

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>.

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General Information

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

Options For Youth - Duarte and its community have been impacted by COVID 19, but as a non-classroom based charter school that utilizes a hybrid blended learning model, the LEA was able to transition to a distance learning model efficiently, while addressing challenges, to ensure continuity of learning and equitable access for all pupils.

Context and Overview of the LEA

The LEA which consists of seven school sites serving students from different communities throughout LA County. Learning centers in Palmdale, Lancaster, Korea Town, Vermont, Pasadena, the City of Industry and Cudahy, took into consideration the diverse demographics of the communities they serve when developing the plan for learning continuity. The program’s model consists of traditional paper-based independent study, small group instruction, and online courses. All students are assigned a credentialed Independent Study (IS) teacher who is responsible for facilitating independent study and online coursework. IS teachers set individualized short term goals regarding student’s progress toward credit attainment, and hold the student accountable to those goals. IS teachers also assist students in creating and maintaining longer term goals in respect to adequate monthly progress toward obtaining a high school diploma. Students attend biweekly appointments during which teachers administer assessments, develop academic weekly and monthly goals, and provide additional academic support for students. Some students are assigned Small Group Instruction (SGI) classes, in addition to their IS appointment, to provide instruction in a direct instruction setting. Additionally, drop-in tutoring sessions for core subjects, specifically English and math, are also a regular component of the daily functioning of the school sites. Special Education services, targeted English Language Learner support, and post-secondary college and career counseling services are all integrated as part of the LEA’s instructional model. Lastly, as a Workforce Innovation and Opportunity Act (WIOA) school, the program works with exclusive providers to provide students access to career technical education, job training, and internships. The LEA continues to provide all of these program offerings to students during distance learning in a virtual format.

Response to COVID 19

As a result of the pandemic our school has made modifications to instruction, structure of appointments, and academic support in order to ensure our program is accessible to all students and conducive to student learning. In considering the varied needs of our students, there have been modifications made to ensure continuity of learning, communication with our stakeholders, technology distribution, student and staff mental health, social emotional wellbeing, student nutrition, and the needs of pupils with unique needs. All seven of the LEA's school sites remain open for essential operations including curriculum and chromebook pick-ups and drop-offs, and in the near future, meal distribution. Staff work a hybrid schedule, that typically consists of 1-2 days a week at the school sites, and 2-3 days working from home. If students do not have access to the internet or prefer to continue with our paper-based independent study curriculum, they are able pick up and drop off coursework at the school site. Students may also choose to participate in virtual SGI classes or complete online coursework, using a platform called Edmentum. To ensure that all students have access to the full range of instructional offerings, all students are provided access to chromebooks, and staff are committed to connecting families to free internet offered by local service providers.

Teachers continue to hold virtual appointments with students one to two times per week and offer opportunities for students to check-in with them outside of their assigned appointment times. SGI classes meet twice weekly through live lessons and provide syllabi, resources, and assignments to students using Google Classroom. School psychologists see students virtually and via phone appointments to meet the requirements of IEPs for students with disabilities and provide any necessary crisis interventions and threat assessments. Our Post-Secondary counselors serve as a liaison for foster youth and homeless students. They have also continued to meet with students for college and career planning, dual enrollment support, and senior portfolio workshops. Tutoring appointments, specialized academic instruction for students with disabilities and instruction for English Language Learners continue to be provided through video conferencing. Lastly, our school continues to serve as a workforce (WIOA) program by continuing to provide students with career counseling, career technical education courses, and work permits, and our Career Pathways Counselor continues to facilitate these services and opportunities to students using a virtual format. Through these modifications, the LEA provides continuity of learning and flexible options for students to participate in the full range of our program offerings for the duration of COVID 19.

Stakeholder Engagement

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

Options For Youth - Duarte has sought to engage students, parents, and other stakeholders in a variety of ways to partner with them and hear their input:

A Learning Continuity Plan Survey was sent in July 2020 in both English and Spanish to receive feedback from parents, students, and staff. Survey links were provided through email, School Messenger, the school's social media, and through the mail so that surveys can be accessed by those families without internet and ultimately help weigh in on the plan.

The LEA also solicited input from students and families during our Achievement Chats and a Family Engagement event that were virtually hosted by learning centers in June 2020 and on August 20th, 2020, respectively. This information is used to help shape educational programming decisions and help in development of the charter's Learning Continuity Plan. Students and parents also continue to provide

feedback to staff more organically in conversations with IS teachers, Assistant Principals, Postsecondary Counselors, and Enrollment Specialists.

Staff also have opportunities to provide additional feedback during weekly center meetings, weekly leadership meetings, and quarterly all-staff meetings. During center, leadership meetings, and distance learning focused professional learning communities (PLCs), staff are provided updates on the Learning Continuity Plan, student academic goal progression, and are able to collaborate on how to best support students. These workshop-based meetings, along with all-staff meetings provide a chance for staff to be informed of changes and updates in educational law, professional development, and updates on various educational topics.

The Special Education and English Learner Departments have also been invited to leadership meetings to provide their input on that charters academic goals and what support they need to ensure the success of all learners during distance learning. They continue to collaborate with school leadership on the Learning Continuity Plan and were provided the opportunity to review any updates or changes to those plans and goals. The Special Education and English Learner departments also meet regularly to review data tracking the progress of student academic goals and to collaborate and learn on how to best support learners in a distance learning model.

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

The LEA is committed to ensuring that all stakeholders have access to important school information and that their voice is included in school planning decisions. Options For Youth - Duarte provides multiple options for stakeholders to be informed and participate in public meetings and hearings. Dial-in numbers are distributed to families through email, posted on the school website, on social media, as well as posted on flyers visible at the school site. A translator will be present at public meetings and hearings to ensure that language is not a barrier to participation.

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

The LEA pushed out a Learning Continuity Plan Feedback survey to its stakeholders from July 17, 2020 through August 14, 2020. The survey asked for feedback on questions modified from the Learning Continuity Plan prompts to help in the development of our plan. The results from this survey have given the LEA valuable insight into how students and families are experiencing and reacting to the pandemic. Some of the most influential pieces of feedback are expressed below.

Please indicate your role: Por favor indique quien representa:

Answered: 697 Skipped: 0



Survey results show that 398 out of 817 (49%) students completed the Learning Continuity Plan Survey. The LEA also had 205 Parent/Guardians respond to the survey, and 100% of the school staff. With these response numbers, the LEA feels strongly about responding to the voice of our stakeholders from the given survey.

Q7 What challenges do you/does your child face in attending all required appointments due to the impacts of COVID-19? (Check all that apply) ¿Qué retos enfrenta usted / su hijo para asistir a todas las citas obligatorias debido a los impactos de COVID-19? (Marque todo lo que corresponda)

ANSWER CHOICES	RESPONSES	
My student does not have any challenges with attendance / Mi estudiante no tiene ningún problema con la asistencia.	59.44%	211
Transportation / Transporte	5.35%	19
Anxiety / Ansiedad	16.62%	59
Student has a job / El estudiante tiene un trabajo	8.73%	31
Caring for family members or Siblings / Cuidar de familiares o hermanos	11.83%	42
Lack of Interest in distant learning / Falta de interés en el aprendizaje a distancia	18.03%	64
Other (please specify) / Otro (por favor especifique)	10.70%	38
Total Respondents: 355		

While 59.44% of those responding said “My student does not have any challenges with attendance.”, roughly 35% of the respondents expressed a “Lack of Interest in distant learning” or “Anxiety” as a challenge that impacts them during COVID-19. When asked “What mental health offerings would you like to see offered in the upcoming school year?”, “Counseling” and “Counselors” were two of the most frequently used words in the free response. Then, when asked “Is your child in need of any mental health support?”, 94.42% responded “No”. However there were 27 “Yes” responses. Looking at the data from the responses to those three questions, it is evident there exists a great need for socio-emotional support for the students. There is a need for students to talk to adults they trust, and for formal counseling.

Of those responding to the question “Did you/your child struggle adapting to Distant Learning?”, 68.35% said “No”. The LEA still sees 31.65% of the respondents answering “Yes” indicates that greater effort to provide students with one-to-one support is necessary, which was easier to accomplish when students had regular face-to-face interactions with their teachers and support staff at the learning centers. When asked “What are some additional precautionary steps the charter can take to make students feel safe attending school during the COVID-19 pandemic?” the work which had the highest frequency was “Mask”. When we are able to return to the learning centers safely, it will be important for the LEA to provide plans to return safely with Personal Protective Equipment for staff and students.

Overview

Stakeholder feedback played a significant role in influencing the development of the Learning Continuity Plan. Many staff, parents and students expressed concerns for resources and support they felt were important for the continued success of our students both academically and beyond.

Mental Health, Social and Emotional Well-Being Section

Stakeholders expressed a need to integrate more support for mental health and provide more socioemotional opportunities that engage students outside of academics. In response to the feedback the LEA has incorporated ways to increase student engagement within the school community as outlined in the Pupil and Family Engagement and Outreach section of the plan. The LEA will continue with student groups (i.e student counsel) virtually in order to provide students with face-to-face interactions. Additionally, working in partnership with our Special Education vendor, Partners in Special Education, the LEA will identify mental health services to provide or to increase during the pandemic, such as:

1. Counseling support for struggling students
2. Tutoring support for general education and special education students having difficulty completing work at home on their own
3. Mindfulness training for staff and students
4. Workshops and PDs for staff re: Dealing with Stress, Anxiety and Trauma due to COVID-19

Continuity of Instruction Section

Students and parents feel additional individualized time with mentor teachers would mitigate student learning loss and promote student achievement. As a result, the LEA will provide after-hours homework cafes for students to receive extra support from teaching staff at least 4 nights per learning period.

Access to Devices and Continuity Section

Feedback from students, parents, and staff, point to the need for reliable internet service, as a result the LEA is investigating opportunities for providing students with internet connectivity, including hotspots, through community partnerships and grants. Additionally, students have the option to continue using the paper-based curriculum and can drop off and pick up curriculum at a school site daily.

School Nutrition Section

Families hardest hit during this pandemic expressed a need for students to have access to a school lunch program. In response to this request the LEA will continue to provide information about free resources such as food banks, EBT eligibility and enrollment support, and district meal distribution locations. Additionally, the LEA will, in accordance with the CDC safety guidelines, provide free nutritious, grab and go meals during school's hours of operation.

In-person Instructional Offerings Section

Stakeholder feedback revealed mixed feelings about returning to in-school instruction. To address safety concerns, the LEA has taken multiple steps to observe CDC guidelines to make safety a top priority at our school. The LEA has equipped the school and staff with appropriate personal protective equipment, including mandatory masks, social distancing measures, symptom checks, and implementing a planned reduction of the number of students in centers. Additionally, the LEA created a COVID Taskforce at every school ensuring that appropriate safety measures are in place in the event of a COVID case. Further details regarding our planned school reopening are outlined in the In Person Instructional Offerings section of the plan.


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.]

As a non-classroom-based charter school in-person learning is not required pursuant to our charter petition. However, the LEA has implemented a four phase plan for reopening our learning centers for in-person instruction.

Position along continuum subject to change based on local and state guidelines



	Phase 1	Phase 2	Phase 3	Phase 4
School Site Descriptors	School sites physically closed to all students and families	Schools reopen with modifications. Students will wear PPE	Schools reopen at full capacity with precautions (CDC)	Schools sites open with no restrictions (back to normal)
Learning Model Descriptors	100% Distance Learning	Hybrid Model (1-day or 2 day)	On-campus learning/ SGI/limited student activities	On-campus learning/ SGI/ resume full student activities

Phased Reopening Plan

In phase one of the reopening, the campus will be closed for instruction and all students will participate strictly through distance learning. For the duration of phase one, the school site will operate with a skeleton crew of one or two staff, practicing physical distancing, wearing face coverings, and disinfecting surfaces every two hours. Appointments will be offered for parents, guardians, visitors, and students to schedule contact-free drop-off of completed work, pick-up of new curriculum, and receive or exchange technology and other school supplies.

In phase two of reopening, schools will reopen to students with modifications, with a priority placed for pupils with unique needs who are most adversely affected by COVID 19. As with phase one, every person on campus will be required to wear a face covering and maintain a

minimum of six feet of distance between every person on campus at all times. Regular hand-washing and/or hand-sanitizing will also be mandatory. Face masks, hand sanitizer, and gloves will be made available to students. Additionally, staff will disinfect highly-touch surfaces, including desks, door handles, and computers every two hours. Students will be expected to return to school in a hybrid learning environment one to two days per week, but will have the option to continue with 100% distance learning if their parents prefer to keep their children at home. Further and specific scheduling information will be provided by each student's teacher based on logistics and student scheduling to meet safety precautions and reduced building capacity.

Phase three of reopening will include having students back on campus full time for both in-person independent study, SGI, and other school services, but in-person school sponsored extracurricular activities will continue to be primarily held in a virtual setting. Phase four of reopening will include on-campus curriculum facilitation, small group instruction and resuming full school sponsored student extracurricular activities. Commencement dates of phases two through four are yet to be determined, and will be done so based on state and local safety guidelines. In the event that a family prefers their child be kept at home and continue to engage in 100% distance learning for health reasons or simply out of abundance of caution, the LEA will continue to provide that option.

Mental Health and Social Emotional Wellbeing

Upon returning to the school sites during phase two, all students will check in with their IS teacher who will screen for mental health and social emotional wellbeing using strategies and techniques provided to them in professional development. Any students who display concerning mental health or social emotional behaviors, such as depression or anxiety, will be referred to a counselor and/or school psychologist. Students who self-advocate or indicate that they are in need of counseling will promptly be referred to a counselor or school psychologist. The LEA will also refer students to local mental health resources and develop community partnerships in order to provide students with multiple opportunities for mental health and social emotional wellbeing services to supplement school counseling.

Pupils with Unique Needs

In order to increase and improve services for pupils with unique needs, including English learners, foster and homeless youth, and other pupils at greatest risk for learning loss due to school closure, the LEA will prioritize offering in-person instruction when it becomes safe to enter into phase two, based on state and local safety guidelines. The LEA will ensure student learning and social emotional wellbeing for pupils with unique needs by offering

Assessment Cycle and Intervention Strategies

The LEA will identify learning loss from the 2019-2020 school year using Renaissance Star benchmark assessments administered in August and September 2020 to identify students that have suffered from significant learning loss as a result of the pandemic. Renaissance Star benchmark assessments are administered three times per school year to evaluate baseline learning and academic growth through the school year. Renaissance Star assessments in reading and math, progress reports of credit attainment, and formative and summative assessments of student assignments are all components that will be reviewed to identify students who have experienced significant learning loss. Intervention strategies further outlined under Pupil Learning Loss Strategies will be offered to students who are determined to have experienced significant learning loss.

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

Description	Total Funds	Contributing
Parental Involvement and Stakeholder Engagement: The LEA will host stakeholder engagement events for pupils with unique needs and the general student population to seek feedback in the development and growth of our program specifically in regards to distance learning.	\$ 8,920	Y
School Safety: Safety equipment, such as personal protective equipment, will be provided to ensure compliance with State and local reopening protocols.	\$ 6,000	Y

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.]

Curriculum Offerings

The LEA continues to offer the same standards based Common Core aligned curriculum that was offered prior to the COVID-19 pandemic, with only some modifications made to the method of delivery. Students have the option of continuing with a paper-based independent study curriculum or switching to a fully online curriculum platform called Edmentum. Students can participate in both platforms and have the option of adding in Small Group Instruction courses that are virtual. For students that have chosen the paper-based curriculum, the LEA developed new procedures for digitally submitting, grading, assessing student work, and digitally storing completed student work. In addition, students are able to pick up and drop off coursework at the school site on a daily basis during school hours. Students also have the option of participating in Edmentum, a fully online curriculum platform. Edmentum offers all the classes students need to graduate with a high school diploma. The LEA has continued to offer Small Group Instruction classes that utilize google classroom in order to be fully digitized. Live instruction is offered to students when they login to their virtual classroom and they can later review recordings of the lesson as well. All platforms of curriculum offered are aligned with the Common Core and Next Generation Science Standards. Achieve 3000, iLit, and Accelerated Math are research based intervention computer programs that are utilized for students with disabilities and English learners. Lastly, the LEA continues to offer career technical education courses through Edmentum and the LA County Career Exploration Program 2020.

IS Appointments

In order to continue to offer instructional resources to students during distance learning, the LEA transitioned in-person instruction to virtual instruction. Google Meet and phone appointments are held one to two times per week so teachers can check in with students and assist them with their coursework. In addition, students can drop in virtually to check in with their teachers for additional support, planning, or social emotional check-ins during teacher office hours or by appointment with the teacher. When the school is able to move into phase two of the

LEA's return to school plan (see Continuity of Instruction: In Person Instructional Offerings), this schedule may be modified so in-person appointments can resume once a week with a reduced student teacher ratio.

SGI Instruction

Small Group Instruction classes are utilizing Google Meet for synchronous instruction. The schedules are the same as before the pandemic, meeting twice a week on either Monday and Wednesday or Tuesday and Thursday. Asynchronous instruction is also provided with Google Classroom through assignments posted there.

Pupils with Unique Needs

Google Meet appointments are being utilized by English Learner Specialists and Special Education Specialists to meet with students who receive services. They have designed schedules specifically tailored to students' needs and offer additional appointments for students who request them. The Post-Secondary Counselors, who serve as the Foster and Homeless Liaisons, continue to meet with students once per semester.

College and Career

Post-Secondary Counselors and Career Pathways Counselors have also transitioned to offering virtual and phone appointments to students, using appointment services, such as Calendly.com, that provides students the opportunity to sign up for appointments and also allows teachers to refer students for college and career counseling. Counselors are offering virtual career chats monthly for students to explore and learn about different careers in each pathway. As a Workforce (WIOA) school, our Career Pathways Counselors are committed to providing students with career counseling appointments and to facilitate employment during the pandemic, especially to students with unique needs whose families may be financially affected by COVID 19.

Tutoring

Drop-in tutoring sessions were an essential part of our brick and mortar operations prior to the pandemic. Tutors were available to meet with students in person to assist with English, math, and other writing assignments for all subjects. Tutors were available to serve students in group settings and one on one. Tutors are still an essential part of our school and have transitioned to assisting students virtually. Students have access to tutors by appointment and can sign up for tutoring sessions on a google form or through their teacher, who will sign them up. Tutors utilize google meet or phone sessions to assist students for thirty minute sessions at a time. Tutoring hours have been extended to include late afternoon, early evening, and alternating Saturdays based on stakeholder feedback highlighting the need for additional tutoring resources.

Access to Instructional Resources

The LEA recognizes the transition to distance learning has been a daunting task for students and requires them to move to a new digital platform that can be overwhelming. Many students have not fully developed executive functioning skills to keep track of various google meet links, their schedules, and other resources that the school offers them. The school sites within the LEA have created various templates for students to stay organized and have access to all offerings. The digital planner offers student specific information including appointment

times, virtual meeting links, weekly assignments, login information, and the school website. Because this planner is a live document using Google sheets, it is always updated and shared with the student. Lastly, it serves as a weekly progress report for parents that can be emailed as a PDF.

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.]

Initial Assessment and Distribution

In March 2020, there was an immediate transition to distance learning. In response, the IS teachers and school staff reached out to all students and families in order to collect information about their access to devices and connectivity, using phone calls, texts, and email. Communication was made both in English and Spanish in order to assist families that required a Spanish translator. From this information, it was made evident that students needed technology tools at home in order to participate in distance learning. Throughout March and April, students who did not have access to a computer were assigned a chromebook and they were made available for pick up from the center. In the following months and moving forward, students who need a chromebook, due to various reasons, will be able to request one from their IS teacher and pick it up from their center.

Devices

For students who do not have access to a technological device, the LEA provides chromebooks in order for them to participate in distance learning and to complete online school work. For students who are sharing devices at home with siblings, parents, and other family members, the LEA also provides them with chromebooks since having access to their own device is an academic benefit.

Connectivity

Research on available resources for students and families such as low cost and/or free internet access is continually being done by the LEA. This information has been shared and will continue to be shared to the students and families through the mail, in emails, and phone calls. The LEA is striving to provide hot spots for students who are unable to benefit from low cost and/or free internet access.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The LEA measures time value, student engagement, and mastery of standards based curriculum by tracking the frequency of pupil work completed through live chats and synchronous instruction. Mastery of standards is measured both formatively and summatively through small group instruction and our independent studies curriculum. Digital curriculum provided through our online platform, Edmentum and physical units are offered for independent studies courses. Physical units have performance tasks and cumulative review activities embedded within Student Workbooks to assist teachers in tracking student progress. Teachers measure student participation through evaluation of each student's pace through the unit and proficiency of the activities as students complete the Student Activity Workbooks. Our digital Edmentum courses provide teachers the capability to view real-time participation minutes as students complete courses online. The Edmentum portal allows teachers to access student data, which includes time spent on a particular activity and mastery of formative and

summative assessments for each individual unit. Teachers are able to track student progress and provide needed intervention support during synchronous and asynchronous instruction by assessing whether or not students are meeting learning targets that are embedded in our physical and digital curriculum.

Asynchronous lessons are provided to scaffold learning offered in virtually delivered synchronous lessons. Teachers are able to measure student participation and learning achieved in asynchronous lessons through formative assessments completed post lesson, whether it is during a virtual meeting or as an independent assignment. Providing intervention and scaffolding support when student work indicates that learning loss has happened or is currently taking place, also helps to increase participation and progress through the coursework. The LEA will also measure and monitor pupil participation through monthly evaluation of each student's credit acquisition and completion of digital attendance. A monthly student progress report is reviewed to determine if students credit completion is in alignment with his or her graduation goals. Monthly completion of students digital attendance is also monitored using our student information system. Evaluating student progress and attendance is important to assessing whether or not intervention is necessary to increase student participation and combat learning loss early on. In response to stakeholder input indicating a desire to increase opportunities for students to receive additional instructional time, the LEA is also offering additional support minutes as needed so that learning is accelerated and loss is mitigated as much as possible.

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 sup

The LEA acknowledges the importance and need of ongoing collaboration, and provides professional development and resources to staff to assist in supporting the learning gaps of students as well as empowering teachers with the tools necessary for effective teaching in our new virtual learning environment. Professional development continues to be a focal point in core content areas such as English, Math, Science and Social Science. Due to distance learning, professional development is now also geared towards digital curriculum, virtual classroom platforms, virtual conferences and webinars that target the needs of staff and students. Content area teachers, IS teachers, Special Education Specialists, and English Learner Specialists will meet regularly once a week to participate in Professional Learning Communities (PLCs). These ongoing collaborations allow teachers to brainstorm, develop and refine strategies for effective virtual classrooms, making the curriculum more accessible to all students in the online platforms, as well as collaborating on methods to better serve the new learning needs of all students. Principals and Assistant Principals will meet regularly, at least twice a month to address center needs and issues, policy changes and collaborate on necessary adjustments to further promote student and staff success. Our Programs' Coach will continue to provide support, resources, PDs and PLCs focused on digital curriculum (Edmentum), Google Classrooms, student engagement, and technology. In order to assist and prepare instructional staff in transitioning from in-person instruction to virtual instruction to meet the learning gaps of students, the LEA provided and will continue to provide professional developments and resources in technology, mental health and social emotional well being as well as additional resources required for effective teaching given our new, virtual environment.

Technology Professional Development

At the transition from in-person instruction to virtual instruction (distance learning), staff was provided training and PDs via virtual training and self-paced courses. Training was provided in the facilitation of our new online curriculum, Edmentum, as well as training to learn about the new updates made to our benchmark assessment platform, Star Renaissance. In order to help teachers to engage students effectively in the

new virtual format, technology-centered PD opportunities were offered which included trainings in the use of Google Meet and Hangout, the use Google Meet Nicknames, how to set up a Google Voice for distance learning, how to use DocHub for merging documents and creating distance learning Work Samples, how to create a distance learning Work Sample from Edmentum or Student Activity Workbooks. PD's were also offered in the use of technology to assist in the continued communication with parents and guardians during distance learning through the use of the Parent Portal in StudentTrac and Family Sensei in Edmentum. The LEA will continue to provide PDs and workshops through Skyrocket vendor services on assessed needs due to COVID-19, Edmentum curriculum deep dives and accessibility, effective communication through multiple platforms, evaluating and addressing student needs and learning loss, student engagement and motivation and Google platforms. Some of the PD opportunities from Skyrocket include, but are not limited to: Infectious Disease Protocols-Essential Workers return to site, COVID-19- Task Force training, Tech and Google Suites, Google Classroom, strategies for using technology to stay organized, and how to create a digital classroom. Skyrocket has a dedicated website available to the LEA which contain ongoing, recorded best practices collaboration conference videos on topics such as Engaging Students virtually, Communicating in a Virtual World, EL Best Practices, Organizing Your Virtual Work, Resources for Loving Science, Math, English, and Helping Students Cope.

Mental Health and Social Emotional Wellbeing PD

The LEA increased professional development in the area of mental health and social emotional wellbeing to address the challenges brought on by the pandemic and distance learning. Virtual PDs were offered to staff on how to best support students with depression, anxiety, and other mental health concerns. Additional PDs provided staff with strategies in helping them to create healthy boundaries and work/life balance. The LEA will provide teachers and staff PD in the area of Suicide Prevention and Awareness as well as coping skills through the Staff Wellness During Covid-19 professional development.

Additional Resources

To promote professional development in areas that appropriately target the current needs of staff and students, the LEA continues to share links to free virtual conferences and webinars offered by educational organizations. Virtual conferences and webinars hosted by the California Department of Education (CDE), the Los Angeles County Office of Education (LACOE), Learning Forward, Wellness Together, Rosetta Stone and other school districts, are examples of resources offered to the staff to empower them with strategies and tools to serve the needs of all students. This school year, the LEA will be sending school leadership to the 2020 Leadership Update Conference led by the Charter Schools Development Center. In an effort to ensure all staff is comfortable maintaining all WIOA goals and responsibilities during distance learning, a plethora of PD's will be offered, including but not limited to topics on: using technology to meet WIOA needs, maximizing community partnerships, providing wrap around family services, and address the post-secondary needs of English Learners and students with disabilities.

Staff Roles and Responsibilities

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

Overview

While staff roles and responsibilities continue to mirror pre-COVID conditions, this move to distance learning has required a mental shift in regards to the roles and responsibilities of our staff. Staff had to quickly pivot from providing in-person services to providing virtual and digital-based support to students and their families, and there were many procedures and operations to consider that required modifications in order to work effectively in a distance learning model. Services and operations that have transitioned from in-person to virtual include: the full

range of student academic, extracurricular, and social emotional services, new student enrollment procedures, staff meetings and professional learning communities, and other staff daily communication that is necessary in order for operations to continue smoothly. Through the use of multiple online platforms (Google Hangouts, Google Meet, Google Classroom and Zoom) staff are able to provide instructional, emotional, and motivational support to our students as well as to continue enrolling new students and work together to serve students during the pandemic. The expectation is that staff will continue to perform their roles with modifications provided by the LEA in order to ensure transition between distance learning and in-person operations fluidly, as events change. This expectation will continue when it is safe to return to in-person instruction. The LEA has provided and will continue to provide ongoing professional development to assist instructional staff with identifying and supporting student emotional and mental well being.

COVID 19 Health and Safety Compliance

One major role and responsibility that has shifted for all staff relates to center disinfection; all staff are expected to participate in disinfecting the center, including high touch surfaces and personal areas. When in-person student appointments resume, each teacher will wipe down and disinfect student areas in between the conclusion and start of each student appointment block. Appointments will be staggered in order to limit crossover. When it is safe to return to in-person instruction SGI teachers will also perform needed cleanings between class sessions and make sure that desks are situated to maintain six feet distancing requirements. Both IS and SGI teachers will be responsible for assigning students appointment blocks when in-person instruction resumes.

The LEA also created a COVID-19 Task Force, consisting of the following staff members: Center Coordinators, Safety Coordinators, AT1s, AT2s, Assistant Principals and/or Principals. The Task Force is responsible for student safety in the centers, as well as communicating with the Health department in the case of infection.

Technology and Distance Learning

Staff members had to adapt to new technology to fulfill their teaching role in distance education. Our instructional staff had to learn how to submit, grade, track and store student work digitally. Staff members had to shift their mindset from having the tangibility of paper-based products and processes to almost entirely digital processes. This includes developing an understanding of digital filing systems and trackers to maintain organization. Teachers are also expected to communicate with families regularly through phone calls, texts, emails, and Remind app and invite families to partner with the LEA by signing up for Family Sensei (Edmentum) and Parent Portal (Studenttrac). These digital systems allow families access to check on their students academic progress online and at will. Despite the changes in their roles, IS teachers are expected to meet with students at least once per week a week, virtually or by phone and hold additional office hours for drop-in appointments. Our SGI teachers are expected to provide direct instruction, virtually (live and/or recorded) and to provide call-in options for students who do not possess the necessary means to participate digitally.

Mental Health and Social Emotional Wellbeing

While staff always addressed the social emotional needs of students, distance learning has shined a new spotlight on this issue. The LEA will provide ongoing professional development to assist instructional and support staff with identifying and supporting student emotional and mental well being. School counselors meet with students virtually and via phone to provide guidance, support and career opportunities virtually. Additionally, counselors provide families with necessary information and resources digitally or with mailed fliers and informational letters as well as posting resources to their dedicated websites. The LEA also provides students in crisis with opportunities to talk to school

psychologists, and teachers have also received professional development in identifying and looking out for students who may be experiencing crisis in order to refer them for counseling with a school psychologist. Lastly, the LEA has directed staff to focus first and foremost on student mental health and social emotional wellbeing, recognizing that students who are experiencing trauma or mental health issues, especially pertaining to social isolation as a result of the pandemic, are less likely to be engaged and successful in academics.

Pupils with Unique Needs

Similar to our Instructional staff, our Special Education Specialists (SES) continue to hold specialized academic instruction appointments according to and in the frequency of the individual student's IEP, however, these appointments are held virtually. Through the SEIS system, SES teachers track and document the services provided. SES teachers provide intervention and support student progress on their IEP goals during their SAI appointments. As necessary, progress review meetings may be called in order to amend the IEP to ensure that the student is being provided educational benefit during distance learning. English Learner students also continue to meet with their English Language Specialist virtually to continue their English Language development. Both SESs and EL Specialists had to shift their focus from purely supporting students in their academic and language development to also supporting students with navigating the technology required for success during distance learning and helping students and families to become comfortable receiving their services in this manner. The LEA ensures that related services included on a pupil's IEP are provided. Related service providers for counseling, speech therapy, and occupational therapy, etc. are also provided in a virtual modality in accordance with the IEP document.

Non-Credentialed Staff

Non-credentialed staff (Center Coordinators, Tutors, and Outreach Specialists) continue to do the same roles and responsibilities as prior to the pandemic, but through virtual platforms. Center Coordinators are responsible for scheduling online orientations, ordering supplies, and other daily management functions of the center with the additional assignment of taking the temperature of all guests visiting the centers. Once we return to in-person learning, the Center Coordinators will take the temperature of students as they enter the building and maintain a tracking system of all who enter our centers, in case of infection. Tutors have set scheduled appointments to meet with students virtually as an added support to teachers and students. Our Enrollment/Outreach Specialists provide community resources to our families in addition to maintaining our respective center websites. They continue to post various community and center activities as well as send out invitations directly to families. Our Enrollment/Outreach Specialist continues to work with our surrounding communities providing information and enrollment opportunities to students and families seeking to enroll in our schools of choice. Through virtual means, our Enrollment/Outreach Specialist support families through the enrollment process and guide them through gathering and submitting required documentation for enrollment.

WIOA Compliance

Career Pathways Coordinators (CPC) ensure the LEA is meeting WIOA standards by providing career development instruction to our students and through hosting various career/college fairs and local job opportunities. One significant adjustment our CPCs had to make due to COVID-19 is taking their career fairs and soft skills workshops to a virtual platform. CPCs host monthly virtual career chats with local community members and employers for our students, keeping them engaged in workforce opportunities.

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.]

Overview

The LEA is devoted to being proactive in helping meet the unique needs of our English Learners, our students with exceptional needs, foster care students, and pupils who are experiencing homelessness. Additionally, we are offering these students the option of choosing an independent study curriculum, digital curriculum, or Small Group Instruction curriculum based on the pupils unique learning needs. Along with curriculum support students also receive specialized academic support from Special Education Specialists and English Learner Specialists. If applicable, students with exceptional needs are given additional push-in support within Small Group Instruction classes so that they are given the appropriate support and accommodations/ modification to succeed and thrive. In addition, IS teachers will include strategies to provide accessibility for these subgroups, while maintaining the ethical integrity of the curriculum. These strategies include showing students how to utilize translator tools embedded in our digital curriculum, text to speech function in our digital curriculum, chunking assignments in our independent study curriculum, and recording the live virtual instruction during Small Group Instruction classes so that students can later reference the audio and video of the lesson at their own speed.

English Learners

In addition to students' individual appointments with their Independent Studies Teacher, English Learner Specialists meet students for virtual appointments with the continuation of meeting twice a week. These appointments with the English Learner Specialist will be dedicated to provide scaffolded intervention and academic instruction through the framework of iLit and Achieve 3000, as well as to provide designated ELD support to increase inclusivity towards our general education curriculum, as stated in the students Academic Learning Plan (ALP). iLit is a Common Core State and English Language Development (ELD) standards aligned curriculum designed to improve literacy and language acquisition for English Learners in the Beginning and Emerging language proficiency levels, which progresses them towards reclassification. iLit also incorporates the Sheltered Instruction Observation Protocol (SIOP), which is an evidence-based instructional model that has proven to be effective in improving the academic achievement of English Learners. In addition to iLit, the LEA will be offering Achieve 3000 to all English Learners regardless of proficiency level. Achieve3000 is a research based intervention program geared towards improving students' Lexile growth through individually tailored reading activities. In comparison to iLit, English learners will work on Achieve with their English Learner Specialist during small group instructional cohorts. English Language Learners with an Individualized Education Plan will be supported by their Special Education Specialist, in addition to their English Learner Specialist. This ensures that appropriate accommodations are being incorporated to maximize student success and that these programs are being properly tailored to each student's present academic levels and learning needs.

Students with Disabilities

Students with disabilities will continue to receive Specialized Academic Instruction as outlined in their Individualized Educational Programs and accommodations/ modifications will be delivered to the best extent possible following a distance learning format. Students will continue to have access to IEP accommodations as outlined in their current IEP, Virtual SPED and related services, General Education support

services, Chromebook, Internet, Edmentum- digital online curriculum. The Online Curriculum has embedded Accommodations within the curriculum in a distance learning format. Special Education teachers will provide families the choice of tool for home collaboration to generate what homebound learning could look like for each individual needs i.e. Telephone consultation, zoom, days and times that would work for instruction, days of the week that work better than others, email, etc. All Service Providers will also ensure that all students are receiving their respective service frequencies as outlined in the IEP's by phone or through video chat. This includes, but not limited to, Counseling Services, ERMHS (Educationally Related Mental Health Services), and Speech and Language Services. Progress will continue to be tracked accordingly via Virtual Tracking, SEIS- Service delivery tracker, Progress review meetings, and Progress reporting. Initial, 30 Day, Annual, and Triennial IEP meetings with students, parents, school staff, and school administration will take place virtually or by telephone to ensure timely review of students' progress and necessary updates to their IEP. The LEA also conducts SST (Study Support Team) meetings and has an early intervention screening procedure in place to identify students who may be eligible for special education services as outlined by Child Find law.

Foster and Homeless

The LEA recognizes that students who are in foster care or homeless may have limited access to resources, the LEA is taking multiple steps such as providing essential care packages (shelf stable food, hygiene items), providing students the necessary technology such as chromebooks and available hotspots, enabling students to participate in our free lunch program, and keeping students informed of community-based resources that can further assist them. This includes providing resources such as locations of food distribution centers, shelters, as well as resources for mental health and crisis support. Post-Secondary Counselors also serve as an additional layer of support and counseling, and connect with foster youth and students experiencing homelessness on a monthly basis. Additionally, School Psychologists are trained and readily available to provide more intensive counseling services and monitoring in the areas of academics, behavior, and social emotional issues.

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

Description	Total Funds	Contributing
Basic Services: Students will have access to fully credentialed teachers to help aid their progression in core courses.	\$ 5,508,318	Y
Professional Development: Instructional staff will be provided professional development opportunities to better equip them to provide individualized, standards aligned, and data-driven instruction.	\$ 25,600	Y
Broad Course of Study: Broad course of Study: All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, English Learner, and Career Technical Education.	\$ 331,000	Y
WIOA Implementation: Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.	\$ 60,000	Y

Technology: Students will have access to Chromebooks, internet, and other technology resources to support accessibility during distance learning.	\$ 61,500	Y
Evidenced-based Intervention Curriculum: SWD and EL students who are identified as “Urgent Intervention” on benchmark assessments will be provided additional support and resources through research-based interventions such as Achieve 3000, Accelerated Math, and iLit.	\$ 720,000	Y

Pupil Learning Loss

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

The LEA will utilize multiple measures to assess learning loss during the 2019-2020 and 2020-2021 school years:

Benchmark Assessments

The LEA utilizes the Star Renaissance benchmark assessment, which provides a detailed overview of a student’s present learning levels in English Language Arts and Mathematics. The Star Renaissance benchmark assessments are given three times a year in fall, winter, and spring to examine student growth over the course of the school year. Through various Lexile, growth, and grade level proficiency reports provided by the Star Renaissance platform, the LEA is able to assess and identify students who need urgent intervention in ELA or math. The LEA will utilize Star Renaissance data from the pre-pandemic 2019-2020 school year to compare learning loss sustained during the 2019-2020 and 2020-2021 school years.

Quality of Assignments and Teacher Observations

The LEA will also review formative and summative assessments in IS, SGI, and Edmentum curriculum. Formative and summative assessments embedded into the three curricula include online assessments, quizzes, essays, presentations, laboratory activities, and class discussions and/or discussion posts. By analyzing student performance on coursework as well as comparing Star Renaissance current levels to previous levels, teachers can obtain a more holistic understanding of pupil learning loss. Teachers are also checking for student understanding during student appointments as well as during additionally assigned instructional times. Specific attention is given to our ELD students to ensure they are receiving appropriate integrated instruction either through our online platform or iLit curriculum.

Credit Attainment and Attendance

The LEA reviews credit attainment data, also known as Monthly Student Progression (MSP), on a monthly basis to determine whether students are making satisfactory progress on general credit attainment and in the core subjects of English, math, social science, and science. Students are required to turn in a minimum of four units per monthly grading period, but are expected to turn in six or more units to pace on schedule or catch up on credit deficiency. Credit attainment or MSP is a metric that is utilized both for individual students and to identify trends within the LEA. Due to the independent study and credit based nature of the program, when credit attainment decreases learning loss is a given. Digital attendance will also be monitored to track whether students are consistently attending school appointments with their teachers, as learning loss cannot be assessed accurately without opportunities for student-teacher interaction and learning loss is a given without

opportunities for such interaction. The LEA reviews school data on a monthly basis to determine whether students are making satisfactory progress on general credit attainment and in the core subjects of English, math, social science, and science.

Assessing Learning Loss Relating to English Language Development

Learning loss in English language development is measured through 1) ELPAC assessment scores 2) Lexile levels on Renaissance Star benchmark assessments. The LEA's English Language Department will also continue to administer the STAR Renaissance Reading and Math Assessments remotely, three times during the school year to English Language Learners. Additionally, the English Language Department utilizes Achieve 3000a, a research based intervention program designed to support English Language Learners. Article selections, quizzes, and activities are customized to students' Lexile levels. English Language Specialists (ELS) assess for learning loss based on students' ability to successfully read articles geared toward their current Lexile level and subsequently answer comprehension questions. Additionally, ELS's observe students' reading, writing, listening, and speaking skills during student appointments to measure students' present levels. The LEA will also be participating in the optional Summative English Language Proficiency Assessment of California (ELPAC) which runs between August 20th and October 30th. This assessment has been created as a direct response to testing halts which resulted from COVID-19 in the 2019-2020 school year. Students who pass the ELPAC become eligible for Reclassification as a Fluent English Proficient (R-FEP). The LEA understands that all students should receive equal opportunity and equal access to the Summative ELPAC so that they may have the opportunity to reclassify.

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.]

Pupil Learning Loss Strategies for All Students

The LEA will address learning loss and accelerate learning progress for all students by providing interventions for students identified as experiencing learning loss. When the LEA identifies student learning loss through benchmark testing, student work samples, and lack of student progress toward graduation, multiple intervention strategies will be implemented for the student. Students identified as "Intervention" or "Urgent Intervention" by using benchmark testing through Renaissance Star, will be assigned additional English or Math tutoring as it applies. Teachers may also assign the student to a direct instruction English or Math class through our Small Group Instruction program. Teachers who identify learning loss through student work samples or observe that students continue to struggle, will give students additional intervention strategies and resources. These strategies include supplemental unit reviews, one on one tutoring, and utilizing Edmentum curriculum. The Edmentum curriculum provides read aloud text features, embedded study guides, and translating features. To address learning loss in the area of English Language Arts, the LEA will implement Achieve 3000. For students who continue to demonstrate little or no progress in minimizing learning gaps, a student success team will be convened with the teacher, administrator, and appropriate support staff to investigate additional intervention steps to be taken for the student to overcome their learning loss. It may be deemed necessary that the administrator meet with the student and/or parent to create goals and actions to address the student's progress. Lastly, the LEA will assess the need for counseling or other school resources that may be of benefit to students who are struggling mentally and/or socio emotionally. If students or parents request counseling, a referral will immediately be made so that a student is able to promptly meet with the School Psychologist. Likewise, students who are identified as having resource-related barriers to their academic success will be provided necessary

provisions including hotspots, chromebooks, care packages for hygiene needs, access to nutritious meals, and information on community-based resources.

Pupil Learning Loss Strategies for Students with Unique Needs

In order to make strategic efforts to target learning loss for pupils with unique needs, the LEA has developed additional procedures to its intervention plan for all students outlined above. In addition to examining benchmark assessment data, formative and summative assessments, student progression, and teacher observations, the LEA will also follow students' Individualized Education Plan (IEP) for students with disabilities and Academic Learning Plans (ALPs) for English learner students. Each of these documents outlines individualized goals and supports to target, accelerate, and increase student learning. The LEA will also schedule progress review meetings with all stakeholders to revisit students' Academic Learning Plans and Individualized Education Plans as learning loss is identified. The purpose of this progress review will be to assess and document whether new accommodations are appropriate to mitigate learning loss as a result of the distance learning format. In addition to the intervention strategies and resources provided for all students, students with disabilities may be assigned additional specialized academic instruction with their Special Education Specialist. English Learners who need additional support will be given additional appointment times with the English Language Specialist. Adding instructional time will enable specialists to incorporate more direct instruction, modeling, and scaffolding to augment the level of student support. Foster and Homeless Youth will meet with the postsecondary counselor once per semester and have additional appointments with the postsecondary counselor if learning loss is identified. In addition to these meetings, Foster and Homeless Youth will be provided with additional appointments and may be assigned to work with support staff in order to provide one on one interaction tailored toward credit acquisition and progress toward graduation. Low Income students' learning loss will be assessed by students' IS teachers who will assign appropriate interventions and resources needed according to the student's specific needs and circumstances.

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 effectiveness of the strategies the LEA applies to pupil learning loss will be measured using: **1)** Star Renaissance benchmark assessments, **2)** formative and summative assessments, **3)** teacher observations, **4)** Achievement Chats, **5)** stakeholder events to solicit feedback from students and families, and **6)** monthly tracking of student progression and digital attendance. Benchmark assessments in the academic content areas of Reading and Math are provided to all pupils three times an academic school year in fall, winter, and spring through the district's RenStar program. Options for Youth - Duarte is able to assess the effectiveness of pupil learning loss strategies, supports, and interventions throughout the entirety of the school year through the implementation of RenStar benchmark assessments. The utilization of formative and summative assessments will ensure that the district is able to obtain data between rounds of RenStar benchmark testing windows to assess student learning and progression through the general education curriculum. Teachers will perform observations of students on a weekly basis to assess learning progression and areas of learning loss. On a semester basis, teachers will hold Achievement Chats with students and parents to provide feedback from these stakeholders in relation to the implementation of pupil learning loss strategies and the effectiveness of such strategies. Examples of items of discussion that occur in these Achievement chats are pupil academic areas of strength and progress, learning gaps, necessary interventions to support the pupil, etc. Stakeholders are able to collaborate as a team (i.e. student, parent, teacher) in devising more intensive interventions to further implement to mitigate learning loss for

the students. In order to foster and facilitate parent involvement and collaboration, it is imperative to promote opportunities such as virtual parent engagement nights, parent workshops and encouraging parents' use of family sensei and the parent portal.

The inclusion of these factors will work to assess the efficacy of our intervention strategies. Parent feedback will be documented through the medium of a parent survey to be provided at our spring parent engagement event. Items that will be surveyed will include but are not limited to pupil learning loss during distance learning, the efficacy of intervention strategies, and assessing the impact the strategies had on mitigating learning loss. Lastly, student progression, as well as student attendance, will be monitored closely on an ongoing and monthly basis by the LEA. This allows the LEA to monitor and track student progress which is also germane to the overall percentage of students who are progressing towards successful graduation. Additionally, the LEA will continue monitoring student digital attendance as this data shows that students are continually attending their school appointments. Once these strategies and factors are proven to mitigate learning loss, the LEA will track successful and incremental progress based on the six indicators as listed above.

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

Description	Total Funds	Contributing
Benchmark Assessments and Interventions: The LEA will utilize Renaissance Star benchmark assessments for reading and math to assess and identify students who have experienced learning loss as a result of COVID 19. The LEA will implement intervention programs to address student academic needs.	\$ 42,200	Y
Academic Planning: Students and parents (if applicable) will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, post-secondary aspirations, GPA, benchmark assessment data, and performance standards at least once per semester.	\$ 80,727	Y
Tutoring and Support Staff: Students will have access to tutors and support staff to receive assistance and additional interventions for math and English accessibility and core course completion.	\$ 547,644	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.]

Options For Youth - Duarte recognizes the need to support the mental health and social and emotional well-being of both students and school employees, and will continue to provide resources to students and professional development opportunities to staff in order to meet those needs:

Child Find - The LEA utilizes Child Find, a legal mandate and evaluation process, to identify students who are exhibiting signs of having disabilities and could qualify for Special Education services. To ensure that the school is best equipped at identifying these students and recognizing when to initiate the Child Find process, the Lead Special Education Specialist will carry out a Child Find training for all teachers and staff annually.

Monitoring IEP Progress and Compliance - To ensure that each Special Education student's mental, social, and academic needs are met, the LEA's Special Education team will closely monitor the Individualized Education Plan for each student and continue to maintain IEP deadlines for compliance. Once a month, professional development workshops will be held by the Lead Special Education Specialist to cover topics such as IEP monitoring and compliance, administering IEP Designee training, the Child Find process, and the overall sharing of best practices.

Student Success Teams and 504 Plans - Identifying students who would benefit from strategies in recognizing and de-escalating certain behaviors that can obstruct academic learning is a collaborative process done by the teachers, school psychologists, and parents. During this time of COVID and distance learning, these behaviors, which can stem from social emotional issues, can be worsened. An example of a social emotional issue that can potentially be exacerbated during this time is anxiety. Training's and Professional Developments on how to best implement Student Success Teams (SSTs) and/or 504 Plans will be offered by the school psychologist team in order to help support the students. The SST can be likened to a mini task force created to help the students struggling with these behaviors, get back on track by teaching them skills to help with self management. The 504 plan may allow for accommodations which aim at helping students reach academic success along with their peers. Both the SST and the 504 plan are supportive tools for students who are struggling with facing social emotions needs, especially during this time of COVID and distance learning.

Counseling Services - During this time of COVID and distance learning, the LEA is cognizant that the students may be experiencing trauma. Support services have been put into place for these students to ensure that their social emotional needs are met. During their regularly scheduled virtual instructional appointments, student's mental health and well-being will be monitored through social-emotional check-ins. School Psychologists, provided by the LEA, are available for post-trauma services and suicide assessment. Monthly awareness campaigns about the importance of social issues, such as suicide prevention, will be run by the school psychologist in order to educate all stakeholders; students, staff, and parents. The school psychologist is also available to counsel students when the need arises as well as consistently meeting with Special Education students, who must complete set hours of counseling as part of their IEP. If the need for more counseling services arises, the LEA will partner with local mental health organizations, such as Foothill Family Support Services, in order to provide more support such as group counseling for families. Virtual opportunities to engage with the school community through group events that focus on social interaction, reflection, and wellness are being provided by the LEA in order to monitor and support the social and emotional well-being of students. Additional resources provided to students include online self-care videos where students learn how to monitor their own mental wellbeing and practice self-care routines.

College and Career Counseling - Whether a student's post secondary goals are focused on continuing education in college or going directly into the workforce, the LEA provides Post Secondary Counselors and Career Pathways Coordinators to help assist and guide students in meeting these goals. While working in tandem, they host a variety of college and career events such as career fairs and college tours. Families are encouraged to participate in many of these events such as FAFSA and Cash for College Nights. The Post Secondary Counselors also have created a website where students and parents can go to see a compilation of community based resources such as support services for foster and homeless students, such as shelter, food and health care, how to gain free or reduced internet low,tips on practicing mindfulness, suicide prevention support groups, and local meal distribution sites.

Professional Development - To assist staff in identifying social emotional issues in students, families and even in his/herself, the LEA will host multiple and ongoing Professional Developments. The focus will be on exercising mindfulness, building and keeping motivation, and in movement. Virtual yoga classes and pilates classes are just two examples of the classes offered to staff. These movement activities allow staff to release stress through guided physical activity and have an opportunity to interact with colleagues in meaningful ways, outside of work. Virtual wellness tools and resources, including grounding exercises, self-care, and coping with stress are also provided to the staff.

Employee Assistance Program (EAP) - . The Employee Assistance Program (EAP) is offered to staff through the LEA. The EAP offers a variety of services for issues ranging from family, relationship and parenting issues; child and elder care needs; emotional and stress-related issues; trauma, conflicts at home or work; alcohol and drug dependencies; and health and wellness issues. The LEA is cognizant that trauma may have been induced during this time of COVID. As a response, the EAP has tailored its support services to reflect needs directly related to COVID. Licensed mental health professionals are available for confidential consultations and appointments to address unique needs of school employees. School employees will also be provided a professional development opportunity for suicide and trauma awareness to further ensure we are appropriately responding to the impacts of COVID-19 within our school community. Most importantly the wellbeing of staff members is monitored through one on one check-ins with school leadership and informal peer check-ins.

Student Groups and Community Service - The LEA is committed to offering extra curricular student groups. In these groups, teachers facilitate group meetings in which students can participate in a fun online activity such as art appreciation, poetry reading hour or attend a discussion and Q and A on community activism. Additionally, Student Leadership provides a place where students can focus on giving back to their school and their community. Another student group, The Creatives, focuses on art in all forms: written, spoken, on paper and all media. The Senior Cohort, offers additional support and extracurricular activities to our students who are expected to graduate. Wednesday Lunchtime Cafe is an ongoing event hosted by staff to hold a safe space for students to engage freely. Options for activities include art, pet expo, social discourse, stress management, mindfulness, physical fitness, and community service from home activities. The LEA will monitor its success at meeting the social emotional needs of students, families and staff by seeking quarterly feedback through surveys and virtual coffee chats with school leadership. OFY-D is prepared to shift its plan based on the trends and needs identified through this stakeholder feedback.

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.]

A variety of modes of communication are used by teachers to communicate with their students and students' families. These include, but are not limited to, phone calls, texts, emails, instant messages, Google hangouts, and Zoom meetings. Teachers connect with each of their students one to two times per week either by phone or on a virtual platform (Google or Zoom). Additional appointments are made as needed. These meetings are extremely important because they pose the opportunity for teachers to check in on their students' social emotional well being. During this time teachers offer students additional resources like talking to a school counselor or psychologist as needed.

The LEA has dedicated itself to making numerous attempts to re-engage each student who is absent for more than three school days or 60% of the instructional days in a week. These efforts include multiple phone calls, texts, emails, letters sent home, and home visits, all while practicing safe social distance protocols. In addition to teachers making these efforts, Assistant Principals and support staff at the centers assist IS teachers with reaching out to students and families in the hopes to re-engage. In order to encourage students who have fallen behind, some staff volunteered to participate in a caravan driveby where staff honked and held up signs encouraging students to re-engage in their school work. In addition, teachers hold achievement chats with students and guardians that include data and visual graphs to display where students are academically in terms of graduation. These achievement chats occur both at the beginning of each semester and throughout the semester when students and parents need support in re-engaging with academics. This opens up a space for students and guardians to ask questions and assess the students' academic efforts by allowing everyone to see where the student is in terms of reaching their academic goals.

Students are considered to be chronically absent if they have four or more unexcused absences and are not making adequate academic progress. These students are placed on an intervention plan that includes tracking the amount of times the teacher has attempted to make contact with the students and their families. Additionally, strategies and accommodations are put into place to ensure students do not fall further behind in school. This involves multiple, regularly scheduled, meetings, designed to involve families and re-engage students to participate and make progress towards graduation. Some examples of strategies for student reengagement include utilizing digital calendars to help students keep track of all their virtual appointments, chunking units to help students not feel overwhelmed, and providing students with standing tutoring appointments or virtual study hall hours for math and English to establish routine and additional appointments.

All communication, including communication related to COVID-19, can be translated into a number of languages. Because many families in Options for Youth Duarte predominantly speak Spanish, the LEA is mindful in translating all communication sent home, including communication regarding COVID-19 in Spanish. This includes our return to school plan which included infographics that were also reproduced in Spanish. Lastly, the LEA utilizes School Messenger, an online tool that sends texts, emails, and robocalls from the school to each guardian. These messages are sent in both English and Spanish.

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.]

Many families served by the LEA have lost income, are working fewer hours, or are experiencing some type of financial hardship directly as a result of COVID 19. Students who have already been asked to help their families financially have also lost jobs. With recommended safeguards in place according to the CDC, learning centers are open for disbursement of free nutritious, grab and go, meals during school's hours of operation. The LEA is concentrating on offering shelf stable meals, so students have the opportunity to obtain as many as five meals in one visit, so that they will only need to spend the resources to go to the school site one time a week. Students are encouraged to sign-up for meals and distribution times in order to maintain social distancing and to control the flow of traffic through staggered, pick-up times. School staff also inform students of meal programs available to them in their local community, possibly closer to their residence.

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

Section	Description	Total Funds	Contributing
School Nutrition	The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day.	\$ 28,800	Y
School Nutrition	Students will be offered snacks throughout the day to supplement the healthy meal program.	\$ 1,200	Y
Pupil and Family Engagement and Outreach	The LEA will host stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to seek feedback in the development and growth of our program. This action is also listed under the "Continuity of Instruction" section.	\$ 8,920	Y
Pupil and Family Engagement and Outreach	The LEA will utilize technology to improve student/parent communication with the goal of increasing school connectedness and awareness of student academic progress.	\$ 20,000	Y
Mental Health and Social and Emotional Well Being	Counseling support will be offered to students in crisis. Professional development will be also offered to staff to build capacity in successfully supporting students who may be experiencing mental health struggles.	\$ 130,000	Y
Mental Health and Social and Emotional Well Being	Students will be offered a range of extracurricular activities to support their social emotional development. They will be provided diverse opportunities to connect with their peers, staff, and the community.	\$ 15,800	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
32.60%	\$ 3,167,657.00

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.]

Action(s) being offered on a school-wide basis to ALL Students:

Basic Services: Students will have access to fully credentialed teachers to help aid their progression in core courses.

Professional Development: Instructional staff will be provided professional development opportunities to better equip them to provide individualized, standards aligned, and data-driven instruction.

Broad course of Study: All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, English Learner, and Career Technical Education.

Academic Planning: Students and parents (if applicable) will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, post-secondary aspirations, GPA, benchmark assessment data, and performance standards at least once per semester.

Subgroup(s) benefiting the most from these Action(s):

Low Income, Foster Youth, and English Learners

The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways.

Low Income (LI), Foster Youth (FY), and English Learners (EL) face additional economic, social, and language barriers toward academic success that has been amplified by COVID 19. Students come to Options For Youth - Duarte are typically credit deficient in core subjects, and this trend is even more pronounced for Low Income, Foster Youth, and English Learner subgroups. These subgroups are more at risk for becoming even more credit deficient as a result of learning loss sustained during the pandemic and are most in need of access to fully credentialed teachers to help mitigate credit deficiency and aid progression in core courses. Low Income families are significantly more likely to face additional financial and social emotional hardships and trauma as a result of the shutdown of non-essential industries in response to COVID 19. Additionally, LI families are more likely to work in essential service industries that put workers at risk for contracting COVID 19. As a result of these financial hardships and COVID 19 health risks, LI students are less likely to be able to focus on academic learning when basic needs for the family unit, such as housing, food, and other financial obligations take precedence. These economic stressors can also lead to mental health problems and social emotional trauma. Foster Youth are affected by the lack of a parental figure to provide supplemental academic support and nurturing, which may be more exacerbated, especially for FY living in group homes, due to the increased social isolation that has happened as a result of safer-at-home policies implemented. As FY are already at-risk due to potential transient nature of previous education, the pandemic puts them at even more risk for becoming credit deficient. Lastly, English Learners are more likely to be impacted by COVID 19 because they no longer have opportunities to interact in person in an English-rich language environment with educators and peers, which puts them at-risk for postponing English fluency, which will in turn impact their ability to

progress toward core credit completion. LI, FY, and EL subgroups are all less likely to have strong academic support in their households, and the gaps in supplemental support outside of the school is likely to have increased as a result of the pandemic, which puts these subgroups at even greater risk for credit deficiency.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for LI, FY, and EL subgroups in that all are designed to provide subgroups with the resources they need to overcome credit deficiency that may be increased as a result of COVID 19. Highly qualified, fully credentialed teachers are able to bridge subject matter content and students' skill levels in order to mitigate learning loss experienced as a result of COVID-19. *Access to fully credentialed teachers*, who have the training and resources required to scaffold assignments, apply interventions, and differentiate instruction will help mitigate learning loss and credit deficiency that occurs during distance learning. Additionally, EL's must have access to highly qualified and fully credentialed teachers who understand and can apply appropriate SDAIE instructional strategies for EL success as well as transition these strategies to a virtual format in order to provide EL's with opportunities to continue to build fluency during distance learning. *Professional development* for all instructional staff, especially directly geared toward distance learning, plays a critical role in helping LI, FY, and EL subgroups fully access curriculum in a distance learning format so that they gain the skills to work more independently at home even if they lack the resources or additional support outside of school. Providing these subgroups with a *broad course of study* ensures both core content and workforce related curriculum in order to bridge learning loss sustained during distance learning. Common Core and other state college and career readiness standards embedded into the curriculum define the skills and knowledge that students need to have in order to be prepared for postsecondary education, the workforce, and independent living, and it is essential that students continue to have access to broad course of study during distance learning to ensure the learning loss is not exacerbated as a result of curriculum. Lastly, *academic planning* with credentialed teachers and/or postsecondary counselors offers LI, FY, and EL students and families multiple ways to access resources for academic planning and have conversations about academic progress that improves student and parent/foster connectedness, which is more at-risk during the social isolation that has been brought on by COVID 19. Academic planning creates opportunities to empower students and parents through actively participating in the academic planning process, which also strengthens home and school partnerships, and can improve credit deficiency amongst LI, FY, and EL subgroups.

How the action(s) listed above are principally directed towards and effective in meeting the needs for the unduplicated students listed

Action(s) being offered on a school-wide basis to ALL Students:

Benchmark Assessments and Interventions: The LEA will utilize Renaissance Star benchmark assessments for reading and math to assess and identify students who have experienced learning loss as a result of COVID 19. The LEA will implement intervention programs to address student academic needs.

Evidenced-based Intervention Curriculum: SWD and EL students who are identified as "Urgent Intervention" on benchmark assessments will be provided additional support and resources through research-based interventions such as Achieve 3000, Accelerated Math, and iLit.

Tutoring and Support Staff: Students will have access to tutors and support staff to receive assistance and additional interventions for math and English accessibility and core course completion.

Subgroup(s) benefiting the most from these Action(s):

Low Income (LI), Foster Youth (FY), and English Learners (EL)

The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:

As a result of the pandemic, Low Income, Foster Youth, and English Learners are more at risk for learning loss and will benefit from targeted researched based interventions to bridge the gap of learning loss that occurs during the 2019-2020 and 2020-2021 school year. LI students face the barrier of lacking resources for additional tutoring and postsecondary planning support outside of school and financial hardship as a result of COVID 19 will likely only increase this barrier. FY students are typically more transient and may experience a loss of time in school or stable housing, which can lead to lack of access to consistent instruction and learning loss. EL's require additional support in English Language acquisition through exposure to relevant, standards-aligned curriculum and interventions and due to the current lack of an in-person English rich environment brought on by distance learning, EL students will be in more need of additional interventions to mitigate loss of Lexile levels and overall learning loss. This is especially true for those whose parents do not speak the English language and cannot support students academically at home due to language barrier. All three subgroups are more likely to require targeted interventions during distance learning and upon return to in person learning to mitigate learning loss that occurs due to loss of in person instructional time.

These actions are principally directed toward and effective in meeting the needs of the LI, FY, and EL students because they are designed to measure learning loss and provide targeted research based *interventions* and additional support from instructional support staff to mitigate learning loss. Lexile measure, as a reading indicator, has a direct correlation with student success in an independent study program that relies heavily on reading to access the content. *Benchmark assessment data* provides us with a snapshot of both student achievement and student growth throughout the school year, so that we can continue to tailor instructional choices to each student's present needs. This is principally directed toward our LI, FY, and EL students in that it provides us with immediate score feedback, and allows for immediate instructional planning and intervention implementation to target students who need the most support during distance learning. Utilizing benchmark data to offer *evidenced based intervention curriculum*, additional *tutoring*, and additional instruction from *support staff* will serve to This will be effective in meeting the requirements of increasing and improving services for LI, FY, and EL students as they are provided individually tailored instruction based on literacy skill areas they are most deficient, in order to improve Lexile measure and improve overall access to the content in the independent study curriculum. Interventions for LI, FY, and EL students also bridge the gap between school and home support and provide an extra layer of scaffolding for access to curriculum content when they are not at school with their credentialed teacher.

Action(s) being offered on a school-wide basis to ALL Students:

Parental Involvement and Stakeholder Engagement: The LEA will host stakeholder engagement events for pupils with unique needs and the general student population to seek feedback in the development and growth of our program specifically in regards to distance learning. The LEA will utilize technology to improve student/parent communication with the goal of increasing school connectedness and awareness of student academic progress.

Subgroup(s) benefiting the most from these Action(s):

Low Income, Foster Youth, and English Learners

The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:

Low Income, Foster Youth, and English Learners face additional challenges to school connectedness, awareness of school offerings, and understanding of student academic progress. LI, FY, and EL families may not feel a sense of support from the school as a result of financial hardships and lack of resources, transience in education, and language barriers, all of which have been exacerbated by COVID 19. These challenges and lack of awareness can lead to chronic absenteeism, increased dropout rates, and learning loss for students, and it is even more essential during COVID 19 for the LEA to make efforts to re-engage LI, FY, and EL families through targeted and specific teacher outreach and family engagement events that are widely promoted to ensure that these subgroups are aware of the supports that the LEA has to provide for them.

This action is principally directed toward and effected at meeting the needs of LI, FY, and EL families because providing and promoting specific opportunities for parent involvement and stakeholder engagement directly to the impacted subgroups will help decrease chronic absenteeism, reduce dropout rates, and increase a sense of school connectedness for the subgroups and their families. Hosting stakeholder engagement events provides more flexible options for parents and students to engage with the school community and continuing to offer these in a virtual format either through video conferencing or teleconferencing during the pandemic can allow parents to feel like they still have access to school leadership and instructional staff even if the school sites are currently closed. Administering and promoting survey completion for these subgroups, while utilizing flexible technology (in the students' home language as well), to elicit feedback from LI, FY, and EL students and parents provides a platform for all stakeholder voices to be heard, including families with the greatest barriers to engagement. Continual outreach by teachers and tiered reengagement meetings called achievement chats create opportunities to empower students and parents through actively participating in the academic planning process, which also strengthens home and school partnerships.

Action(s) being offered on a school-wide basis to ALL Students:

School Lunch Program: The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day. Students will be offered snacks throughout the day to supplement the healthy meal program.

School Safety: Safety equipment, such as personal protective equipment, will be provided to ensure compliance with State and local reopening protocols.

Technology: Students will have access to Chromebooks, internet, and other technology resources to support accessibility during distance learning.

Subgroup(s) benefiting the most from these Action(s):

Low Income and Foster Youth

The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:

Low Income and Foster Youth students may lack access to medical care, are more at risk for contracting COVID 19, and lack the financial

means to purchase personal protective equipment, which is a requirement to return to school when phase two commences. LI and FY subgroups are also identified as needing in-person instruction most due to high risk factors for learning loss due to their lack of academic resources at home and transiency in their education. LI and FY students may not have consistent access to healthy meals on a daily basis, for some due to limited financial resources and for others due to the high transiency of their living conditions. Low-Income and Foster Youth students are at higher risk of being food insecure due to COVID-19. LI and FY students do not always have the means necessary to utilize technology at home and often lack the guidance from their home environment in which to develop 21st century skills. LI and FY students also lack the financial resources to purchase personal devices and internet connectivity. FY students that are placed in group homes often share devices, if provided access, and do not have a stable support system through which they can learn and practice 21st century skills. Due to COVID-19, students in these subgroups may not have sufficient support with navigating educational technology compared to when they have access to attending school in person.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for LI and FY subgroups because they are directed at providing students access to the the basic health and safety necessities required in order for the LEA to reasonably expect students to focus on academics. LI and FY students cannot participate in in-person instruction if they do not own PPE. The school providing PPE is effective for these subgroups to safely attend school in person when state and local guidelines allow the LEA to move into phase two. Fulfilling this need thereby creates equitable choice for Low-Income and Foster Youth students, who may otherwise not have the option of in-person instruction. Offering LI and FY students healthy meals and snacks on a consistent basis may help mitigate financial hardships brought on by the pandemic. Providing nutritionally dense meals will also provide students with the strength and health needed to be able to focus on coursework. Providing school lunch programs to LI and FY students is effective in meeting the requirements of increased and improved services because it mitigates financial hardships and food insecurity that these subgroups may be experiencing due to COVID 19. Providing LI and FY access to technology is essential for them to communicate with their teachers and peers, access curriculum, and receive instruction and academic support. Ensuring access to technology is effective in meeting the requirements of increased and improved services for these subgroups of students in that it removes a barrier to their education, especially now that teaching and learning is so heavily reliant on technology as a result of COVID-19.

Action(s) being offered on a school-wide basis to ALL Students:

WIOA Implementation: Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.

Subgroup(s) benefiting the most from these Action(s):

Low Income, Foster Youth

The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:

Foster Youth and Low Income students typically have limited exposure to different career pathways and opportunities in different industries resulting in a large population of these students being undecided in regards to a future career path, and how their present academic progress can influence their post-secondary career path decisions. As a result of COVID, Low Income and Foster Youth students may have even more difficulty having exposure to career pathways with recent economic downturns and unemployment increases across the state and

county. When Foster Youth and Low Income students are not exposed to different career pathways, they have a limited view of careers they may pursue in order to make a living after high school.

This action is principally directed toward and effective in meeting the needs of Low Income and Foster Youth students in that it provides these subgroups with additional opportunities for exposure to career pathways exploration in order to provide them with opportunities to become independent after high school. The Career Path Coordinator and exclusive WIOA partners mentor these students on how to set goals for the future, and ways in which they can make themselves employable in the present. Due to COVID 19, Low Income students are more likely to have to help families provide income and WIOA implementation will serve to help them find options to enter the workforce while still working toward graduation and possibly integrating a career pathway that provides a more promising future.

Continuing WIOA implementation in a distance learning format and upon return to in person instruction provides students with information about various career pathways and the avenues in which to pursue those careers. Through exposure to industry professionals at workshops, in career chats, and field trips, these subgroups are encouraged to cast a vision for post-secondary success. Having these opportunities during COVID 19 will help to offset opportunities lost for career pathways exploration as a result of lack of in person opportunities provided at the school sites.

Action(s) being offered on a school-wide basis to ALL Students:

Mental Health and Social and Emotional Well Being: Counseling support will be offered to students in crisis. Professional development will be also offered to staff to build capacity in successfully supporting students who may be experiencing mental health struggles. Students will be offered a range of extracurricular activities to support their social emotional development. They will be provided diverse opportunities to connect with their peers, staff, and the community.

Subgroup(s) benefiting the most from these Action(s):

Low Income, Foster Youth, English Learners

The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:

Foster Youth and Low Income have barriers to accessing mental health and social emotional stability, which is exacerbated by the pandemic. These two subgroups need teachers who are professionally trained on identifying the mental health needs that are specific to the economic and traumatic effects of the pandemic so that additional services may be provided in order to mitigate additional learning loss as a result of said trauma. Lastly, teachers need to be trained on helping these subgroups develop coping strategies to develop social emotional stability and such strategies should be embedded into all aspects of the subgroups interactions with staff, not just provided in additional services from school psychologists, post-secondary counselors, or foster and homeless liaison staff.

This action is principally directed toward and effective in meeting the needs of Low Income, Foster Youth, and English Learners because COVID 19 has created increased financial, mental, and/or social emotional stress for all three subgroups as a result safer at home policies and resulting social isolation. These additional hardships can make these three subgroups significantly more at risk for social emotional crisis and it is essential to provide all three subgroups with opportunities to interact with their peers virtually and strengthen their school connectedness through virtual student groups, virtual extracurricular events, and mental health counseling for students in crisis. The additional stress factors that Foster Youth, Low Income, and English Learner students may have from economic instability, lack of basic

resources, and language and technology-related barriers, social emotional development and mental health must be addressed and alleviated by the LEA. Providing opportunities for subgroups aimed towards boosting mental health and social emotional development during the pandemic will improve the subgroups' continuity of learning and serve to provide them with a sense of security, belonging, and community. Opportunities to participate in extracurricular activities foster a sense of school connectedness, that may result in a stronger sense of investment in subgroups' academic motivation, which will aid Low Income, Foster Youth, and English Learners to transition back to in-person classes more quickly when it is safe to do so.

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

Foster Youth Support Actions: Foster youth who have been enrolled for at least 30 days will meet with their Post-Secondary Counselor once a semester to review academic progress and post-secondary goals. Students will have access to fully credentialed teachers to help aid their progression in core courses.

This action is principally directed toward Foster Youth in that during this time of COVID they are at high risk of experiencing a loss of time in school or gone without stable housing. This can lead to lack of access to consistent instruction or academic achievement and postsecondary planning. Foster Youth students face the additional barrier of an increased disconnect between school and home support, which can also impact their academic performance. Students who work with fully credentialed teachers, who are able to provide appropriate learning tools, are more likely to have access to both the curriculum and skills required for postsecondary education and the workforce. Individualized attention to the particular needs of this student group is crucial to support their academic and socioemotional needs. The LEA has put into practice a procedure of the Post-Secondary Counselor conducting a meeting specifically with Foster Youth within 30 days of being enrolled to evaluate academic history, current resource needs, goals to progress toward graduation. The counselor will also conduct informal periodic check-ins to maintain support and provide resources. More formal meetings will be held to evaluate progress towards academic goals each semester. Thus, additional actions and services provided by teachers and the Post-Secondary Counselor as listed above will be allocated proportionately to our student subgroups in accordance with the 32.6% requirement as compared to services provided to all students.

Low Income Student Support Actions: The LEA will offer access to Chromebooks, internet, and other technology resources to support accessibility during distance learning. Students will have access to a healthy lunch option to ensure students have access to at least one nutritious meal per day. Students will be offered snacks throughout the day to supplement the healthy meal program, once phase two of reopening the learning centers occurs. Safety equipment, such as personal protective equipment, will be provided to ensure compliance with State and local reopening protocols. Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.

This action is principally directed towards Low Income students in that this subgroup often lacks access to a computer or wireless connectivity. During these months affected by COVID-19, education has become increasingly dependent on technology. The LEA has made available Chromebooks for pick-up for students without the necessary access to technology to engage with online curriculum, virtual meetings with their teacher, and socioemotional support groups. This group is also highly susceptible to food insecurity and can lack consistent nutritious meals on a daily basis. When the physical needs of students are not met, their potential to focus on their learning is

compromised. The LEA offers grab and go school lunches at the learning centers where students can receive meals for the week. The Post-Secondary Counselors also update their website regularly to provide information regarding assistance programs in the community that may be more accessible to the student than the location of the learning center. Many students in this subgroup are asked to support their families during this time, when many parents and students have been furloughed or lost jobs, our Career Path Coordinators and counselors provide students with opportunities using local job listings, resume workshops, mock interviews, and connecting them with exclusive WIOA partnerships. Thus, providing necessary technology, healthy meals, workforce counseling, and personal protective equipment provisions are supplied and allocated proportionally to our Low Income Student subgroup in accordance with the 32.6% requirement as compared to services provided to all students.

English Language Learners Support Actions: EL students will have access to designated English Language support through Sheltered Instruction Observation Protocol (SIOP) tailored instruction from credentialed English Language Specialists to help aid their mastery of common core state standards. Annual Professional Development will be provided to English Language Specialists to support them in providing effective, student-centered, strategic interventions and SDAIE strategies. Through the use of benchmark assessments utilizing the Renaissance Star Reading program, Lexile data for English learners will inform the design of specialized instruction and interventions such as Achieve 3000 and iLit, a designated EL curriculum.

This action is principally directed towards English Learner students in that these students need to develop the necessary skills to achieve English Proficiency as well as college and career readiness. The LEA acknowledges that during this time of COVID, interactions with teachers and other students is limited, and can slow the pace at which students can practice the domains of speech, reading, writing and listening. Using data from the Renaissance Star our EL specialists design strategies to implement intervention resources that serve the students best. The Achieve 3000 program targets reading lexile growth and writing practice. The iLit Program has been proven to be an effective instructional program which demonstrates accelerated growth in the four main domains of English Learner progression. By providing access to both ELD English curriculum in a small digital classroom setting and one-on-one support appointments online we are able to target students who may have experienced learning loss, or have been progressing at a slower rate, than when physically in school. Thus, iLIT, evidence-based literacy interventions, targeted PD for the EL specialists, and subgroup individualized support, instruction will be allocated proportionately to our EL student subgroup in accordance with the 32.6% requirement as compared to services provided to all students.