

Learning Continuity and Attendance Plan (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.]

As a non-classroom based school that utilizes a hybrid independent study model, Opportunities for Learning - Duarte was able to transition students to distance learning within a short time frame, although not without some challenges. Within the school model both prior to the pandemic and during distance learning, teachers design individual learning plans for students based on their high school credit level, learning preferences, and post-secondary goals. All students are assigned a credentialed mentor teacher who is responsible for facilitating independent study coursework and ensuring students are meeting monthly credit requirements to progress towards graduation. Prior to the pandemic, students were assigned and met with a homeroom or mentor teacher (henceforth referred to as the Independent Study or IS) teacher at least twice a week for a minimum of one hour each appointment. During these appointments, teachers would administer summative assessments to students, plan out students’ weekly and monthly goals, and ensure students were fully supported. Many students were assigned Small Group Instruction (SGI) classes, in addition to their IS appointment, to scaffold students towards content area mastery in a direct instruction setting. SGI classes took place twice a week for two hour blocks in English, math, and science. Higher level math and lab sciences, along with Expository Reading and Writing Curriculum (ERWC) courses, were among those taught in this format to ensure students had a deeper level of support as well as increased exposure to project-based and experiential learning opportunities. Additionally, drop-in tutoring sessions for English and math were also a regular component of the daily functioning of the school site. Special Education services, targeted English Language Learner support, intervention cohorts, and post-secondary college and career counseling services were all integrated as part of the LEA’s instructional model. The LEA has maintained these academic and socioemotional offerings to students during distance learning by making student appointments, SGI classes, counseling, tutoring, and support services accessible to students in a virtual format. Socioemotional offerings were directly provided through counseling offered by the School Psychologist and Post-Secondary Counselor, as well as integrated into the school culture through classroom instruction, student groups, and student workshops.

As a result of the pandemic our school has re-examined how instruction and academic support should be tailored to be accessible to all students and conducive to student learning. This has naturally led to shifts in the responsibilities of teachers and support staff as modifications to our teaching model, communication with students and families, and needs of our students were considered. While a majority of staff work from home, our school sites are open for essential operations including curriculum and chromebook pick-ups and drop-offs and in the near future, meal distribution. If students do not have access to the internet or elect to continue with our independent study curriculum,

they are able pick up and drop off of physical work at the school site. They may also choose to participate in an SGI class or complete curriculum through our online learning platform, Edmentum. In response to the distance learning transition prompted by COVID-19, all students were provided access to chromebooks so that they would be able to complete work and meet with their teachers virtually. At the onset of distance learning and currently with new students, staff work diligently with families to help get them connected to free internet offered by local service providers.

In addition to providing students with the options of independent study, SGI, and online Edmentum curriculum, the LEA continues to implement more structure within the distance learning model to best align it to the brick-and-mortar operations that students are familiar with. For example, IS teachers continue to hold student appointments virtually with students twice a week and offer daily video conference office hours for students to check-in with them outside of their assigned appointment times. SGI classes meet twice weekly through live lessons that are also recorded for students to reference after class. Google Classroom is widely utilized to provide a collaborative online learning environment where students can interact with their teachers and peers. Intervention cohorts for students identified as far below grade level have also continued to meet twice a week, although they are now much smaller in size to ensure targeted academic support in a distance learning format. Student planners have been replaced with digital planners that include student schedules, monthly goals, and links to their appointments, classes, digital resources, and other program offerings. Digital planners are also shared with parents to regularly update them on student attendance and progress. School psychologists are seeing 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 Counselor serves as a liaison for foster youth and homeless students, and continues to meet with students for college and career planning, dual enrollment support, and senior portfolio workshops. In being proactive in addressing the higher need for social emotional support for students as a result of the pandemic, the Post-Secondary Counselor has also dedicated additional time for counseling appointments as well. Tutoring appointments, specialized academic instruction with our Special Education Specialist, and instruction for our English Language Learners continue to be provided through video conferencing and phone. Lastly, school administrators have established a virtual routine and sense of consistency through weekly all-staff meetings and breakout meetings by department. School administrators continue to support with student interventions through making phone calls to students and parents and holding virtual meetings to discuss student progress. Monthly one on ones have continued virtually to ensure staff are supported and that collaboration is taking place surrounding newly identified needs of specific students or student needs as a whole as they are reflected by recurring trends. Prior to and especially during COVID-19, student and parent communication is a shared responsibility amongst all staff from tutors to teachers to school administrators. Through these modifications, the LEA continues to prioritize high quality instruction and individualized student support, as well as educational choice for students by providing continuity with the resources that were available to them prior to the pandemic.

Stakeholder Engagement

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

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

During Achievement Chats and parent conferences in June, the LEA solicited feedback from students and parents about their experience with distance learning, what resources or supports they felt were needed, and which curriculum was the most conducive to their learning.

A Learning Continuity Plan Survey, specific to distance learning, was sent in July 2020 in both English and Spanish to receive feedback from parents, students, and staff in the development of the plan. School leadership sent an email to all parents with the attached link and follow up emails and texts were later sent by teachers. The LEA also sent the links via School Messenger and through the mail with an attached letter to include parents and guardians who did not have easy access to the internet.

“Coffee Chats” were scheduled to provide parents the opportunity to voice their thoughts and ideas with school leadership through an informal and conversational virtual setting. Meetings were scheduled on two separate occasions and at different times to provide flexibility for those who were interested in participating.

Staff also took part in the Learning Continuity Plan Survey to provide their feedback on distance learning and the observed needs of their students. Additionally, staff participated in a two day Distance Learning Reflection. After completing an open response survey at the end of the 2019-2020 school year, staff met at the beginning of the 2020-2021 school year to discuss the challenges they had faced with distance learning and student engagement. This collaboration led to next steps and actionable goals that are currently being implemented in the current school year. On top of surveys and school-wide collaborations, staff have ongoing opportunities to communicate feedback during weekly center meetings, monthly one on ones with school leadership, and quarterly all-staff meetings. Staff are further able to discuss and help shape the Learning Continuity Plan through Professional Learning Communities and department meetings.

[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. Opportunities for Learning - 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.

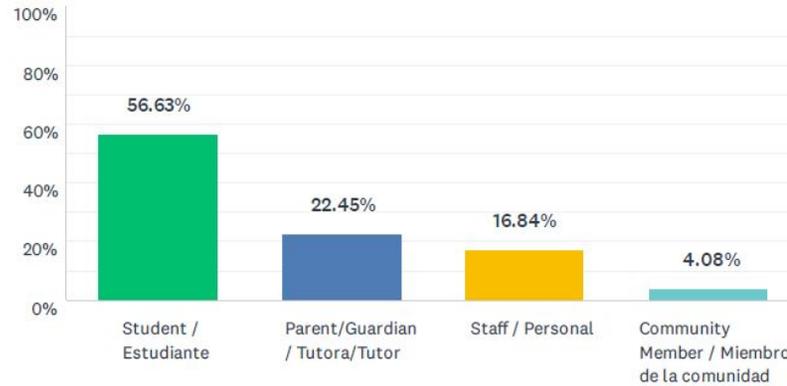
[A summary of the feedback provided by specific stakeholder groups.]

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.

Survey results show that 111 out of 124 (90%) students completed the Learning Continuity Plan Survey. In total, the LEA had 196 responses to the survey. Of those who responded, you can see the percentage of how the respondent identified themselves below:

Please indicate your role: Por favor indique quien representa:

Answered: 196 Skipped: 0



Based on survey results, 66.7% of students and parents expressed that learning loss did not occur. This aligns with stakeholder feedback to a later free response survey question inquiring how the school can better support students with learning loss. Some responses include “I haven’t had learning loss”, “I don’t recognize any sort of loss of learning in the new ‘at home’ system”, “I’ve been doing good with homeschooling.” Of responses that provided feedback about how the school can mitigate learning loss, there was a trend reflecting a need for additional tutoring. The LEA has responded to this feedback, and goes into greater detail of our tutoring program under the “Continuity of Instruction” prompt. Overall, 63.81% of students and parents feel that the school has enough programs and supports to combat learning loss, with 34.29% being neutral, and 1.9% indicating that more resources are needed.

51.43% of students and parents reported that there was a struggle in adapting to distance learning. In contrast, staff shared during a Distance Learning PD that a majority of students had or are still having difficulty adjusting to shifts in their learning environment and are concerned about student engagement. The LEA sees the difference between student/parent perspectives and teacher perspectives in that students/parents have not seen a huge shift in adjusting to working on technology, because students utilizing technology to complete assignments for school before the pandemic. So there has not been as big a shift from that perspective. Teachers however are seeing students lacking motivation during this time of distance learning due to the lack of in person meetings, and not necessarily struggling to access curriculum in a distance learning model. Teachers are addressing this lack of motivation by increasing contact with students by any means necessary including text, email, phone calls, video conferencing, and even socially-distanced staff caravans to make home visits to families.

When asked about the challenges that students face in attending all required appointments as a result of COVID-10, 47.57% of stakeholder feedback indicated that there were no challenges experienced by pupils.

ANSWER CHOICES	RESPONSES	
My student does not have any challenges with attendance / Mi estudiante no tiene ningún problema con la asistencia.	47.57%	49
Lack of Interest in distant learning / Falta de interés en el aprendizaje a distancia	33.01%	34
Anxiety / Ansiedad	22.33%	23
Other (please specify) / Otro (por favor especifique)	18.45%	19
Caring for family members or Siblings / Cuidar de familiares o hermanos	16.50%	17
Student has a job / El estudiante tiene un trabajo	4.85%	5
Transportation / Transporte	1.94%	2
Total Respondents: 103		

Roughly 55% of the respondents expressed a “Lack of Interest in distant learning” or “Anxiety” as a challenge that impacts them during COVID-19. This indicates a great need for socio-emotional support for the students.

Survey results report that 94.23% of students have access to devices and connectivity to support distance learning. This varies slightly from staff perception that 66.67% of students have access to technology. While staff feel that all students who need a chromebook were indeed loaned one from the school, they expressed concern that not all students have internet and wifi access at home. Survey feedback informs us that 36.19% of students are somewhat likely to participate in our free meal distribution, and 19.05% are very likely. When asked about how they would like to see funding spent to improve the services for low income students, English Learners, Foster Youth, and students experiencing homelessness, staff also indicated that food assistance, followed next by hot spots, were a priority.

When asked about student mental health support, 89.52% of student and parent feedback indicated that this was not a need at the time. However, responses from other survey questions indicate that mental health is an area of concern for students, particularly anxiety and depression. Second to students being disengaged with distance learning, anxiety was highlighted as a challenge that impacted students’ ability to attend their school appointments. When asked about what mental health offerings should be offered in the upcoming school year, students and parents listed therapy or counseling as their primary choice. While some responses specifically noted the need for specific support and coping strategies with anxiety or depression, others requested counseling to discuss day to day problems at home or reducing stress. One student noted, “I would like to see a COVID-19 relief club or a group and a stress relief group and a all-people-matter group.” While the pandemic has weighed heavily on students, current events happening in our society have also impacted their socioemotional health.

Staff and school leadership have also expressed concern regarding student mental health during distance learning. This has been evidenced by several referrals to the school psychologist for student counseling, as well as outreach to Foothill Family Services, a

community organization that offers mental health support for teens and adults. Staff have communicated that while student disengagement has increased as a result of distance learning, students have also begun to withdraw socio-emotionally and not just academically.

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

Stakeholder feedback influenced the development of the Learning Continuity Plan by informing the LEA of what resources and supports are important for students to not just have their basic needs met, but to also be engaged as successful learners. Students and parents feel additional tutoring and individualized time with mentor teachers would mitigate student learning loss and promote student achievement. This is reflected in both the Distance Learning and Pupil Participation and Progress section of the plan which has provided an increase in the availability of tutors made available to all students, in particular unduplicated students.

Responses from our stakeholder survey also highlight the need to integrate more support for mental health and provide more socioemotional opportunities that engage students outside of academics. In the Pupil and Family Engagement and Outreach section of the plan, we've incorporated ways to increase student engagement within the school community.

Feedback from students, parents, and staff, point to the need for reliable internet service for students as well as access to a school lunch program, actions and services related to this feedback can be found in the School Nutrition and Distance Learning section of this document. While the LEA has taken multiple steps to observe CDC guidelines and make safety a top priority at our school, stakeholder feedback suggests mixed feelings about returning to in-school instruction. The importance of equipping the school with appropriate personal protective equipment and ensuring that safety measures are in place are reflected in the In Person Instructional Offerings section of the plan. Other aspects of the Learning Continuity Plan that were shaped by stakeholder feedback include technology upgrades for staff that will enable them to work more productively in a virtual learning environment as well as a focus on school-wide mental health for staff and students. This can be found in the Distance Learning Professional Development and Mental Health and Well Being sections of the plan. respectively.

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, students will not be permitted to fully return to campus and will strictly be 100% distance learning. During this phase, the school site will operate with only one or two staff, practicing distancing and wearing face coverings. Appointments will be available for parents, guardians, visitors and students to schedule contact-free drop off of completed work, pick up of new curriculum, receive technology, or exchange technology. In phase two of reopening, schools will reopen with modifications. Every person on campus will be required to wear a face covering and maintaining a minimum of six feet of distance between every person on campus at all times. Students will be expected to return to school in a hybrid learning environment one to two days per week. Further and specific scheduling information will be provided by each student’s teacher. 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.

Phase three of reopening will include having students back on campus full time for both in person independent study facilitation and small group instruction, but in-person student activities will continue to be limited. Phase four of reopening will include on-campus curriculum facilitation, small group instruction and resuming full student 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.

Special Populations

Prioritizing the needs of special education students, English learners, foster and homeless youth, and other pupils at greatest risk for learning loss due to school closure, the LEA will prioritize offering classroom-based instruction for these populations during phase 2 and 3 of reopening. Foster Youth, English Learners, and Low Income will be the first subgroups that we prioritize returning to the center during phase 2, which will happen based on the state and local regulations and guidance. The LEA will utilize Star Renaissance benchmark assessments, which will be systematically implemented to all students in September of 2020 to identify learning loss from the 2019-2020 school year in order to determine which students have suffered from significant learning loss as a result of the pandemic. The Star Renaissance benchmark

assessments are administered in Fall, Winter, and Spring. This data, coupled with records of credit attainment since COVID-19 and distance learning begun, as well as formative and summative assessments by teachers of student coursework, will all be factored into identifying students who have experienced significant learning loss. Students who demonstrate the most significant degree of learning loss will receive targeted academic intervention in the form of Achieve 3000 (ELA related learning loss), Accelerated Math (math related learning loss), and/or remedial courses intended for building foundational skills in these core areas. Tutoring support and additional instruction during night school will be offered to students to dedicate adequate time to address learning loss so that existing specialized academic instruction time continues to be geared towards fulfilling students' IEP goals.

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

Description	Total Funds	Contributing
The LEA will provide personal protective equipment (PPE) such as masks, face shields, and gloves, as well as ensure adequate supplies of sanitizing products. In addition to regular rounds of sanitizing surfaces done by staff throughout the day, cleaning services will take place on a regular basis to further ensure student safety.	\$ 5,000	Y
The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to encourage student and family engagement. The charter will survey stakeholders to gather feedback on school culture and program effectiveness. The charter will administer a school climate survey to measure parent, student and staff sense of safety and connectedness in our school, bi-annually.	\$ 3,000	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

Due to the flexible nature of our non-classroom based program, the LEA has been able to continue to offer the same standards based Common Core aligned curriculum that we offered prior to the COVID-19 pandemic. Students have the option of continuing with textbook and packet based independent study coursework and the LEA has adopted new procedures for digitally submitting, grading, and assessing student work, as well as for digitally storing completed student work. Students are able to drop off and pick up coursework at the school site on a daily basis, Monday-Friday during school hours. In addition to offering a paper-based independent study curriculum, the LEA also offers a fully online curriculum platform, Edmentum. Edmentum is a full service curriculum that offers courses in English, math, science, social science and elective. Students can complete their entire high school diploma using the Edmentum curriculum, if they choose. The curriculum for the Small Group Instruction classes has been fully digitized and utilizes Google Classroom. Students log in to their virtual classroom for

live instruction and can later review recordings of the lesson. Independent study, online, and Small Group Instruction curriculum are all aligned with the Common Core and Next Generation Science Standards. Intervention cohorts that utilize research based intervention programs including Achieve 3000, iLit, and Accelerated Math are also offered to students to build literacy and foundational math skills, with an emphasis on providing these programs to special populations including special education students, English learners, and other students identified as Intervention or Urgent Intervention in Benchmark assessments. These programs are computer-based programs, and there have been no modifications to the content of the programs.

Instructional Resources

Student Appointments

The LEA continues to offer instructional resources to students during distance learning by transitioning from in-person instruction to virtual instruction. Independent study teachers still meet with students twice a week using Google Meet or phone check-ins. On Mondays and Tuesdays, students meet with their independent study teachers in a group setting with other students, and on Wednesdays and Thursdays, students have one-on-one check-ins with their teacher. This decision was made based on stakeholder feedback that students need both opportunities to interact with their peers and also individual time with their mentor teachers. Additionally, teachers offer daily office hours so that students can virtually drop-in to check in with their teachers for additional support, planning, or social emotional check-ins. When the school is able to move into Phase 2 of the LEA's return to school plan (see Continuity of Instruction: In Person Instructional Offerings), this schedule may be modified so that students can return to the center for in-person appointments with their teacher once per week at a reduced student to teacher ratio to align with CDC and local health department guidelines for social distancing.

Additional Appointments and Instruction

Small Group Instruction and Intervention cohorts for English, math, and science are utilizing Google Meet for synchronous instruction and the schedules are the same as they were prior to the pandemic: twice per week on either Monday and Wednesday or Tuesday and Thursday. Asynchronous instruction is also provided via assignments posted to Google Classroom. Special Education Specialists and English Learner Specialists have also transitioned to using Google Meet appointments with students who receive services and design schedules specifically tailored to student needs. English Learners and Special Education students can access more appointment times as needed upon request. Post-Secondary Counselors have also transitioned to offering virtual and phone appointments to students using the appointment service Calendly.com to sign up for appointments. Students can sign up for appointments and teachers can also refer students for college and career counseling appointments. Lastly, the LEA is offering night school and Saturday appointments in order to offer students additional hours of instruction and support.

Tutoring Appointments

Prior to the pandemic, drop-in tutoring sessions were an essential part of our brick and mortar operations. Students met with tutors in-person for assistance with English, math, and other writing assignments for all subjects, and tutors would serve students in both one on one and group settings. Students now have access to tutors by appointment and can sign up for tutoring using a Google Form or by requesting their teacher sign them up for tutoring sessions. Tutors now use Google Meet or phone to tutor students for thirty minute sessions. Based on stakeholder feedback highlighting the need for additional tutoring resources, tutoring hours have also been extended to include late afternoon, early evening, and alternating Saturday appointments.

Access to Instructional Resources

The LEA recognizes that the transition to distance learning has required a move to utilizing digital resources and many students have not fully developed the executive functioning skills to keep track of their schedules, various Google Meet links for appointments, and other resources that the school offers them. In order to help students stay organized and have access to all offerings, the LEA has created a digital planner for students to utilize. The digital planner is shared with the student's school email address and is updated to include student specific information including appointment times and virtual meeting links, weekly assignments and expectations, links to tutoring sign-ups, Edmentum login information, and the school website. The digital planner is a live document using Google Sheets and also serves as a weekly progress report that is emailed to parents as a PDF document.

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.]

Process to Ascertain Needs of Students & Subsequent Plan for Distribution

Upon the transition to distance learning in March 2020, the mentor teachers were immediately tasked with calling all students under their supervision to gather information about their access to devices and connectivity. Students who did not have access to a computer device were assigned a chromebook; the LEA had multiple dates available for students to pick-up chromebooks during the initial transition to distance learning. A Spanish translator was available to communicate with parents who do not speak English. In the subsequent months, the process for accessing a chromebook is based upon student request; when a student requests a chromebook, they are assigned one that they can pick up at the center.

Devices

The LEA provides chromebooks to all students who do not have access to a personal computer or device to conduct school work as well as to students who have indicated that they are sharing devices with siblings or other family members and would academically benefit from having access to their own device.

Connectivity

The LEA has shared and continues to share resources available to access low cost or free internet services. The LEA has shared and continues to share this information with families by phone, email, and mail. The LEA will endeavor to provide hotspots for students who are unable to access low cost or free internet services.

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.]

Live Contacts and Synchronous Instructional Minutes

As a non classroom based school that utilizes a hybrid program of independent study and Small Group Instruction classes, live contacts and synchronous instructional minutes are measured differently for each component of the program. For independent study, mentor teachers meet with students in a small group setting through video conferencing for 60 minutes per week on Mondays and Tuesdays and have

individual check-ins with students for 15 minutes on Wednesdays and Thursdays for a minimum instructional time per week of 75 minutes. For students assigned to SGI classes and intervention cohorts, teachers monitor pupil progress synchronistically through bi-weekly attendance of virtual classes using Google Meet, as well as asynchronously, through lessons and assignments that are designed to provide review and reinforcement of concepts learned during synchronous instruction. SGI classes meet twice a week for a total of 240 instructional minutes per week. Additionally, qualifying students receive specialized academic instruction from their special education specialists using video conferencing such as Zoom or Google Meet for the required number of minutes per their Individualized Education Programs. Students receiving English language instruction also receive additional instructional minutes of 120 minutes per week. Synchronous instruction and live contacts are also offered through math and English tutoring, which is available to students both as drop-in and appointment-based video conferencing. Lastly, the LEA has extended student appointments to include night school and bi weekly Saturday school as an option for students who are seeking additional face time with their teacher for support with their schoolwork, to take tests, or to make up a missed school appointment.

Participation, and Time Value of Pupil Work

The LEA tracks pupil progress, participation, and time value of pupil work through credit attainment and progression towards graduation as well as digital attendance completion. 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. The LEA uses these reports to inform instructional decisions and intervention plans for students who are not making adequate progress. Depending on the area of concern, intervention plans may include targeted academic support through an intervention cohort or parent meetings to discuss student progress as they relate to the student’s graduation or post-secondary goals. Individual courses for independent study curriculum, online curriculum, and Small Group Instruction curriculum are segmented into five units per semester course, with each unit equivalent to one high school credit. Students are expected to work for six hours per day on their courses and teachers measure student participation both formatively and summatively. For Small Group Instruction coursework, teachers measure student mastery of standards through projects, presentations, laboratory assignments, group discussions, and unit assessments while maintaining attendance records on class trackers. For independent study coursework and online coursework, teachers measure student pacing and mastery of standards by reviewing unit embedded assignments such as essays, performance tasks, comprehension questions, unit reviews, tutorials, and mastery tests. Additionally, our online curriculum platform allows teachers to monitor student participation through various student learning progress reports that track student time logged in, time on task, and time spent on tutorials, mastery quizzes, discussions, culminating unit activities, and post tests. Teachers utilize these student learning reports to determine engagement and participation on Edmentum to intervene and provide additional support to students who may need intervention and additional instructional minutes. In addition to monitoring student progress through monthly credit attainment, formative and summative assessment of student work, and Edmentum student learner reports, students’ attendance is logged digitally using the LEA’s student database system Studenttrac.

Distance Learning Professional Development

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

Overview

The LEA understands the importance of ongoing professional development and resources to support staff in distance learning and continue a culture of growth. Professional development in core content areas such as English, math, and science have continued into the new school year. Whereas past training and presentations tended to be geared towards curriculum and research based pedagogy, current PD aims to be more relevant to the nature of distance learning. Content area collaborations support teachers in brainstorming strategies that can help them to teach more effectively in their virtual classrooms, how curriculum can be more accessible to all students, and how to navigate the new learning needs of students. Additionally, mentor teachers, Special Education Specialists, and English Learner Specialists meet regularly once a week to participate in Professional Learning Communities (PLCs). In the past, PLCs took place on a monthly basis. However, the need for ongoing collaboration during distance learning is important in the LEA being responsive to the learning gaps of students and providing teachers with the resources required for effective teaching given our new, virtual environment.

Technology PD

At the onset of distance learning, staff received a training on how to facilitate our new online curriculum, Edmentum. Training was offered in two formats: a virtual training and a self-paced course. Staff also attended a training to familiarize themselves with updates made to Star Renaissance, our benchmark assessment platform. Technology-centered professional development opportunities were also offered, as the transition to distance learning has required the knowledge of new tools, resources, programs, and strategies that are important for educators to be able to teach and engage students effectively in this new format. Virtual technology-focused workshops included topics such as Google Classroom, strategies for using technology to stay organized, and how to create a digital classroom. Additionally, if staff prefer more flexibility they can take a self-paced course on topics such as Google Suite or refresher training on best practices in facilitating our online curriculum.

Mental Health and Social Emotional Wellbeing PD

Based on feedback about the mental and social emotional challenges that have emerged because of the pandemic and been exacerbated due to distance learning, the LEA also increased professional development in this area. A virtual mental health PD covered topics such as how staff can best support students with depression, anxiety, and other mental health concerns, as well as strategies that would be beneficial for staff in creating healthy boundaries and work/life balance.

Additional Resources

The LEA has also shared links to free virtual conferences and webinars offered by educational organizations to promote professional development in areas that appropriately target the current needs of staff and students. Examples of virtual workshops and webinars that were offered to staff include those hosted by Learning Forward and Wellness Together. School leadership will also be attending the 2020 Leadership Update Conference led by the Charter Schools Development Center.

Staff Roles and Responsibilities

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

Overview

As a result of COVID-19, staff roles and responsibilities shifted in a variety of ways, primarily relating to technology and transition to virtual modalities, compliance procedures, and mental health and social emotional needs of students. As a non classroom based school, our school

sites do not have staff whose roles that were not immediately needed as a result of the pandemic (such as bus drivers, cafeteria staff, or custodial staff), and all staff roles and responsibilities were affected in terms of transitioning from in-person and paper-based procedures to virtual and digital-based procedures. Prior to the pandemic, the center had a number of bilingual staff members who can translate and the primary translator is the center coordinator. One major role and responsibility that has shifted for all staff related to center disinfection; all staff are expected to participate in disinfecting the center, including high touch surfaces and personal areas, every two hours upon return to the center.

Technology and Virtual Instruction

Staff members have been required to learn new technology to fulfill their teaching role in distance education. This includes applications and programs such as Google Suite (Messenger, Hangouts, Jamboard, Contacts, etc), Adobe Pro, Zoom, Powtoon, Canva, and other programs. Not only are staff learning how to use these programs, they often teach their students and even parents, how to navigate these resources. Staff have also transitioned from utilizing paper-based planners to digital planners in order to help students pace appropriately through their coursework. Teachers and other instructional staff have had to shift their mindsets when considering that instructional time must allow time for technical challenges and staff have been required to rethink how student appointment times work. As the LEA has provided students with access to technology, the staff have had to shift their roles and responsibilities from content-area instruction to a more targeted focus on technology instruction to ensure that students not only have access to technology but also the understanding to utilize it effectively. Staff have also had to adapt to new types of distractions working in a virtual classroom, including their own childcare needs, multitasking in new unfamiliar ways (eg. conducting appointments with students on camera, while monitoring chat threads, and responding to emails throughout the day), and determining what is best for the student in a new environment (eg online curriculum or paper-based curriculum).

Compliance Procedures

When the COVID-19 crisis began, an immediate concern would be shifting compliance procedures to a digital platform as seamlessly as possible. The LEA keeps a sample of all student work uploaded in our digital student database system. When the shift to working from home began, the LEA had to rethink the best procedures for ensuring that student work was collected and uploaded in a timely manner to ensure compliance with our charter authorization. Some students continue to drop off work for teachers to review and grade, and some students submit paper-based curriculum digitally by emailing or uploading on Google Docs photos of their completed work to teachers. Staff members had to shift their mindset from having the tangibility of paper-based procedures to almost entirely digital procedures. This includes developing an understanding of digital filing systems and trackers to maintain organization.

Mental Health and Social Emotional Wellbeing

Staff roles have shifted from instructional to social emotional care first. While staff always addressed the social emotional needs of the students, distance learning has brought this need to the forefront. At the initial first few weeks of distance learning, the LEA shifted the focus almost entirely to mental health and social emotional wellbeing and staff was encouraged to ensure that students were healthy, safe, had shelter, access to food, and were mentally and socially stable before discussing academics. As distance learning continues into the 2020-2021 school year, staff continue to prioritize mental health and social emotional wellbeing of students before academics, with the rationale that students cannot learn effectively if they do not feel safe and stable.

Special Education

Special education teachers hold specialized academic instruction appointments per each individual pupil's IEP frequency. SES teachers maintain digital service tracking through SEIS to maintain documentation of services provided. During SAI appointments, the SES teachers are able to provide intervention and support pupil progress on IEP goals. SES teachers provide IEP accommodations per each pupil's IEP and collaborate with general education teachers to ensure that IEP accommodations are being provided in all instructional settings. SAI and related services are provided to all pupil's virtually through safe platforms such as but not limited to Google Meets, Zoom, , Google Classroom, and/or telephone conferencing. Opportunities for Learning Duarte is a year round independent study program and special education services are provided to pupil's year round. Therefore, Extended School Year services are not necessary as there would not be expected regression due to services being provided year round.

Related Service Providers

The LEA ensures that related services present on a pupil's IEP are provided. Teletherapy is provided to pupil's for related services (i.e. Individual Counseling, ERICS,Speech Therapy,etc). Related service providers are required to keep digital tracking of their delivered services through SEIS. All related services are provided to pupils with disabilities at the frequency present in the current IEP. When needed, amendments occur if a need arises for the pupil to ensure that the pupil is provided educational benefit during distance learning.

Non-Credentialed Staff

Non-credentialed staff including the Center Coordinators and tutors continue to do the same roles and responsibilities prior to the pandemic, but in a virtual environment. Center Coordinators are responsible for enrollments, file compliance, ordering supplies, and other daily management and functions of the center. Tutors continue to tutor students virtually as well as support teachers in student outreach.

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 committed to being proactive in meeting the unique needs of our English learners, students with exceptional needs, students in foster care, and students who are experiencing homelessness. In addition to offering unduplicated students the option of choosing digital curriculum, independent study curriculum, or Small Group Instruction curriculum based on their unique learning needs, students also receive specialized academic support from English Learner Specialists and Special Education Specialists. When possible, students with exceptional needs also are provided push-in support with Small Group Instruction classes so that they are given the appropriate support and accommodations to thrive. Additionally, mentor teachers will also incorporate strategies to make learning more accessible for these subgroups, while still maintaining the integrity of the curriculum. This includes showing students how to utilize text to speech and translator tools embedded in our digital curriculum, chunking assignments in our independent study curriculum, and recording live instruction during Small Group Instruction classes so that students can later reference or replay the lesson.

English Learners

English Learner Specialists will continue to meet twice a week with students for virtual appointments, in addition to their individual appointments with their mentor teacher. This time 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 accessibility 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, thereby progressing 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. Like 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 exceptional needs will continue to receive full Specialized Academic Instruction as outlined in their Individualized Educational Programs and accommodations will be implemented to the greatest extent possible within a distance learning format. The LEA has also increased paraprofessional support to further promote students' growth towards their specific IEP goals and academic progress. The School Psychologist and ERICS (Educationally Related Intensive Counseling Services) Provider will also ensure that students are receiving counseling support as written into their IEP, either by phone or through video chat. Additional Related Services (i.e. Speech and Language Services) are provided, either by phone or through video chat, to ensure that students are receiving their respective service frequencies as outlined in the students' IEPs. Initial, 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

In recognizing that students who are homeless or in foster care may have limited access to resources, the LEA is taking steps such as providing care packages with essentials (hygiene items, shelf stable food), equipping students with hotspots and chromebooks, encouraging students to participate in our free lunch program, and keeping students informed of community-based resources that can further assist them. This includes locations for nearby shelters and food distribution centers, 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 students 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
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Students will have access to fully credentialed teachers to help aid their progression in core courses.	\$ 1,334,231	Y
Instructional staff will be offered professional development opportunities to better equip them to provide individualized, standards aligned, and/or data driven instruction.	\$10,000	Y
Students will have access to technology inside and outside the center to support their learning and progress towards graduation.	\$ 30,000	Y
The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to encourage student and family engagement. The charter will survey stakeholders to gather feedback on school culture and program effectiveness. The charter will administer a school climate survey to measure parent, student and staff sense of safety and connectedness in our school, bi-annually. This is also listed in the action table under the Continuity of Instruction section.	\$3,000	Y
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, Freckle, and iLit.	\$ 5,860.19	Y
SWD will receive post-secondary goals and services that include career education and college awareness skills within the first 30 days of their enrollment.	\$ 2,750.70	N
Extended school days will provide students additional instructional time.	\$ 54,875	Y
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.	\$ 897	Y
Professional development, specific to distance learning, will be offered to credentialed staff to support them in providing effective, student-centered, and strategic intervention for all students.	\$ 5,083	Y
The LEA will offer events and workshops to promote college/career awareness and educate students and parents on post secondary options.	\$ 5,000	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.]

Overview

The LEA will continue to utilize multiple measures of student learning and performance to better understand what students have learned, what learning gaps exist, and what resources are needed to counteract learning loss that has occurred as a result of the pandemic. Data the LEA will collect to determine pupil learning loss include formative and summative assessments that are strategically integrated throughout independent study curriculum, Small Group Instruction curriculum, and online curriculum. Examples of formative and summative assessments include unit tests, essays, presentations, laboratory activities, and other measures of student learning. Through assessing

student performance on curriculum assessments as well as comparing current levels to students' previous levels, teachers can obtain a better understanding of pupil learning loss. Teachers are performing formative and summative assessments on a daily basis to check for student understanding, as well as, concept and standards mastery. Additionally, teacher interaction with students during school appointments provide rich, contextual data for measuring student learning. For example, when checking for understanding, asking open-ended questions, and having students explain their work and thought process, teachers can gain insight as to whether students have experienced gaps in their learning.

Credit attainment is another objective measure that will be utilized to assess pupil learning loss. Credit attainment, also known as monthly student progression, is measured using a four week learning period and calculates the percentage of students who are making adequate progress towards graduation based on the number of credits they have completed. When student progression decreases, this informs the LEA that students are not maintaining their pace towards graduating and that learning loss is taking place. Digital attendance will also be monitored to track whether students are consistently attending school appointments with their teachers. The LEA includes both measures to obtain a more accurate indicator of pupil learning loss since they collectively encompass students being present and therefore able to learn, as well as the degree to which student learning is taking place, as is demonstrated by credits completed.

Assessing Learning Loss: English Language and Mathematics

One of the tools we have used in years prior and will continue to use to evaluate loss of learning is the Star Renaissance benchmark assessment. The Star Renaissance assessment provides a detailed overview of a student's present learning levels in English Language Arts and Mathematics. This benchmark assessment is given three times a year in fall, winter, and spring to examine student growth over the course of the school year. Through Star Renaissance score reports, the LEA is able to assess a student's Lexile score, growth between each benchmark assessment, growth percentile compared to grade level peers, and to identify a student's level of intervention needed. Student assessment reports also provide detailed information over time regarding a student's content specific learning gaps so that this can drive instructional decisions and academic planning individualized to each student.

Assessing Learning Loss: English Language Development

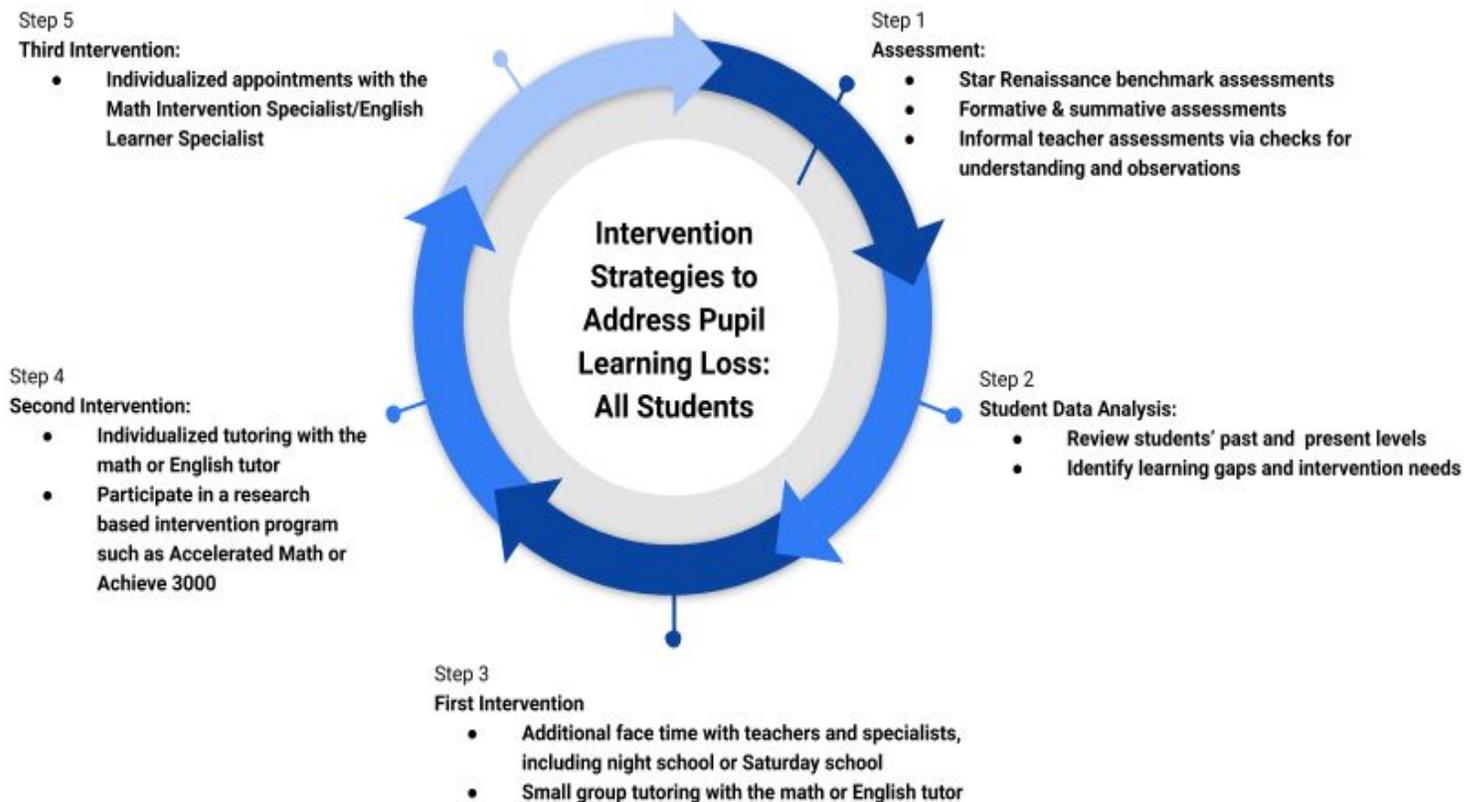
Learning loss in English language development will be measured primarily through students' Lexile levels on Renaissance Star benchmark assessments, as well as student performance on Achieve 3000 activities. Achieve 3000 is a research based intervention program that the LEA uses to support English Language Learners and students identified as Urgent Intervention in ELA. Article selections, quizzes, and activities are customized to students' Lexile levels. Teachers can assess for learning loss based on students' ability to successfully read articles geared toward their current Lexile level and subsequently answer comprehension questions. Additionally teachers can observe students' reading, writing, listening, and speaking skills during student appointments to gauge students' present levels. Furthermore, Our charter will 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. For our EL population, the Summative ELPAC is used to measure the students ability to read, write, speak, and listen in academic English. Subsequently, by passing the assessment, students are able to become eligible for Reclassification. Therefore, our charter understands that all students should receive equal opportunity and equal access to the Summative ELPAC so that they may reclassify. Our charter will thus also be continuing to administer the STAR Renaissance Reading and Math Assessments remotely, three times during the school year. This assessment works in tandem with the Summative ELPAC, and will allow EL students multiple

opportunities to achieve Reclassification during the 2020-2021 school year. Our charter also believes that test fidelity is key when collecting and interpreting any set of testing data. For this reason, we also stagger several Achievement Chats throughout the school year in order to communicate with all stakeholders the importance of each set of assessments.

Pupil Learning Loss Strategies

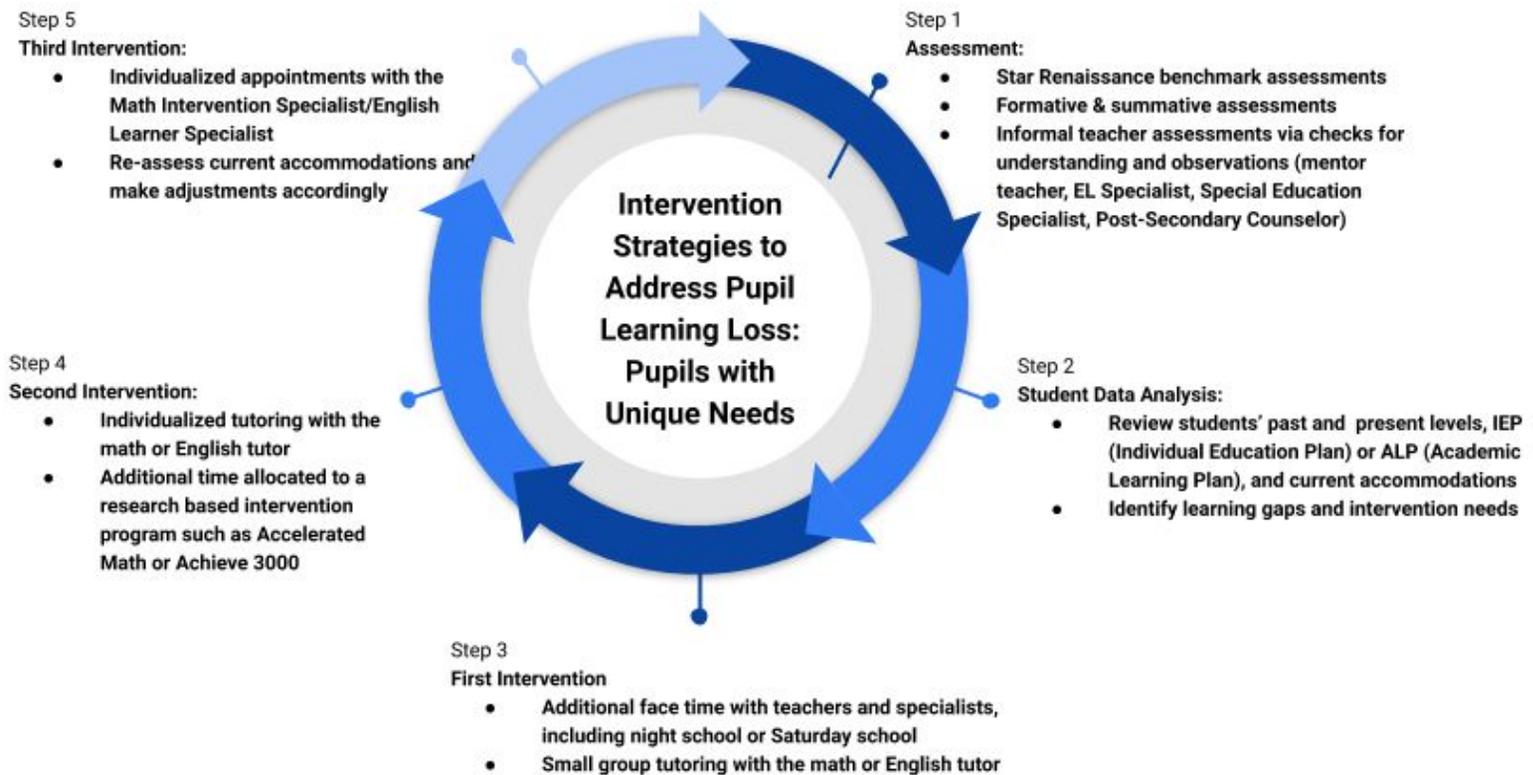
[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Pupil Learning Loss Strategies for All Students



The LEA will address learning loss and improve learning progress for all students by implementing tiered academic interventions in math and English. Students' learning gaps will be identified primarily through Star Renaissance benchmark testing, and supplemented by formative assessment data, summative assessment data, and teacher observations. Students who are identified as "Intervention" or "Urgent Intervention" based on benchmark assessment criteria will have additional appointments scheduled with their mentor teacher, including the option of night school and Saturday school. Providing students more face time with their teacher will serve to improve learning loss through increased instructional time. Additionally, students will attend mandatory tutoring sessions, which take place in small groups of up to four students. Should teachers observe that students continue to struggle, students will be moved to the next tier of intervention. This includes one on one tutoring and student participation in a research based intervention program that can be tailored to their specific learning gaps. To address learning loss in the area of math, the LEA will implement Accelerated Math. To address learning loss in the area of English Language Arts, the LEA will implement Achieve 3000. As the third tier of intervention, students who continue to demonstrate little or no progress in minimizing learning gaps will meet with the Math Intervention Specialist and English Learner Specialist for a more rigorous level of support. These appointments will be geared towards scaffolding students with foundational skills needed to access and be successful with their grade level curriculum.

Pupil Learning Loss Strategies for Students with Unique Needs and Unduplicated Students



In making strategic efforts to target the specific learning needs for student populations most at risk for learning loss, the LEA has made appropriate modifications to its tiered intervention plan. In addition to examining benchmark assessment data, formative and summative assessments, and teacher observations, the LEA will also reference students' Individualized Education Plan for students with exceptional needs and Academic Learning Plans for English learner students. These respective plans include a more comprehensive overview of students' individual challenges, strengths, accommodations, and learning preferences and are thus pertinent in identifying the most effective interventions. Once specific areas of learning loss are identified, students' first tier of intervention will be increased instructional time with their mentor teacher, Small Group Instruction teacher (as applicable), and specialist. They will be encouraged to attend night school or Saturday school, on top of math and/or English tutoring. The second tier of intervention will include one on one tutoring with the math and/or English tutor along with additional instructional time dedicated to Accelerated Math or Achieve 3000. Achieve 3000 is currently facilitated by Special Education Specialists to promote Lexile growth for students with exceptional needs who have also previously been identified as "Urgent Intervention. It is also currently integrated into students' appointment times with the English Learner Specialist. Adding instructional time will

enable specialists to incorporate more direct instruction, modeling, and scaffolding to augment the level of student support. The third tier of intervention will include individualized appointments with the Math Intervention Specialist and English Learner Specialist, with a focus on foundational skill development. For English learners, this would equate to an additional appointment per week with their English Learner Specialist. At this stage of intervention, the LEA also recommends scheduling a meeting with all stakeholders to revisit students' Academic Learning Plans and Individualized Education Plans. The purpose of this meeting will be to assess and document whether new accommodations are appropriate and to provide a space for collaboration between the students' school and home support teams. At all stages of the tiered intervention process, the LEA will evaluate whether counseling or other school resources may be of benefit to students who are struggling, especially in being mindful to the circumstances of our unduplicated students. 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.

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 LEA will measure the effectiveness of the supports of implemented through our tiered intervention program in through: **1) Star Renaissance benchmark assessments, 2) formative and summative assessments, 3) teacher observations, 4) Achievement Chats, 5) stakeholder events, and 6) monthly tracking of student progression and digital attendance.** Our Star Renaissance benchmark assessments in Reading and Math are given to students three times a year in fall, winter, and spring, thereby providing opportunities throughout the school year to determine the effectiveness of academic supports and interventions. Between benchmark assessments, the LEA will examine formative and summative assessments that will provide insight on student learning and achievement as they progress through curriculum. Achievement Chats, which are held between students, parents, and teachers twice a year will also serve as a source of valuable feedback. During this time, students' progress, learning gaps, areas of success, and more are shared. If students are not progressing on pace or demonstrate ongoing signs of learning loss, stakeholders and primarily the student, can discuss possible reasons for this and pinpoint next steps. Stakeholder events, including virtual parent engagement nights and parent workshops, will also provide opportunities to evaluate the effectiveness of our tiered intervention strategies. Parents will be able to share their feedback during these virtual events or through a parent survey that is incorporated into our spring parent engagement event. This survey will include questions specifically focusing on pupil learning loss during distance learning and whether the strategies implemented by the LEA were successful in mitigating learning loss. Finally, the LEA will monitor student progression and digital attendance on a monthly basis. Student progression informs the LEA as to the percentage of students who are making adequate progress towards graduation. Digital attendance reflects how often students are attending their school appointments. If the strategies to remedy learning loss are effective over time, the LEA will observe gradual improvements based on these two indicators.

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

Description	Total Funds	Contributing
Tutoring, intervention support, and resources to bridge the education gap will be offered to students to support core course completion.	\$ 185,357	Y

Through offering research based intervention programs such as Achieve 3000, Accelerated Math, Accelerated Reader, and iLit the charter will maintain or improve its ELA and Math benchmark indicators. The charter will utilize Renaissance Star to gather benchmark assessment data for students.	\$ 2,751	Y
Students and parents will meet with a credentialed teacher to discuss academic progress and goals, assessment data, and post-secondary plans. Interventions, additional support, and resources will be discussed to promote student progress towards graduation and post-secondary goals.	\$ 26,909	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.]

Opportunities for Learning - 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 uses the Child Find process as a protocol in identifying students who could potentially qualify for Special Education services or students who are exhibiting signs of having a disability. The Lead Special Education Specialist will conduct an annual Child Find training for all staff, so the school is better equipped at identifying students who may need Special Education services.

Monitoring IEP Progress and Compliance

The LEAs special education team will maintain IEP deadlines to ensure that the Individual Education Plan for each Special Education student is closely monitored and held on time in order to ensure that each IEP student's academic, mental and social emotional needs are being met. The Lead Special Education Specialist will hold professional development at least once a month to go over topics such as Child Find, IEP Monitoring and Compliance, Administrator IEP Designee Training and the overall sharing of best practices.

504 Plans and Student Success Teams

Teachers work closely with school psychologists and parents/guardians to identify students who may need strategies in identifying and de-escalating certain behaviors that may impede the academic learning of the student. Some of these behaviors stem from social emotional issues that could be exacerbated during the time of COVID. A student dealing with anxiety is a good example of this. The School Psychologist team will offer training and PD on how best to implement 504 plans and or Student Success Teams (SSTs) in order to help support such students. The 504 plan may allow for accommodations aimed at allowing students who are dealing with social emotional issues to reach academic success along with their peers, while the SST acts as a mini task force to help students who struggle with certain behaviors, stay on track by giving them skills to self manage. Both 504 plans and SST's are effective tools in supporting students facing social emotional needs, especially during COVID.

Counseling Services

The LEA is mindful that social emotional needs of students may be exacerbated by COVID and has support services in place for students who may be experiencing trauma due to COVID. Student mental health and well-being is regularly monitored through social-emotional check-ins during virtual instruction appointments. The LEA has a school psychologist who is available to counsel all students whenever the need arises. In addition, the school psychologist consistently meets with students in Special Education who must complete set hours of counseling as part of their IEP. If the need for counseling services grows, the LEA will partner with local mental health organizations such as Foothill Family Support Services to meet the needs of families who may need group counseling. The school psychologist offers monthly awareness campaigns which promote and educate all stakeholders; students, staff and parents about the importance of social issues such as suicide prevention. School Psychologists are also available for suicide assessment and post-trauma services. The LEA is also monitoring and supporting social and emotional well-being of pupils by providing virtual opportunities to engage with the school community through group events that focus on social interaction, reflection, and wellness. 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

The LEA has a Post-Secondary Counselor and a Career Pathways Coordinator, to assist students in not only meeting their academic goals but their post-secondary goals as well whether it be attending college or entering the workforce. These two positions work in tandem to host College and Career events such as college tours and career fairs. Families are encouraged to participate in many of these events such as FAFSA and Cash for College Nights. Our post-secondary advisors have also compiled community based resources, which students and parents can access through the school website. These resources include support services for foster and homeless students, such as shelter, food and health care. Other resources include how to gain free or reduced internet low, local meal distribution sites, suicide prevention support groups and tips on practicing mindfulness.

Professional Development

The LEA will host ongoing Professional Development to assist staff in identifying social emotional issues not only amongst students, but amongst families and themselves as well. Such PD will be focused on exercising mindfulness, motivation and movement such as offering virtual yoga and dancing events. These activities allow staff to release stress through guided physical activity and have an opportunity to interact with colleagues in meaningful ways, outside of work. Staff members are also provided with virtual wellness tools and resources, including grounding exercises, self-care, and coping with stress.

Employee Assistance Program (EAP)

The LEA also has offered staff access to an Employee Assistance Program. The Employee Assistance Program (EAP) offers assistance when employees need help with work and home 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. Licensed mental health professionals are available for confidential consultations and appointments to address unique needs of school employees. The LEA recognizes that employees may experience trauma induced or caused by COVID, therefore, the EAP has tailored its support services to reflect needs directly related to COVID. 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 student groups in which 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. The Creatives is a student group that focuses on art in all forms: written, spoken, on paper and all media. 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, mindfulness, pet expo, social discourse, stress management, physical fitness, and community service from home activities. Our Senior Cohort, offers additional support and extracurricular activities to our students who are expected to graduate.

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. OFL-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.]

During this time of Distance Learning, the LEA will continue to increase its outreach and overall communication for all stakeholders. Teachers use a variety of means of communicating to their students, which include but is not limited to phone calls, text, emails, instant messaging, Google Hangouts, and Zoom meetings. Teachers meet with students twice a week on Monday and Tuesday for at least an hour to go over their weekly progress and to assess their students. This is done in a group Google Hangout or Zoom meeting, which allows for the students to interact with not only their teachers but their peers as well. Teachers also meet with each student on an individual basis (virtually) on Wednesdays and Thursdays during 15 minute check ins. These check ins are invaluable opportunities for teachers to check in on their students' social emotional well being. Depending on these conversations, the teacher can offer the student other resources such as an opportunity to talk with a school counselor or psychologist.

In terms of re-engaging students who are absent for more than three school days or 60% of the instructional days in a school week, the LEA has committed itself to making numerous attempts in re-engaging each student. These efforts include multiple texts, phone calls, emails, and letters sent home. Staff are doing home visits---all while practicing safe social distancing practices. Staff have volunteered to participate in caravan drivebys, to encourage students who have fallen behind in work or who need an extra boost. These caravans consist of staff driving by, honking, holding up encouraging signs, in the hope that this gesture will encourage the student to re-engage in their school work. In addition, teachers conduct achievement chats that involve data and visual graphs to show each student where they are at in terms of graduation. These achievement chats, which often involve the parents and guardians as well, are a good opportunity for the student and

family to reassess the student’s academic efforts by giving everyone a sense of where the student is at in terms of reaching their academic goals.

Students who have four or more unexcused absences and who are not making adequate academic progress are considered to be chronically absent. Teachers place students who are chronically absent on an intervention plan. This plan includes tracking the amount of times the teacher has attempted to make contact with the student and their family. The plan also outlines accommodations that may be needed to ensure the student doesn’t fall further behind and involves multiple, regularly scheduled, meetings designed to involve the family and re-engage the student to participate and make progress toward graduation. Some examples of accommodations would be carving out a plan or “chunking” the work so the student doesn’t feel overwhelmed by their school work, In terms of re-engaging families who may speak a different language, all online communication related to COVID-19 can be translated into a number of other languages. Many families in OFL-Duarte predominantly speak Spanish, so the LEA is mindful of translating important letters that are sent home regarding COVID-19. An example of this is our return to school plan which included infographics that were also reproduced in Spanish. All parent emails from school leadership are translated in Spanish as well. The LEA utilizes School Messenger, an online tool that is able to send robocalls, texts and emails from the school to each parent. All these messages can be translated to Spanish as well.

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.]

The LEA recognizes that some families have been economically impacted by the pandemic and are experiencing financial hardship due to lost income or reduced working hours. To ensure that students can receive a meal a day regardless of their eligibility for free or reduced-price meals, the LEA will be offering nutritious grab and go meals during school hours from Monday through Friday. In following the recommended safety guidelines outlined by the CDC, the school site will ensure social distancing and have staff members regularly disinfect surfaces as well as wear proper personal protective equipment. Student meal pick-ups will be done on a sign-up basis, as this will allow staff to stagger when students arrive and hence, control the flow of traffic. Staff will also continue to 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 continue its implementation of the healthy meal program to ensure students have access to one meal daily.	\$ 18,720	Y

School Nutrition	Students will be offered snacks throughout the day to supplement the healthy meal program.	\$1,200	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.	\$ 36,200	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.	\$150,000	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
20%	\$ 783,468

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. Students and parents will meet with a credentialed teacher to discuss academic progress and goals, assessment data, and post-secondary plans. Interventions, additional support, and resources will be discussed to promote student progress towards graduation and post-secondary goals.

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:

Low Income, Foster Youth, and English Learners are faced with additional social, economic, and language barriers which impede their academic progress. COVID-19 has exacerbated these circumstances. Low Income families face increased economic challenges as a result of COVID-19 that lead to decreased or minimal resources dedicated to academic support during distance learning such as tutors or supplemental educational materials. A focus on learning and education may not be present when basic needs are of greater priority. English learners likely do not have access to resources at home that enable them to develop and build fluency with their reading, writing, speaking, and listening skills. Additionally, English Learners no longer have the same opportunities for interaction with their peers and teachers in an English language-rich school environment to practice these skills due to distance learning. Foster Youth need targeted support from credentialed teachers because they do not have the parent support that other students may have access to. Due to the transient nature of their previous education and the added disruption of the pandemic on their current education, Foster Youth are more in need of consistent academic instruction provided by fully credentialed teachers.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for students English Learner, Foster Youth, and Low Income subgroups in that 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 for Foster Youth, English Learners and Low Income students. These students may lack strong academic support in their households especially due to distance learning, and ensuring that high quality instruction continues to be provided without interruption is crucial. Access to basic services such as credentialed teachers are effective in meeting the requirement of increased and improved services for these subgroups of students.

English Learners require targeted support based on language barriers they have and continue to face, especially when they are tasked to learn in a distance learning format that requires them to also become more technologically proficient. In order to obtain the appropriate specialized instruction needed for academic English language acquisition especially within the context of distance learning, English Learners must have access to highly qualified and fully credentialed teachers who understand and can apply appropriate SDAIE instructional strategies for English Learner success. Credentialed teachers who are equipped with knowledge of SDAIE strategies are most effective in enhancing the learning of English Learners and scaffolding them towards reclassification. Additionally, English Learner Specialists who have strong expertise and pedagogy related to this subgroup can make learning accessible and engaging for these students, even through a virtual format.

Low Income and Foster Youth students are at the greatest risk for learning loss during COVID-19 due to unstable circumstances in their households and for Foster Youth, possible educational gaps that have occurred due to their displacement. Access to credentialed teachers is important in meeting the requirements of increased and improved services for these subgroups, as teachers who are best equipped with the tools necessary to identify and strategically combat learning loss needs to be a focus for these students to prevent greater inequity with student achievement. Fully credentialed teachers who are able to effectively provide culturally responsive, differentiated instruction to students, even given a challenging virtual setting, ensure that these students continue to progress and do not fall behind their grade level peers.

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

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

Distance Learning Professional Development: Professional development opportunities will be offered to credentialed staff to support them in providing effective, student-centered, and strategic intervention for all students.

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 and Foster Youth are more likely to experience economic, mental, and social emotional hardship and trauma that are exacerbated by the pandemic and directly impact success in a distance learning format. English Learners are also at risk for losing English language skills acquired as a result of the transition to distance learning and the decrease of opportunities to interact and engage in an English-rich instructional setting with peers and teachers. These three subgroups have greater barriers to accessing, understanding, and mastering the necessary skills that are required to successfully participate in distance learning, specifically technology skills that allow distance learning to be facilitated more effectively. Additionally, Low Income and Foster Youth are more likely to experience mental and social emotional trauma as a result of the pandemic and are less likely to have access to social emotional resources and strategies outside of the school setting.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for students Foster Youth, Low Income, and English Learner subgroups in that professional development that is specifically targeted toward distance learning (specifically edtech and social emotional professional development) better equips teachers to help these subgroups mitigate loss of learning during distance learning based on lack of technology skills or social emotional stability. Because Foster Youth, Low Income, and English Learners may not have parents who can support their students with technology acquisition, these subgroups have a greater need for teachers who not only understand and utilize technology appropriately, but are able to translate that understanding to students to ensure that they are learning 21st Century skills that will serve them both during the pandemic and after. In order to effectively provide these subgroups with 21st Century skills, the LEA believes that it must continue to provide edtech professional development to teachers to ensure that they are up to date with the latest technology offerings available.

Additionally, 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.

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

Student Safety: The LEA will provide personal protective equipment such as masks, face shields, and gloves, as well as ensure adequate supplies of sanitizing products. In addition to regular rounds of sanitizing surfaces done by staff throughout the day, cleaning services will take place on a regular basis to further ensure student safety.

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 the financial means to purchase their own personal protective equipment, which has been made a necessity in light of COVID-19 safety procedures. These subgroups of students are also those that benefit the most from in-person instruction due to having high risk factors for learning loss due to their lack of academic resources at home and transiency in their education, more so during the pandemic. In-person instruction will serve to mitigate learning loss and improve support systems for these specific student populations based on resources they can access only at school. This may include a quiet place to study, access to a stable internet, or simply being able to receive individualized instruction from their teachers from a six foot distance. Low-Income and Foster Youth students are not able to take advantage of these school resources if they lack the ability to supply their own PPE, a requirement of attending school in person.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for students Foster Youth and Low Income subgroups in that Low-Income and Foster Youth students would not be able to participate in in-person instruction if they lack the resources to bring their own PPE to school. The school providing this is effective in meeting the requirement of increased and improved services for these subgroups as they require PPE to safely attend school in person. 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. Additionally, increasing cleaning services will enable the LEA to maintain a safe learning environment so that we are able to stay open and best fulfill the unique learning needs of these subgroups while being in compliance with state and CDC guidelines. Foster Youth and Low Income students are the principle subgroups that will benefit from returning to the school site for instruction.

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

Individualized Content Area Support: Tutoring, intervention support, and resources to scaffold learning in a distance learning environment will be offered to students to support in credit completion and monthly student progression.

Math/ELA Intervention Programs: Through offering research based intervention programs such as Achieve 3000, Accelerated Math, and iLit the charter will provide a tiered level of academic support for students. The charter will utilize Star Renaissance to gather benchmark assessment data for students and appropriately address learning loss that has resulted from COVID-19.

Extended Academic Support: Extended school days will provide students additional instructional time.

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:

As a result of COVID-19, Low-Income, Foster Youth, and English Learners are especially susceptible to learning loss as a result of not having parental support, limited extended academic support, and decreased access to supplemental resources outside of the school to develop proficiency in core content areas, specifically math and English. Low-Income students already had limited access to educational

resources at home, and as a result of increased financial hardships and familial expectations (such as having to help with providing family income or caring for younger siblings who are also at home due to the pandemic), may now need tiered interventions to not only address existing learning gaps, but those that have been augmented as a result of the pandemic's increased hardships for low income families. English Learners are more likely to struggle with accessing the independent study curriculum due to language barriers, and the shift to distance learning has further isolated them from individualized academic and English language development support. Foster Youth also lack a strong parent presence to keep them on task and working on independent study school work throughout the day. This has only increased in the distance learning model when students cannot attend school on a daily basis to work alongside teachers who will scaffold their learning and keep them on task.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for students Foster Youth, English Learners, and Low Income subgroups in that individualized content area support, Math/ELA intervention programs, and extended academic supports will help to reduce learning loss, increase English language acquisition, and provide continuity of learning during distance learning, specifically with these disadvantaged subgroups who have limited academic resources in their home environments. Individualized content area support such as tutoring provides Foster Youth, English Learners, and Low Income students with additional support to access curriculum that they are more likely to struggle to complete independently. Learning independently outside of school comes with challenges for these subgroups including language barriers, distractions at home due to altered family schedules, and lack of academic support from parents. Math/ELA intervention programs including Achieve 3000 and Accelerated Math for all three subgroups, as well as iLit for English Learners, provide tiered interventions designed to combat the learning loss that is more likely to affect these subgroups than the general population. Extended academic support during evening hours is also specifically geared towards Foster Youth, English Learners, and Low Income students who may require additional time outside of their school appointments to receive more targeted support. Low Income students who may now be working during the day to help support their families now have flexibility within their school schedule. Additionally, Foster Youth and English Learners who may benefit from additional time for academic intervention or ELD support are provided the necessary time blocks to address learning loss that has occurred as a result of COVID-19.

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

Building 21st Century Skills: Students will have access to technology to support their learning and progress towards graduation. Access to technology also ensures a continuity of communication with students, families, and teachers during distance learning.

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:

Foster Youth, Low Income, and English Learner 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. Low Income students, under which category many of the LEA's English Learners also identify, lack the financial resources needed to secure devices and connectivity at home. English Learners often require technology to support them as they learn, practice, and build mastery with reading, writing, listening, and speaking. Thus, not having access to technology at home inhibits their English language development. Foster Youth may also be at a disadvantage in this area. Those 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 have not had the same level of scaffolding and support with navigating educational technology as they did when physically attending school with their teachers. The emphasis on distance learning has deepened learning gaps for Foster Youth, Low Income, and English Learners during the pandemic as they are struggling to familiarize themselves with new technology while simultaneously depending on it to access learning and communicate with their teachers.

During distance learning, technology is a means to accessing education and is therefore essential to equity in student learning. The LEA utilizes Edmentum, Achieve 3000, iLit, and Accelerated Math, which are curriculum and intervention based programs that are purely online. Achieve 3000 and Accelerated Math are intervention programs that are principally directed towards Low-Income and Foster Youth students, who have experienced learning gaps due to educational inequities and are at highest risk of having this gap increase in light of COVID-19. Many of the LEA's English Learners are also dually categorized as Low Income students who experience not just language barriers but also technological barriers due to financial constraints. English Learners participate in Achieve 3000 and iLit to consistently build fluency and proficiency in English, as well as require technology to meet with their English Language Specialist. Without access to technology and skills with which to utilize it, learning would not be able to take place for many of these students.

This action is principally directed towards Low Income, Foster Youth, and English Learners in that it provides students in these subgroups technology that 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. A one-to-one technology initiative ensures that Foster Youth, Low Income, and English Learner students and their families are able to maintain communication with their teachers, specialists, and other instructional staff through tools such as e-mail, Zoom, and Google Hangouts. This ongoing communication also enables teachers to continue supporting Low Income, Foster Youth, and English Learners with building 21st century skills that are especially critical to possess in our current distance learning environment.

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

Stakeholder Engagement Events: The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to encourage student and family engagement. The charter will survey stakeholders to gather feedback on school culture and program effectiveness. The charter will administer a school climate survey to measure parent, student and staff sense of safety and connectedness in our school, bi-annually.

Academic Achievement Chats: Students and parents will meet with a credentialed teacher to discuss academic progress and goals, assessment data, and post-secondary plans. Interventions, additional support, and resources will be discussed to promote student progress towards graduation and post-secondary goals.

Parent Communication: The LEA will utilize technology to improve student/parent communication with the goal of increasing school connectedness and awareness of student academic progress.

Student/Parent Engagement and Workshops: The LEA will offer events and workshops to promote college/career awareness as well as educate students and parents on a variety of topics including post-secondary options and mental health. Events will also serve as an opportunity to gather stakeholder feedback that will inform the need for school offerings and resources.

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

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:

English Learners, Low Income, and Foster Youth students often face barriers that hinder their knowledge of and access to resources such as academic planning, intervention supports, and post-secondary guidance. English Learners, Low Income, and Foster Youth students and families may also not feel as connected to the school or have a strong sense of belonging and identity due to language barriers, lack of resources, and transiency in their education. Barriers to school connectedness can result in chronic absenteeism, an increased dropout rate, and a wider educational gap for these subgroups. In light of COVID-19, a sense of school connectedness is crucial in building resiliency for these subgroups of students and providing them with a strong, stable support system. The LEA will be active in seeking input from these subgroups through phone calls, texts, and emails to give them access to providing their feedback through school surveys or personal narratives. School events such as college/career awareness, social-emotional workshops, and student celebration nights will also be promoted to these subgroups on an individual basis.

English Learners, Low Income, and Foster Youth students often have educational gaps, which are of deeper concern given a distance learning environment. Achievement Chats, which discuss students' academic progress and identify effective interventions in a timely manner, are crucial to bridging existing learning gaps and preventing further learning loss. They also serve to build the groundwork for ongoing and consistent communication with students and their families. This is crucial to the success of English Learners, Low-Income, and Foster Youth students, who may not be as knowledgeable about school resources, graduation requirements, or post-secondary options. Individualized time for academic planning during Achievement Chats provides important information to students and parents, and enables them to be active participants in conversations about academic goals, assessment data, and post-secondary planning. Achievement Chats have a greater impact during this time of distance learning as the LEA wants to ensure that students and their families continue to be informed of school resources, individual student progress, and post-secondary options.

Stakeholder engagement events encourage English Learners, Low Income, and Foster Youth students and their families to be seen and heard in their school community. While keeping students and families abreast of support and current resources offered by the school, stakeholder engagement events are also an opportunity for students and parents to provide valuable school feedback. Their feedback is integral to the LEA being aware of and responsive to the unique learning needs of each of these subgroups, especially as they evolve during distance learning.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for students English Learner, Low income student, and Foster Youth subgroups in that they may not have access to the forms of communications and engagement used with the majority of our students because of language barriers, access to technology, or transiency. The LEA acknowledges that individual attention must be given to engage them as stakeholders of the school.

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

Meal Program Implementation: The LEA will continue its implementation of the healthy meal program to ensure students have access to one meal daily.

School Nutrition: Students will be offered snacks throughout the day to supplement the healthy meal program.

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 do 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. When basic needs such as nutritious meals are not met, students are not able to perform and function at their utmost potential. Low-Income and Foster Youth students are especially impacted and at higher risk of being food insecure in light of COVID-19. Students and their families may have experienced job loss or a reduction in hours, leading to a strain on tight finances for necessities. Those that may have the option to work from home may not be able to do so due to lack of technology that equips them to work remotely. Additionally, families of Low-Income and Foster Youth students are now providing all meals to children in the household. Prior to the pandemic, school-aged children had their lunch needs met by their school. Now, families are needing to meet the daily nutritional needs of sometimes multiple children, with possibly less income.

These actions are principally directed towards and are effective in meeting the requirement of increased and improved services for students of Low Income and Foster Youth in that it offers healthy meals and snacks that these students and their families struggle to access on a consistent basis by hardships brought on by the pandemic. Providing nutritionally dense meals and food items each day school is open and during distance learning, will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth.

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

Social Emotional Development: 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. The charter will provide student transportation for school sponsored events, sports, and other school activities.

Mental Health: 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.

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:

Foster Youth and Low-Income students also may be experiencing a greater degree of personal struggles than their counterparts based on hardships in their home lives. The pandemic has disproportionately impacted students in these subgroups. Low-Income families may now have greater financial stressors and for those who are working, some are likely essential workers who may be at higher risk of contracting COVID-19. Possible lack of access to quality health care also compounds concerns about the pandemic. Additionally, this may mean that students in these circumstances do not have access to mental health care, when they are in situations that may warrant a greater need for this when compared to their more advantaged peers. Low-Income students are more likely to experience trauma and stress that comes from

additional economic hardships placed on their families; during this time of COVID, Low-Income students are more likely to have to help their families financially, either by working or by caring for children in the home while parents work. This level of responsibility that Low-Income students may have to take on to contribute to the family can have adverse effects on mental health and social emotional wellbeing.

Foster Youth students are more likely to experience adverse mental health and social emotional development due to COVID-19 because of the absence of adult mentoring, nurturing, and support that is typically provided by a parent or guardian is absent and the transition to distance learning has temporarily eliminated opportunities for in-person access to mentor teachers. Foster Youth often live in group homes where facilitators are responsible for caretaking for multiple students and their ability to provide one-on-one mentoring is not sufficient enough to match that of a parent or guardian.

English Learners are more likely to experience a lack of access to and/or awareness of mental health and social emotional resources as a result of language barriers. Even if information is available to them, lack of English language development may prevent this subgroup from knowing about opportunities that are available to them both in the community and by the school. Moreover, all three subgroups are at risk for not having access to mental health and social emotional resources because all three of these subgroups may be lacking an informed advocate outside of the school to ensure stable mental health and social emotional development.

For all three subgroups, the social isolation and lack of a physical school presence where teachers serve as a positive support system, may lead to increased anxiety and uncertainty about the future. These challenges can impact student attendance and academic progress if not addressed. School-based mental health services provide the appropriate and targeted resources to address these needs and ensure students are both emotionally and academically supported.

This action is principally directed towards Foster Youth, English Learners, and subgroup because in light of the pandemic and subsequent social isolation, it is more so crucial to provide these three subgroups with opportunities to interact with their peers virtually and strengthen their school connectedness through creative means such as virtual student groups and mental health counseling for students in crisis. Due to the additional stress factors that Foster Youth, Low-Income, and English Learner students may have including economic instability in the household, lack of basic resources, and language and technology-related barriers, social emotional development and mental health must be prioritized for them by the LEA. Providing a diverse range of virtually offered extracurricular activities aimed towards social emotional development is a meaningful and necessary offering for Foster Youth, Low-Income, and English Learner students during the pandemic to ensure continuity of learning and to provide students with a sense of security, belonging, and community during this time. School based extracurricular activities can be a protective factor for at-risk students to help develop character building skills and build positive relationships with their peers and it is essential that these opportunities are offered and promoted to these subgroups especially during distance learning. Opportunities to participate in extracurricular activities can foster a sense of connectedness with school, resulting in a stronger sense of investment in their school and overall education, which will allow these subgroups 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.]

Student Group: Foster Youth

Action(s):

Foster Youth Support - 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.

This action is principally directed towards Foster Youth in that as a result of gaps in education due to their transient circumstances, Foster Youth Students will benefit from additional resources and focused interventions that support their academic and socioemotional needs. It is important that Foster Youth students have individual meetings with their teachers and the Post-Secondary Counselor to discuss academic goals, assess progress towards graduation, explore future college and career opportunities, and ensure access to resources needed to promote progress towards these goals. This connectedness to the school community is even more so urgent during Distance Learning when a Foster Youth may be feeling overwhelmed and disconnected from their support system at the school. To ensure a system of support, the LEA has set up a procedure to ensure that Foster Youth are receiving frequent check-ins not only with the Post-Secondary Counselor but with their teacher as well. During this time of distance learning, the Post-Secondary Counselor has reached out to outside resources, such as Los Angeles County Office of Education (LACOE) to see what type of resources are available to Foster Youth students. The Post-Secondary Counselor serves as a bridge to ensure that Foster Youth are tapping into additional funding support and technology support offered through the county. In addition, Foster Youth students are entitled to the option of graduating on a modified course of curriculum versus being A-G compliant. Especially during this time of COVID, it is important that Foster Youth have academic guidance and support in place to help them in making informed decisions about their future. One such support is scheduling a prompt meeting between the Post-Secondary Counselor and Foster Youth students at least 30 days within enrollment to review academic progress toward graduation as well as providing financial aid resources. Additional actions and services provided by teachers and the Post-Secondary Counselor as listed above will be allocated proportionally to our Foster Youth students in accordance with the 20% requirement as compared to services provided to all students.

Student Group: Low-Income Students

Action(s):

Meal Program Implementation - The charter will continue its implementation of the healthy meal program to ensure students have access to one meal daily. In addition, students will be offered snacks throughout the day to supplement the healthy meal program.

Building 21st Century Skills - Students will have access to technology inside and outside the center to support their learning and progress towards graduation.

Stakeholder Engagement Events- The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to encourage student and family engagement. The charter will survey stakeholders to gather feedback on school culture and program effectiveness. The charter will administer a school climate survey to measure parent, student and staff sense of safety and connectedness in our school, bi-annually.

Individualized Content Area Support - Tutoring, intervention support, and resources to bridge the education gap will be offered to students to support in core course completion.

This action is principally directed towards Low Income Students in that this subgroup is often food insecure and may not have consistent access to nutritious meals at home. This impacts their overall well being as well as their ability to reach their academic potential if these basic physical needs are unmet. As education has become increasingly dependent upon technology in light of COVID-19, not having access

to a computer or wireless connectivity can hinder Low Income students from accessing learning material and resources. Since it is also a crucial way of connecting with teachers, tutors, and other academic supports, it is also paramount that Low-Income students have the same opportunity as their peers to communicate with the school.

Previous school experiences or socioeconomic barriers may hinder Low Income students' and their families' sense of connectedness to school. Stakeholder engagement events serve to welcome these students and their families into the school community, encourage their participation, and invite their feedback about school services and program effectiveness. This is especially important to continue doing during this time, as the pandemic has disproportionately affected Low Income students and families. Understanding the evolving needs of this subgroup as a result of COVID-19 is important in the LEA. Low Income students who are achieving below grade level have less access to educational supports outside of school and are those who also demonstrate the greatest need for intervention, especially in core content areas. Thus, healthy meals, appropriate technology, engagement events, tutoring, and intervention support will be supplied and allocated proportionately to our low income student subgroups in accordance with the 20% requirement as compared to services provided to all students.

Student Group: English Language Learners

Action(s):

iLit: iLit is a designated English Learner curriculum

Achieve 3000, ERWC, and other evidence-based literacy interventions: 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.

Accelerated Math, Freckles, Small Group Instruction classes, and other evidence-based math interventions: Through the use of mathematical skill level assessments utilizing the Renaissance Star Math program, basic skill strength and deficits will be determined to design specialized instruction and interventions.

EL Support and Intervention: 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.

EL Professional Development: Annual Professional Development will be provided to English Language Specialists to support them in providing effective, student-centered, strategic interventions and SDAIE strategies.

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 iLit Program has been proven to be an effective instructional program which demonstrates accelerated growth in the four main domains of English Learner progression: reading, writing, listening, and speaking in academic English. During this time of COVID, we acknowledge that student interaction with other students and teachers may be limited and can slow the pace at which a student practices all four domains and acquires language. Through the use of iLit, our charter is able to increase collaboration through this online small group instruction class. This will be separate, and in addition to, the students traditional one-on-one appointment with an English Language Specialist. By doubling the appointment times of our English Learners, 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. 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 better target all four language domains to ensure uninterrupted continuity of progression towards proficiency in English. Concurrently, English Learners require support from staff that are proficient in current policies and practices specific to EL needs. Thus, iLIT, evidence-based literacy interventions, evidence-based math interventions and subgroup individualized support and instruction will be allocated proportionately to our EL student subgroup in accordance with the 20% requirement as compared to services provided to all students.