Contingency Plans as well as hold meetings to update IEP's; developing a schedule in collaboration with general education teacher to deliver SAI time or additional supports; collaborating with general education teachers to aid in accommodating and modifying instruction or assignments as needed; creating and/or attending breakout groups to support student learning for student with IEPs; ensuring the delivery of SAI in ways that support distance learning, which may include: Video reading lessons, Zoom lessons, Group project supports and check-ins, Low-tech goal based assignments and practice lessons; ensuring accommodations and modifications made to assignments given via the distance learning platform in collaboration with the general education teacher; ensuring that related services and appropriate services will be provided to students via Zoom, by phone or In-person when allowed.

A School Psychologists was recently hired and their responsibilities include: collaborating with Education Specialist to update all IEP's and ensuring all applicable assessments are completed; developing a schedule to provide mental health services to students with the identified need; receiving and evaluating students referred for social emotional support; providing one on one and small group counseling sessions as needed or identified; and participating and aiding in the SST process.

We hired a Technology Coordinator to lead our tech team. Their responsibilities have been updated to include: Safely distribute of tech devices to families in need, track and maintain student/staff devices, respond to family /teacher IT needs support via Google Form or school shared google doc., provide support to staff on distance learning technologies, order and maintain Iftin's tech needs to ensure equitable access and ensure needs are addressed in a timely manner.

Teacher responsibilities have been updated to include: Collaboratively design distance learning experiences and connection opportunities for students, explore and share effective distance teaching practices with colleagues, collaborate with our special education colleagues to ensure proper supports are being provided to special education students, connect and collaborate with our ELD teacher to support students who are English Learners or newcomers, communicate with and provide consistent and regular feedback to students, communicate with families consistently to relay student needs and progress, communicate with administrators about absent or non-communicative students and families and attend and engage in professional development.

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.]

Special Education:

- Special Education teacher will provide instructional opportunities in-person on campus (as we reopen the school) and/or virtually to each student

- Service providers will provide services either in-person on campus (as allowed) and/or virtually
- Special Education teacher and/or special education paraprofessionals will make contact with parents on a weekly basis
- Student IEPs will be reviewed and updated by our Education Specialist and School Psychologist once school resumes, virtually or otherwise.
- General Education (classroom) teachers will adhere to accommodations and modifications outlined in student’s IEP.
- Special Education staff may identify additional learning programs to provide differentiated, targeted learning instruction for students to access virtually.
- Education Specialist will assess each student with an IEP to determine learning loss and the amount of compensatory time that will be given to each student to address learning loss

Newcomers and English Language Learners:

- English Language Development (ELD) teacher and kindergarten teachers will administer the Initial ELPAC test to assess student language proficiency within the time allotted by the state.
- Initial ELPAC may be completed in-person (as allowed) and/or virtually.
- ELD teacher and paraprofessional will provide instruction to identified EL students in-person (as allowed) and/or virtually in small groups or 1:1 sessions
- ELD teacher and paraprofessional will contact parents on a weekly basis
- ELD teacher may identify additional learning programs to provide differentiated, targeted learning instruction for students to access virtually.

Students in Housing Transition:

- Students identified as homeless or foster youth will have access to a classroom at the school to participate in virtual learning (as allowed).
- Iftin’s Homeless Liaison and/or Parent Liaison will contact families on a weekly basis or as needed to ensure families are provided with necessary materials to ensure equitable access to educational opportunities
- Identified families/students will be provided with tech support and school supplies as needed and/or as requested by the teacher or parent.

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

Description	Total Funds	Contributing
		Yes
School-wide Zoom license.	\$4500	Yes

Description	Total Funds	Contributing
Hotspots and portable chargers for homeless families to allow students to continue learning virtually.	\$5500	Yes
Additional student chromebooks, teacher laptops, and student headphones.	\$65,000	Yes
Document cameras and microphones were purchased as additional tools for teachers that support the virtual instruction provided as well as internet connection cables to increase internet bandwidth in classrooms.	\$7500	Yes
Hired a Technology Coordinator	\$48,000	Yes
Hired a School Psychologist.	\$62,850	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers at Iftin will begin the virtual school year with a focus on building relationships with each individual student, establishing classroom community, and re-engaging students in their learning. Teachers will also assess student levels using a variety of formative and summative assessments to determine learning loss due to COVID-19. Teachers will also collaborate with vertical team teachers to determine standards that were not fully taught due to the abrupt closure and transition to virtual learning in the spring. Teachers will address pupil learning loss through monitoring student progress towards grade level mastery by first assessing student foundational level or prior knowledge, then using that data to develop an instructional plan for their students, ensuring to assess student level of learning along the way. Teachers and support staff will communicate student levels, progress, and engagement to students and families on a regular basis.

Iftin will assess student learning status by using teacher collected data as well as the following assessments:

English Language Arts:

- Developmental Reading Assessment (DRA) - to be administered three times a year
- Running Records
- NWEA MAP assessment - administered three times a year (October, January/February, May)
- Weekly phonics/spelling and sight word assessments

English Language Development:

- ELPAC initial and summative assessments will be administered as prescribed by the state

Mathematics:

- NWEA MAP assessment - administered three times a year (October, January/February, May)
- IO Assessments after each unit
- Foundations assessment - given prior to teaching a unit

Iftin has also created a Data and Assessment Committee that will develop a universal benchmark assessment that will assess students based on grade level standards more frequently than the NWEA Map assessment. Teachers will utilize all student assessment data to identify areas of need and strengths for their students and provide instruction a grade level instruction as well as intervention and/or enrichment opportunities for students. Iftin is also developing opportunities for additional tutoring after school to address students who are experiencing significant learning loss due to the current crisis.

Pupil Learning Loss Strategies

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

In order to address learning loss and provide enrichment to students, teachers will incorporate multiple modes of instruction into their daily schedules. Teachers will routinely use data gathered about their students to provide engaging and differentiated instruction tailored to meet the academic needs of their students. Teachers will provide universal/tier 1 instruction for grade level standards in a whole group method, while providing remediation, intervention, and/or enrichments in small groups or in a one on one setting. Teachers will utilize the breakout rooms and instructional aides to provide the small group and one on one instruction.

Our general education teachers and special education teacher work collaboratively to assess the learning gaps of our special education students and ensure the IEP goals are applicable and are reflective of student levels. Special education students who are identified as needing more support to help mitigate learning loss will receive additional instructional support as identified by the Education Specialist and classroom teacher. Our Special Education department has two instructional aides who also provide additional supports to students, in a

virtual or in-person model. Our English Language Development (ELD) teacher and kindergarten teachers will administer the Initial ELPAC test to assess student language proficiency as well as informally assess student levels to determine student level and needs. Our ELD team will utilize teacher input and ELPAC scores to determine instructional needs of students. When student levels are identified, students will receive services in the form of a push-in model, small group or one on one sessions. Our ELD teacher will also provide PD to our teachers on best practices and instructional tools to use when teaching EL students. Students who are identified as homeless will be assessed to determine their level of learning and where the learning gaps are. Homeless students will have access to tutoring sessions and additional support provided by a staff member to close the gap created by the school closure and virtual learning setting.

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.]

Iftin will measure the effectiveness of all services and programs put in place to address learning loss through formative student assessments and summative student assessments outlined in our plan.

Iftin will also place school, class, and student data on a data wall inside a teacher planning space so the leadership and teachers can work together to identify what is successful and what areas need more support or changes.

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

Description	Total Funds	Contributing
Literacy Footprints, a guided reading program, to provide teachers with a research based program so they can provide intensive small group instruction.	\$34,500	Yes
Additional Developmental Reading Assessment kits, one for each grade level, to reduce the amount of sharing between adults.	\$22,000	Yes
Learning A-Z license was purchased to include, Reading A-Z, RAZ Kids and Headsprout to provide teachers with more instructional tools as well as giving students access to engaging books digitally as well as provide them individualized support through the use of Headsprout.	\$5,056	Yes
Hired 4 classified parti-time instructional aides.	\$72,000	Yes

Description	Total Funds	Contributing
After School Tutoring	\$25,000	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.]

Iftin Charter School is committed to supporting the social emotional wellbeing of every student and staff, every day. Now more than ever, we value and need to continue building our relationships with all families to ensure we are creating the healthiest environments for all of our students during this challenging and unpredictable time.

Iftin is committed to addressing our students social emotional needs by offering:

- Referral Form for students, teachers or parents to request counseling from our School Psychologist
- Morning and Afternoon meetings in every grade to check in with students
- Social Emotional Learning Components will be integrated into daily lessons using the Stanford Harmony program
- The Crisis and Emergency Line will be posted on the school website and made accessible to students and families
- The National Suicide Line will be posted on the school website and made accessible to students and families
- Parent Resource page with local community resources will be posted on our school website for families
- Consistent and Frequent communications home from classroom teacher and school

Pupil and Family Engagement and Outreach

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

Students are required to attend all classes daily and complete all assignments as assigned by their teacher. Students who are inactive for more than 2 days without direct communication with the teacher, will be contacted by the school leadership team and may be referred to an attendance intervention. If a student is absent, parents must reach out to the school office and classroom teacher to record absence and make a plan with the teacher for their child to make up missed work.

Attendance Intervention: If a student is consistently absent from Virtual Instruction or is not participating/completing work and the teacher is unsuccessful in their communications home, the student will be referred to the Instructional Leader for an Attendance Intervention. The Attendance Intervention Plan may include but is not limited to:

- Phone Conference with Parent Liaison, School Leadership, parent, teacher, instructional aide, and student
- In Person Conference with Parent Liaison, School Leadership, parent, teacher and student
- Home visits
- Student coming to campus to attend school if feasible

Iftin will continue to host monthly parent meetings, as well as providing additional Parent Workshops. The schedule for Parent Workshops will be posted on our school website and will also be shared with parents through a school call out, fliers and classroom newsletters. Parent Workshop topics will include but are not limited to:

- Virtual Learning 101 for Parents
- Zoom, Google Classroom, and Powerschool 101 for Parents
- Volunteering and Getting Involved (ELAC, SSC and school governance)
- English Language Learner and ELPAC Assessments
- Community Resources and Community Partners available to parents
- Being an Advocate for your child through their data
- Statewide Testing and Schedule

Parent liaison and outreach coordinator will continuously reach out to the parents on daily or weekly basis translating all the school communications in Somali and Spanish. Our parent liaison created also WhatIsUp platform to inform parents about their children' education progresses, new and updated school information and needs. Parents also have opportunities to communicate directly to the parent liaison through that platform for their school related needs.

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.]

Iftin Charter school will provide our families the list of SDUSD food distribution sites as well as Feeding San Diego Distribution sites. This information is also uploaded to our school website as well as provided to families by our teachers.

When we transition to our hybrid instructional model, students will have access to meals onsite as well as through the food distribution sites. For families who are not able to travel to campus to pick up meals, we are investigating ways to ensure families have access to nutritious meals.

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	Instructional Aides, Parent Liaison, Dean of Students and Tech Team will contact families daily, provide tech-support, troubleshoot issues that students and families are having to ensure student daily attendance and participation in distance learning.	\$4,000	Yes
School Nutrition	Breakfast and Lunch will be available for students during the hybrid model whether they are learning in-person or virtually.	\$2,000	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Instructional Aides, Parent Liaison and Dean of Students will hand deliver learning packets and/or technology to families who are unable to come to school.	\$1,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	Iftin will open Saturdays and Sundays for parents to pick up students' packages as needed as many parents work during the working days and have no time to pick up their child's materials except on the Weekends.	\$3,500	Yes
Mental Health and Social and Emotional Well-Being	Professional Development: Training and Materials	\$8500	Yes

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
25%	\$832,568

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.]

Iftin serves a unique population of families, as stated previously, 89% of our families are socioeconomically disadvantaged, 83% of our students are English Learners, and 92.6% of our students are Black or African American. When developing a plan we are developing a plan to meet the needs of not only our homeless/foster youth, low-income students and our English Learners but for our entire student population as well. Our plan and actions directly improve our services provided to our entire student population and are effective in meeting their needs. Iftin Charter School will continuously analyze data and student progress to ensure our plan is implemented to fidelity and is serving our population of students.

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

Ensuring connectivity and equitable access to a rigorous curriculum has been the driving factor of our learning plan and decision-making process. Addressing the needs of our homeless/foster youth, English learners, and low-income students were the most important factors as this is the majority of our population. We are increasing our services by:

- 1) Providing internet to families in need
- 2) Providing devices to all students (computers, chargers, headphones) as well as adapters to allow for charging in remote locations
- 3) Additional instructional supports in the classrooms and during virtual class
- 4) Tutoring Sessions after school will be offered when we are allowed to bring students back on campus
- 4) Our parent liaison contacts each family on a weekly basis to ensure they are supported and their needs are being met
- 5) Our school psychologist will be providing professional development to teachers on Youth Mental First Aid so that teachers are knowledgeable on how to help students who may be experiencing social or emotional difficulties, which both are on the rise with the current pandemic.

As we begin to re-engage our students, beginning with our highest priority, our homeless and foster youth, English Learners, and low-income students we will review our plan on a regular basis and add additional resources as needed to ensure we are providing equitable access to high quality, rigorous instruction.