

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The LEA is primarily an independent study, non-classroom based charter school with optional direct instruction classes in a small group setting. The Charter School serves students in grades 7-12, ages 13-22, through a guided, personalized learning system. Guided Independent Study teachers work with up to five students every hour, and students meet with their Independent Study teacher a minimum of two hours per week. Students also have access to content-specific instruction/small group instruction classes, should they require additional instructional support, on an as-needed basis. On average, students complete four to six hours of academic work per day through independent academic work and direct small group instruction. The LEA’s primary student demographic are students who have dropped out of—or are at risk of dropping out of—high school. These students may include, among others, single parents without childcare, expectant mothers, individuals in the juvenile justice system, truants, foster care students, homeless students, and pupils with extended, unexcused, and unexplained absences (i.e. for more than twenty days), students with behavioral problems, students that have been expelled, and students with an Individualized Educational Program or Section 504. The LEA endeavors to move its students away from a conventional seat-time educational delivery system by providing students the opportunity to complete academic work and credits through a variety of means, including, but not limited to, tutoring, Direct Instruction, and personalized learning. The LEA has implemented curriculum including independent student printed units and digital curriculum to provide academic instruction that is tailored to be done independently since its inception.

Due to the primary independent structure of the LEA, the impacts of COVID-19 were not as challenging as a traditional district comprehensive campus school. Students were very familiar with working individually from home and were already familiar with a digital curriculum modality. One of the biggest challenges was the need to restructure the enrollment and record keeping procedures. Due to the inability to have students and families physically in the center, enrollment paperwork and student work were not able to be handled in person. To address this issue the LEA created a completely digital enrollment process enabling families to submit all necessary documentation digitally with the support of the Center Coordinator and Enrollment Specialist. For families unable to access technology, the LEA has continued to accept documents in paper form at the school sites. School staff, present at the school sites, handle conversion to digital formats. In order to address the record keeping issue the LEA changed from maintaining a combination of physical and digital files to 100% digital files. This required the LEA to adopt new virtual procedures for submitting student work, grading student work, and storing student assignments. For students who do not have access to technology, school staff is accepting paper student work and converting it into a digital format. The structure of the LEA’s learning model has been based on independent study. The LEA has always structured its

instructional model to offer students flexibility in a non-traditional educational setting through an independent study model. Therefore, students were already familiar with independent study and working from home which ultimately lessened the impact felt by COVID-19 for students, staff, and our community. The LEA's model required students to meet with their academic teacher and team several times per week, but the expectation as stated in the Master Agreement required students to complete work and progress through academic content independently. The main impact of COVID-19 was having to switch from meeting with students in person at the school sites to having all virtual appointments. As a result of the pandemic, the LEA had to rethink its physical space and move into a distance learning model which encourages teachers to use Google Classroom, Google Hangouts, and Edmentum (digital curriculum) to deliver curriculum and instruction to all students. Although all instruction and meetings are conducted virtually, the LEA has extended the expectations of appointments, and students have been expected and will continue to be expected to meet with their teachers at their regularly scheduled school times through virtual modalities instead of coming into the school. This expectation has enabled our staff to ensure the continuity of instruction for students and to ensure that expectations remain the same regardless of the instruction mode of delivery. Keeping students in the same groups has also added to the seamless transition to either mode of instruction delivery. The LEA has experienced some challenges with the transition to Distance Learning.

Students and families are harder to engage and decreased student participation has been a barrier to academic progress. Although students are progressing academically, the LEA has noticed a dip in the amount of credits earned each month. Teachers are finding it more difficult to communicate with students through phone calls, emails, text, and Remind. Student attendance at their virtual appointment has also decreased slightly. Parents have expressed frustration with motivating and supporting their children to remain dedicated to their education. The LEA has noticed students are working at non-traditional school hours; preferring to work in the middle of the night. This makes it challenging for educators to support and communicate with students during the time when they need it the most. Small Group Instruction (SGI) classes continue to meet at the regularly scheduled time but utilize Google Classroom for live and recorded instruction. The LEA is seeing the same trend with students shifting their productivity hours from traditional school hours to working in the middle of the night making it difficult to provide proper academic support.

The greatest impact that the LEA has experienced as a result of COVID-19 has been on staff roles, expectations, different working realities, and the need to be more flexible to our new reality. The impact on a traditional teacher role is that teachers are now required to be more adept at using technology while at the same time delivering high quality instruction. As a result of transitioning into virtual teachers, they had to become proficient in teaching and managing the digital curriculum platform. The LEA provided multiple training to help teachers become more comfortable with this new instructional model. The LEA will continue to offer students one-on-one tutoring appointments with the Area 1 Teachers and/or Math Intervention Specialist when needed with assigned appointments as well as open tutoring hours. The LEA anticipates the same challenges with student productivity hours being different than traditional school hours. School Counselors will continue supporting all students, especially seniors and our Foster Youth population with phone calls and video chatting. This will help to ensure students are engaged and increase their motivation towards graduation. Additionally, post-secondary education plans and opportunities will be discussed, and counselors will be able to review what to expect in regards to post-secondary plans and the impacts COVID-19 has had on colleges/universities. Students with Disabilities will continue to receive their SAI (Specialized Academic Instruction) minutes, counseling minutes and other specified IEP services by meeting with their Special Education Specialist (SES), the School Psychologist, and the Paraprofessionals virtually. The SPED team will offer alternatives to virtual services through phone calls if internet accessibility is an issue. IEP meetings will be conducted virtually and/or through phone calls with all necessary stakeholders. The school psychologist will resume any necessary testing in-person at the school sites when needed, exercising social distancing and all safety precautions outlined by the CDC and CDE as well as the school nurse. English Learner offerings and support will be offered regularly and frequently to students that need these

services with the English Language Specialist virtually and with phone calls. Resources and support will be offered virtually to our Foster Youth and low-income students by school counselors with virtual appointments and phone chats. As a result of the shift in student productivity hours, the LEA is allowing educational staff more flexibility with their working hours in order to better meet the needs of their students. Additionally, the LEA has noticed a decline in parent engagement and communication. To combat this challenge the LEA is utilizing multiple layers of support by having additional staff members reach out to parents/families as a means of increasing communication attempts and increasing family engagement. The LEA will continue to distribute Chromebooks in response to COVID to students who need technology and will provide information regarding free or reduced cost internet. Students, teachers, and administrators will regularly meet virtually through Google Hangouts for PDs, Professional Learning Communities, policy and instructional practices and supports to ensure accountability and cohesion of the instructional model and expectations. Students who are not successful with digital curriculum will be offered the opportunity to still access our traditional textbook and paper curriculum. This is also a good option for students experiencing technology issues and difficulties. There is a small group of staff working at each school site every day to collect completed assignments, and to distribute curriculum and technology, as well as process new enrollment and serve families that need physical access to communication and resources.

Stakeholder Engagement

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

Teachers solicit stakeholder feedback during Achievement Chats with parents and students at the beginning of each semester. Center Coordinators and Support Staff make weekly calls to students and families to seek feedback about what supports and resources are needed. School Counselors call students and families to keep them engaged and focused on educational and post-secondary goals and to provide additional support and resources related to basic needs, emotional support, and community resources. Spanish speaking staff members offer translation for orientations, Achievement Chats, phone calls, and meetings.

School Messenger is utilized for mass communication with families through email blasts, text messages, and robo calls. School Messenger also has the capacity to translate into numerous languages. Each email message has an embedded link that allows parents to translate the message into multiple available languages. Additionally, Remind text messaging is utilized by school staff to communicate with parents and staff on a regular basis. All school notices are mailed in both English and Spanish to seek feedback in the development of the School Improvement Plans.

In June and early July, teachers conducted virtual Achievement Chats with 99% participation rate of all enrolled families to discuss student academic progress and strategic planning for the new school year, as well as students' academic and social-emotional needs. Another Achievement Chat will be scheduled in December to review 1st semester progress and strategic planning, and to address any needs or issues. These Achievement Chats will be conducted virtually, in-person, or a combination of both depending on the health and educational department agencies recommendations at the time. When needed, Spanish speaking staff translates between the teacher and parent to ensure everyone is able to engage in meaningful dialogue. Korean and Russian speaking staff is available should the need arise for these interpretations. Translators for other languages will be sought should the need arise. During achievement chats (progress/academic and strategic planning held twice a year) the educational team will review and reevaluate student A-G planning and career goals and objectives. Achievement Chats with instructional staff, parents/guardians, and students offer an opportunity to collaborate on academic goals,

post-secondary educational planning, and ways to better support individual student learning and progress. Family needs are discussed and resources are offered during this time to meet these needs and offer a plan of support.

These meetings act as a vessel to obtain direct feedback from our guardians on the development and progress of our School Improvement Plans/Planning.

DELAC and School Site Council Meetings are being held virtually with call in options. The LEA provides opportunities for all stakeholders to provide feedback throughout the year with Fall and Spring Stakeholder Engagement and Feedback surveys for parents/guardians, community members, students, and staff. Additional surveys have been conducted as a result of the COVID emergency; Return to School Surveys and Stakeholder Surveys for the Learning Continuity and Attendance Plan. All surveys are made available in a paper format and can be picked up at the school site upon request. All surveys are done in English and Spanish and can be translated into other languages when needed. Due to the unprecedented nature of COVID-19, it was essential to consider all stakeholders in the new distant learning format. Feedback from all stakeholders was an important part of creating and finalizing plans for distant learning. When planning stakeholder engagement, the LEA took into consideration the historic needs of our stakeholders such as language, participation rates, and preferred communication outreach. Decisions on how to gather feedback and what pertinent questions to ask were taken into account when conducting all outreach and engagement activities.

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

Options for Remote Participation in Public Meetings and Public Hearings

The LEA is committed to collaborating with all stakeholders, ensuring that all parties have access to important school information and that their voices are heard on such matters. During this pandemic, the Charter's Governing Board has provided remote participation options in public hearings, including efforts to reach students, families, staff, and other stakeholders who do not have internet access or who speak languages other than English. Additional accommodations and modifications can be requested 72 hours in advance through the contact information on the bottom of all agendas, if needed. All board meetings also have call-in numbers for stakeholders to call in and participate via teleconference. Additionally, translators are available at each board meeting, so that participants speaking languages other than English are not denied access. Information regarding all of these opportunities to access meetings is sent to parents and students via email through our School Messenger platform and letters mailed home containing meetings access information for all interested stakeholders.

Learning Continuity Plan Review and Submission Participation

The agenda for the special meeting and public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the Learning Continuity Plan (LCP) will be available for public inspection. The agenda includes the website URL for the plans. We will post official notices in English and Spanish, alongside the agendas, which outline (1) the Board meeting and public hearing dates, (2) the website URL where the LCP can be found, (3) a contact person, phone number, and email for stakeholders to provide comment to prior to the meeting, if desired, and (4) a contact person, phone and email to request access to the LCP if the stakeholder does not have internet and would like to inspect the LCP in person at the center or requests the LCP be made available in another language. Each Opportunities for Learning William S. Hart school site will be open and available with the board meeting agenda and board package posted, so that stakeholders may have access.

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

Please indicate your role: Por favor indique quien representa:

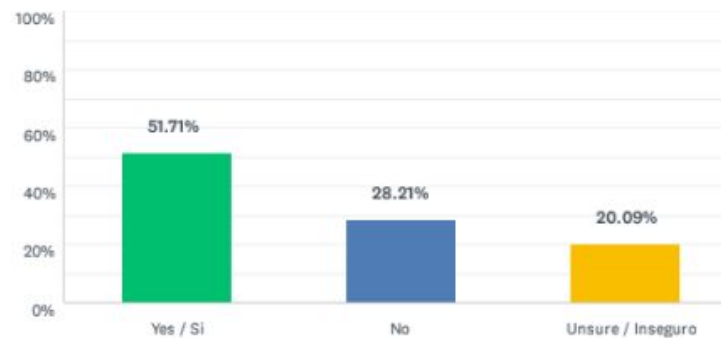
Answered: 518 Skipped: 0



Feedback was solicited from all stakeholders, including parents, students, staff, and community members as indicated in the chart above. Parents and students responded with the most participation as can be seen from the chart percentages above. The feedback from the parent survey was a mixture of comments about wanting students to return to in person instruction and acknowledging that the LEA is doing everything it can possibly do to support students during this difficult time. There were many comments expressing, “Support system is great!” and “Open the school as soon as possible”. This is further evidenced in the chart below which shows students and parents are equally divided in regards to whether or not students attend at sites versus distance learning. A majority trend felt partially comfortable attending school physically with a modified schedule.

Q17 Do you feel comfortable with your child coming into the school site 2 x per week? ¿Se siente cómodo que su hijo/a regrese a la escuela 2 veces por semana?

Answered: 234 Skipped: 284

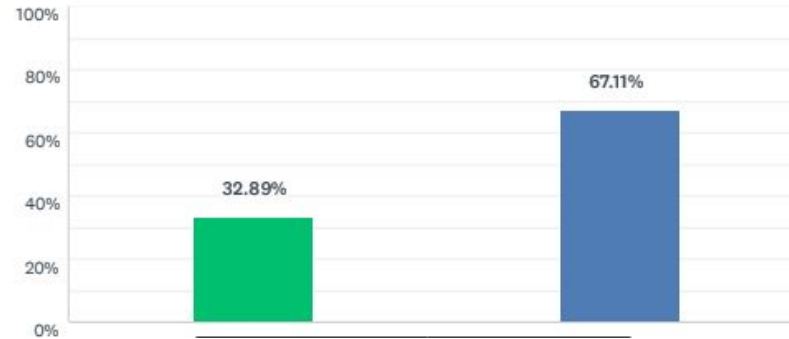


The chart below indicates that the majority of parents and students felt academic progress has not been negatively impacted due to distance learning. Many parents did not feel their students experienced any learning loss. The majority of parents were very satisfied with our

transition to distance learning. One parent said, “You guys are doing an amazing job. We wouldn’t change a thing.” However, some parents stated they wanted more one on one support from teachers and tutors. This can be seen in many quotes including the following, “Needs 1:1, frequent reminders by teachers about turning in homework as he often forgets due to his condition, checking frequently in regards to whether he is understanding the content.”

Did you/your child experience learning loss? ¿Favor de indicar si su hijo/a han experimentado pérdida de aprendizaje?

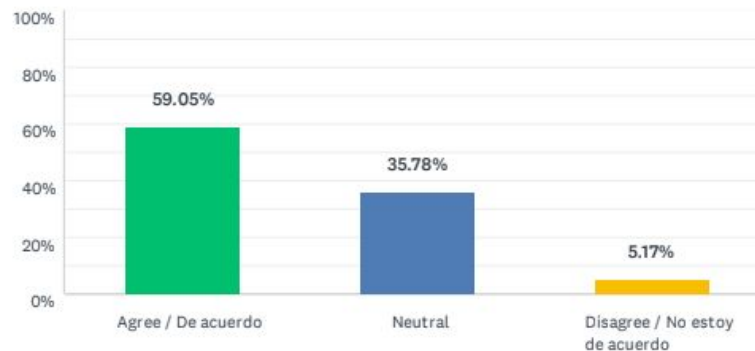
Answered: 228 Skipped: 290



This chart below indicates a significant amount of parents and students feel the LEA is providing additional/necessary support during distance learning.

Q6 This school has enough programs/supports that help combat students learning loss due to COVID-19? ¿Esta escuela tiene suficientes programas / apoyos que ayudan a combatir la pérdida de aprendizaje de los estudiantes debido a COVID-19? (Favor de indicar si nivel de acuerdo con la declaracion abajo)

Answered: 232 Skipped: 286



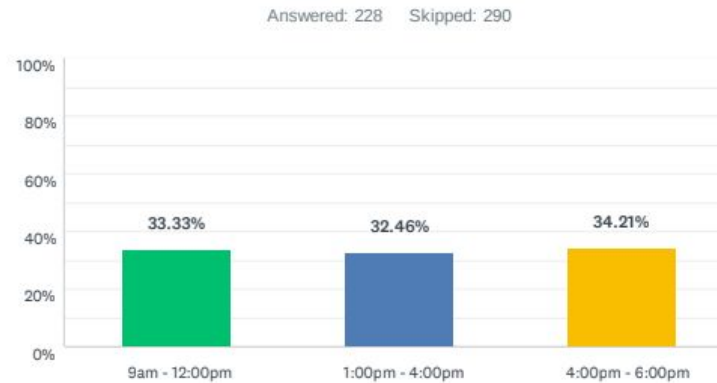
There were quite a few expressions of concern over their child’s mental well being and feelings of isolation and one trend that was clear on our feedback surveys was the increased need for social and emotional support. The chart shows 23.58% of respondents were experiencing anxiety, and 29.69% had a lack of interest in distance learning. One parent said, “My daughter is lonely and misses being at school.” On a positive note, 53.28% of respondents noted that their student does not have any challenges with attendance.

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

ANSWER CHOICES	RESPONSES
My student does not have any challenges with attendance / Mi estudiante no tiene ningún problema con la asistencia.	53.28% 122
Transportation / Transporte	6.11% 14
Anxiety / Ansiedad	23.58% 54
Student has a job / El estudiante tiene un trabajo	7.86% 18
Caring for family members or Siblings / Cuidar de familiares o hermanos	10.92% 25
Lack of Interest in distant learning / Falta de interés en el aprendizaje a distancia	29.69% 68
Other (please specify) / Otro (por favor especifique)	11.35% 26
Total Respondents: 229	

This chart below indicates that families are equally available at all times for educational/informational educator support.

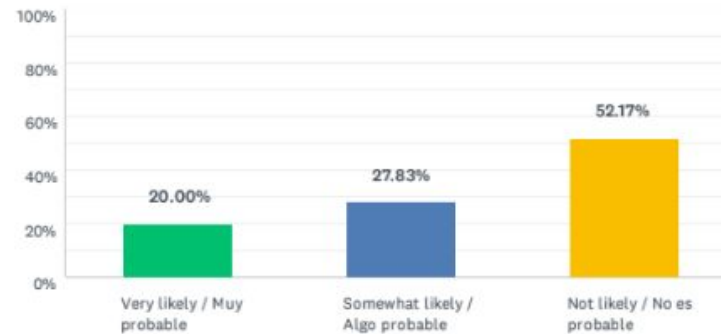
Q9 What is the best time for you and your family to join a virtual meeting for informational purposes? ¿Cuál es el mejor momento o tiempo durante en día para que usted y su familia se unan a una reunión virtual con fines informativos?



This chart below shows over 50% of the LEA student population is not interested in participating in the free meal distribution program during distance learning.

Q11 How likely are you to partake in our free meal distribution in the new school year with the restrictions of COVID-19 in place? ¿Qué posibilidades hay de que participe en nuestra distribución de comidas gratuitas en el nuevo año escolar con las restricciones de COVID-19 vigentes?

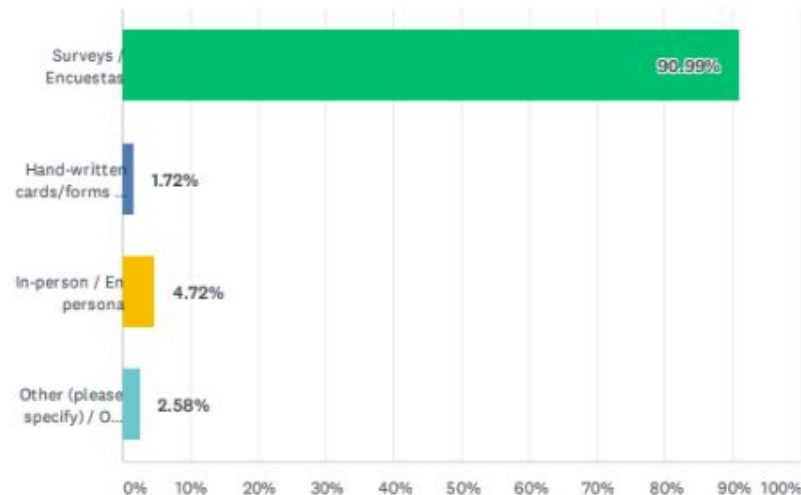
Answered: 230 Skipped: 288



The chart below indicates 90% of students/parents prefer feedback in survey form.

Q12 How do you prefer to submit feedback on the development of our program? ¿Cómo prefiere enviar comentarios sobre el desarrollo de nuestro programa? Favor de indicar abajo.

Answered: 233 Skipped: 285



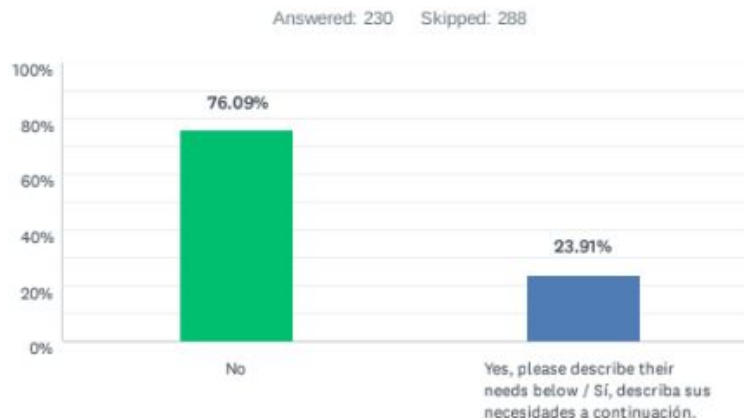
As evidenced in the chart below the majority of students and families, over 96%, have internet access. The LEA has provided over 250 Chromobooks to families that expressed a need for devices and assisted all families to access internet providers when in need of assistance.

Q14 Do you have reliable internet connectivity? ¿Tiene conectividad a internet confiable en casa?



This chart below shows that some students and parents need the LEA to provide mental wellness support.

Q15 Is your child in need of any mental health support? ¿Necesita su hijo/a algún apoyo de salud mental?



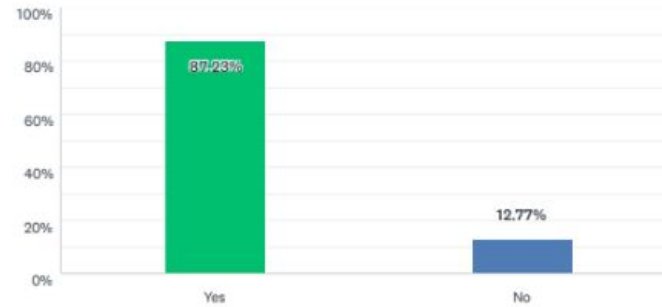
The feedback from the student survey also reflected conflicted feelings about wanting to return to the school sites and being exposed to COVID-19. Many students expressed feeling isolated, less productive, and wanting to connect in person with their peers and the teaching staff. These sentiments greatly outweighed the concern of exposure to COVID-19. The students felt if everyone wore masks and used hand sanitizer regularly, they would want to return to school. Students asked for more one on one support from teachers and tutors. Students also wanted more support from counselors and expressed a desire to take part in a support group for anxiety and stress management. The staff survey results expressed a desire to engage students socially as well as academically. They felt the majority of their students have access to devices and connectivity. Staff wants more support in reaching out to students and following up with families. Staff acknowledged

the need for flexibility and extended hours to support students during distance learning. Staff is concerned for the wellbeing of the students; they are afraid more students are going to experience homelessness and limited access to resources. Staff feels the students need more support in dealing with stress and anxiety.

This chart shows staff roles and responsibilities were significantly impacted due to the COVID-19 pandemic.

Q19 Was your role and responsibilities affected as a result of the COVID-19 pandemic?

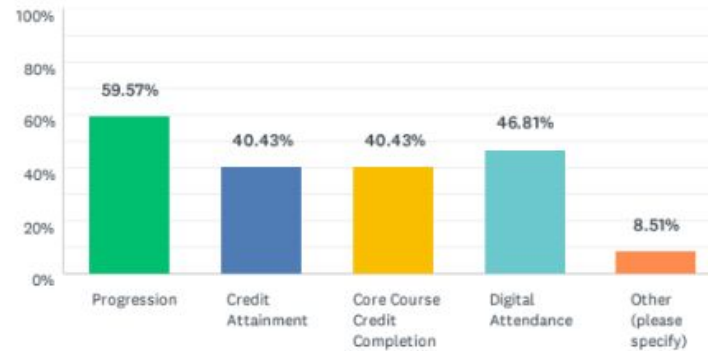
Answered: 47 Skipped: 471



The chart below indicates staff would like to measure student progression using multiple assessments such as, credit attainment, core course credit completion, digital attendance, and progression to ensure student participation.

Q29 How would you like to see the charter measure participation, pupil progress and time of pupil work?

Answered: 47 Skipped: 471



The feedback from the parents and students showed the following trends:

- There are mixed feelings about returning to school due to possible COVID-19 exposure. There were very strong opinions expressed by some parents for the need to return to school physically as soon as possible. Other parents expressed very strong opinions about not returning physically until a vaccine was available. The LEA got the impression that the need for face to face interaction and student

socialization slightly outweighed the fear as long as proper safety precautions were followed. Staff surveys mirrored similar sentiment about returning to in person-learning. Staff is very concerned about the wellbeing of the students.

- A strong trend emerged about conducting more person to person interactions. All stakeholders expressed the need that appointments and instructional content be delivered through live, video sessions where teachers can see students and students can see the teachers and other students. More one on one support also trended in the feedback.

- There is a strong need for mental health support especially in dealing with anxiety. The LEA was not surprised by this trend as anxiety was an issue that was being addressed prior to the COVID-19 emergency. The results of this survey reinforced the need to make this a top priority for the LEA to address.

- The majority of parents felt like their students have not experienced learning loss as a result of moving to distance learning. This is not very surprising as our independent study instructional model supported at home learning prior to the need to move to 100% distance learning. The LEA has found that students are slightly more productive when they are required to meet with their teachers in person every week; both parents and students indicated this was the case as well.

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

Many staff, parents, and students expressed a need for more mental health offerings. In response to the feedback, the LEA will make available multiple mental health options. In working in partnership with our Special Education vendor, PSE, the LEA has identified services that will be provided and/or increased during the pandemic. As outlined in the Mental Health and Social Well-being section of the Learning Continuity and Attendance Plan, the LEA will implement multiple opportunities for both staff and students targeting mental health options. Virtual groups dealing with stress, anxiety, and trauma will be offered to students and staff. Two groups will start virtually in August. Counseling will be available at the request of parent, teacher, and/or student. In response to the stakeholder feedback, Paraprofessionals will be available to conduct general education support in addition to the increased support to Students with Disabilities. Also in response to the feedback, the LEA received resource support for teachers through conversation starters that will help facilitate relationship building, increase dialogue, and help support mental health and connectedness.

Additionally as outlined in the Mental Health and Social and Emotional Well Being section of this plan, the LEA will continue to regularly provide families with resources which was a stated request from the stakeholder feedback. Stakeholders showed a trend in asking for resources provided through multiple platforms to address mental health resources and COVID-19 safety protocols and information. Resources provided to families via School Messenger, emails, Remind, call, and fliers mailed and posted to center doors. The LEA will provide resources to public and educational state and county departments, links to wellness and health websites, references to successful Distance Learning tips and practices, and phone numbers to mental health services. The LEA will also assist families with accessing public resources for food support.

Parents and students also responded with significant feedback requesting increased face to face interactions and more personal support to address learning loss and academic support, mental health, connectedness to school and social interactions. This feedback provided by stakeholders will be incorporated in multiple categories of the Continuity Plan including the Continuity of Learning in relation to In Person Instruction, the Distance Learning Program in relation to Continuity of Instruction, the Pupil Learning Loss, and incorporated when new staff roles and responsibilities are established. As a result, the LEA will conduct all appointments and small group instruction classes in an in-person virtual meeting using Google Meets to increase interaction between all stakeholders. The EL Specialist and SES teachers will also make all appointments virtual where students can participate and meet instructional staff in live virtual sessions. Area Teachers 1s (Instructional support staff focused on providing individualized core subject instructional support to students and act in a Substitute capacity

when needed) and Math Intervention Specialists will conduct office hours where one on one instructional support can be offered with in-person virtual appointments. Groups where students can see and interact with each other will also be conducted through virtual live sessions to address the feedback of parents and students in an effort to increase interaction between students and the instructional staff. Sport, Virtual Yoga and Esports will be implemented in the fall semester to help with interactions and connectedness. Homework cafes will allow additional appointment times and extended hours to accommodate the feedback identifying more personal support needed and to address student shifts to later productivity hours.

Parents, students and staff indicated that students need more academic support from school staff during extended hours. As a result, the LEA is providing all teaching staff with the flexibility to work non-traditional hours which is specified in the Staff Roles section of the plan, in order to better support the students when they are the most productive during distance learning. Additionally, the LEA will provide after-hours homework cafes for students to get additional support from teaching staff at least two nights a week. Incorporation of this feedback is described in the Pupil Participation and Progress section of this Plan as well as Pupil Learning Loss Strategy section.

Only 3% of students and parents indicated they do not have access to internet connectivity. As a result, the LEA will provide a safe space during regular school hours at each school site for students to use technology with internet access to complete school assignments as is outlined in the Access to Devices and Connectivity and the Pupil Learning Loss Strategies section.

80% of parents and students stated they were not likely to participate in school meals during distance learning. As a result, the LEA will continue to provide information about free resources such as food banks, EBT eligibility and enrollment support, and district meal distributions for families in need. The LEA will resume its school lunch program with once a week pick up with five days worth of meals as described in sections dealing with School Nutrition and Supports for Pupils with Unique Needs.

91% of parents and students indicated their preferred method of providing feedback to the school is through surveys. As a result, the LEA will continue to seek feedback through surveys. In order to accommodate families who do not have access to technology, chromebooks will be set up in the centers for parents and students to complete the surveys. Additionally, paper versions of the surveys will be made available at each school site. Teachers will inform their students and parents about the various options for completing the surveys. Incorporation of this feedback is detailed in the Stakeholder Engagement, Access to Devices and Connectivity and Participation in Public Meetings and Hearing sections.

Staff did express that their roles changed as a result of Distance Learning. The LEA provided and will continue to provide regular and targeted PD and training on new technology, engagement, best practices, digital curriculum, and responding to student trauma and mental health. Leadership will continue to meet regularly with all staff to set norms and expectations during Distance Learning as well as the hybrid/modified model when that is safe to implement. The LEA will also offer support through Coaching and multiple resources to all staff throughout the school year to address the changing roles and responsibilities. Professional Development is fully incorporated in the sections dealing with Distance Learning Professional Development and Mental Health and Social and Emotional Well Being.

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 does offer Small Group Instruction (SGI) classes and will continue to do so in the new school year. The LEA will offer classroom-based instruction whenever possible during distance learning. Independent Study Teachers meet virtually with small cohorts of students for 1-hour blocks throughout the school day. During this live interaction teachers will be able to provide academic support to students, and students will be able to ask questions and engage with other students. Teachers track weekly student progress and implement immediate interventions as necessary. Additional instructional appointments with the teacher, Math Intervention Specialist, and/or Instructional Support staff will be scheduled virtually through Google Meet as needed. Teachers will communicate with parents regularly through mail, email, phone calls, Remind, Google Meet, and texts when concerns are identified. Small Group Instruction classes will meet at regularly scheduled class time through Google Meet. Direct instruction and classroom interaction will occur virtually until it is safe to return to in-person instruction.

Once it has been deemed appropriate for students to return to the school sites, a modified plan will be implemented until the school can resume normal instructional and operational practices. Families will be offered the opportunity to continue remote learning with all services offered virtually and through phone calls. Families will also be offered the option of a hybrid model with modified in-person appointment times with both their Independent Study teachers and in their Small Group Instruction classes. Students will be placed in cohorts and have the opportunity to meet with their Independent Study teachers once a week and teachers will conduct the other weekly appointment virtually or by phone. This model will ensure Independent Study (IS) teachers are meeting physically with only 3 students at a time. Small Group Instruction (SGI) classes will continue to be offered with no more than 10 students physically present in the classroom. Direct instruction lessons will be delivered to student cohorts in-person once a week and teachers will conduct the other weekly class session via live and recorded virtual instruction. While Google Classrooms will be used for posting assignments, instruction will be regularly delivered using Google Meet, call in options, as well as in-person. EL and SPED Cohorts will be established to offer a hybrid in-person and virtual combination of support and instruction. While Google Classrooms will be used for posting assignments, instruction will be regularly delivered using Google Meet, call in options, as well as in-person. SGI teachers will be able to select from the Edmentum digital curriculum or their regular curriculum to offer instruction. The LEA will identify students who have experienced significant learning loss, due to school closures in the 2019-20 school year, and students who are at a greater risk of experiencing learning loss due to future school closures through Renaissance STAR Benchmark Assessments. Renaissance STAR assessments are used to gauge comprehensive skill growth which are nationally normed and aligned with CCSS. The implementation of the Renaissance STAR assessments allows the School to delve into the data, evaluate curriculum, and compare students' skill growth to that of students at other OFL schools and around the nation. This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. The test gives the instructor a diagnosis of the reading and math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for

individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in English and math. By testing the entire student body, the School is able to track the skills growth of the student population as a whole. In addition, the Renaissance STAR Assessments allow the School to design formative and summative assessments that align with the school's specialized curriculum. Students are regularly tested to assess skill level growth and the appropriateness of the program for meeting their individual needs. Additionally, the LEA conducts regular systemic assessments to measure student progress and determine learning loss. Student Progress is evaluated on a monthly basis and is measured by compliance with the Master Agreement, attendance, credit completion, and participation in State standardized tests. The LEA will continue to use multiple measures across the entire student population to make assessment on academic progress and learning loss. The Charter School uses the following measures of academic achievement in determining program success:

- CAASPP (movement of student from one proficiency level to the next in a given subject)
- ELPAC (movement from one proficiency level to the next)
- R-FEP results (the number and percentage of ELs who have exited the EL program)
- Course Level Assessment (demonstration of proficiency in grade level courses using summative assessments)
- FITNESSGRAM (Physical Education assessment for required grades)

All students participate in testing programs as required by law. Teachers use the data to determine students' areas of strengths and learning loss and adjust their instructional methods or curriculum accordingly. Students regularly complete unit and course assessments. Both formal and informal assessments are essential components of the school's instructional model; benchmark, formative, and summative assessments have been developed by the School; alternative assessment processes include teacher-developed rubrics, performance tasks, and portfolios. These assessments provide information that is critical for meaningful placement decisions, documentation of student growth through pre-testing and post-testing, assistance to teachers in making effective decisions about instructional content and pacing for individual students, and evaluation of overall program effectiveness. Another method to track student skill growth includes MasteryConnect, a cloud-based platform that allows teachers to track student growth in state standards and is used as an assessment tool in our SGI classes. Small group instructors use MasteryConnect to develop benchmark exams for each course and these exams are taken before the course is started, midway through the course, and at the culmination of the course. Standards-aligned quizzes and exams are given to students throughout the course, and students track their progress in their portfolios. Each standard is broken up into a four-point scale of mastery, and the goal for each student is to reach a minimum of level three mastery in each of the standards.

Table C.1: Subjects and Assessment Tools

Subject	Skills, Knowledge and Aptitude	Assessment Tools	Frequency
English Language Arts	7 th -12 th Students will be able to read comprehensively, write clearly and, demonstrate listening and speaking skills through grade-	Renaissance Star ELA assessment	Three times per year
		Oral presentation	Ongoing
		Rubric-based performance tasks	Ongoing

	level appropriate coherent presentations.	Unit assessments	Upon unit completion
		Summative assessments (e.g. End of Course)	Upon course completion
		CAASPP	Annually
Mathematics	7 th – 8 th Students will master ratios and proportional relationships, the number system, expressions and equations, functions, geometry, and statistics and probability.	Renaissance Star math assessment	Three times per year
		Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion	
	Summative assessments (e.g. End of Course)	Upon course completion	
	CAASPP	Annually	
	9 th – 12 th Students will master higher mathematics standards for number and quantity, algebra, functions, modeling, geometry, and statistics and probability.		
ELD	7 th – 8 th Students will gain an increasing ability to understand, speak, read and write in English.	CELDT or ELPAC	Annually
		Renaissance STAR	Three Times Per Year

To address learning loss and student populations most at risk for learning loss, the LEA will focus on providing face to face interactions with all students either virtually or with in-person appointments across the entire spectrum of services the LEA provides. Keeping cohorts small will also provide opportunities for more individualized support and ability for personalized targeted academic interventions to address learning loss. Since students complete assessments throughout each unit and cannot move to the next unit without showing mastery, teachers can address learning loss and skill gaps with each unit individually. Students can be assigned extra interventions to master skill with one on one instructional support. Additional in-person EL and SPED appointment opportunities will be made available for students who are experiencing significant learning loss when it is safe to implement the hybrid/modified model. These students will have additional virtual and phone appointments until that physical return. Any students experiencing homelessness will have access to additional appointments as well. The school psychologist, nurse, and Special Education Specialist teachers will resume in-person assessment testing, as needed, while practicing all CDE and CDC recommended safety protocols to address student learning and social emotional needs and will implement any needed student services, accommodations, and modifications. Students with a suspected disability will be identified in accordance with Child Find and the SST (student study team) will continue to conduct screenings to address student learning needs and to ensure that referrals to consider special education are appropriate. SST will evaluate students through data-based student needs and work to develop a set of program support alternatives and selecting alternative accommodations and adaptations most appropriate to the individual student. The Center Coordinators and Support Staff will periodically reach out to families through phone calls to assess needs and welfare of our families. Parents and students expressed a strong desire to return to in-person learning. The LEA is prohibited from returning to in-person instruction until both the State of California and County of Los Angeles deem in-person instruction safe. Some parents also expressed that their student lacked interest in distance learning. To address this request, the LEA sent its School Phases Plan to all families through school messenger. It


is the hope of the LEA to return physically to the centers with a hybrid/modified schedule as soon as it is deemed safe according to the state reopening guidelines. To address safety concerns, the LEA will follow all CDC and LA County of Public Health Department protocols including mandatory masks, social distancing measures, plastic barriers, symptom checks, COVID-19 Task Force implementation, and reduction of number of students on campus.

Opportunities For Learning : Phases Infographic for Students/Families & Staff

Students enrolled in the OFL Program for the 2020-2021 school year will be fully engaged with our teachers, support staff, and curriculum in a distance learning or hybrid format, depending on current safety guidance. Students and families should expect to be flexible in moving from one phase to the next but will always be guaranteed an independent study teacher to the greatest extent possible. Families can also "choose to remain" in distance learning if they feel it is still not in the best interest of their student to return to the school site.

OFL Students and Families

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

Definition of Distance Learning:
 OFY/OFL teachers will deliver the charter’s standards-based curricula with instruction delivered virtually in an independent study model with access to a teacher on a weekly basis. Students will have access to help and support in a variety of ways.

Definition of Hybrid Model:
 To limit the amount of students at each school site and to ensure we are following social distancing protocols, students will be divided into two group and will be allotted an in-person appointment at least one day a week. Students must reserve an appointment with a teacher if they choose to come Fridays (3 students max per teacher desk).

The Student Success Team will be notified and will evaluate to determine if a student needs initial testing, accommodations, and/or modifications. Once it is safe to return to in-person instruction, the LEA will take the following safety precautions to continue classroom-based instruction at each school site to ensure a clean and safe educational environment for all staff, students, and visitors:

- All staff and students will wear face coverings and maintain proper social distancing.
- Additional face shields and gloves are available to all staff.
- Acrylic barriers will be placed throughout the center on student and staff tables

- Temperature checks and COVID-19 symptom checklists will be conducted prior to entering the school site for staff, students, and visitors. Visitors to the center will be kept to a minimum.
- All staff will wash their hands every hour.
- Multiple hand sanitizing stations are set up throughout the school site for staff, students and visitors.
- Teaching Staff will clean their areas at the beginning and end of every day. When students physically return they will clean student areas at the end of each student session.
- Support staff will clean high traffic areas multiple times per day.
- Janitorial services with enhanced cleaning will be provided twice a week.

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

Description	Total Funds	Contributing
Action 1: Students will have access to fully credentialed teachers to help aid their progression in core courses	\$200,000	Y
Action 2: Benchmark Assessments and Interventions - Charter aims to increase overall Lexile growth , through specialized instruction and interventions which include RenStar, Achieve 3000, Freckle, Math Intervention Specialist, Tutoring and Cafe nights.	\$148,000	Y
Action 3: Safety measures such as PPE to ensure compliance with State and local reopening protocols.	\$5,000.00	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.]

To ensure continuity of instruction, the LEA will focus on providing face to face interactions with all students either virtually or with in-person appointments across the entire spectrum of services the LEA provides. The LEA will continue to utilize the same curriculum that students were using prior to the COVID 19 emergency to maintain familiarity and accessibility for all students. Keeping cohorts small will also provide opportunities for more individualized support and personalized targeted academic interventions to address learning loss, continuity, and sustainability. Students will remain in the same groups, regardless of if students are in Distance Learning or physically present on sites (when safe to do so) to maintain continuity.

Prior to COVID-19, students were required to meet with their teacher twice a week. This same expectation of participation will continue with teachers meeting with their students virtually or by phone. When it is deemed safe to implement the hybrid/modified schedule model, students will be placed in cohorts on a staggered schedule to ensure social distancing protocols and increased safety measures. Students will stay in their cohorts and meet with their teachers in small numbers once per week. The second weekly appointment will be conducted virtually or by phone. This model ensures the same participation expectations as were established prior to COVID-19. Small Group Instruction classes will follow the same participation expectations of twice weekly attendance. Direct instruction will be delivered via Google

Hangouts live twice a week. These lessons will also be recorded so students can revisit the content. Recorded sessions will also increase student accessibility to lesson content allowing students to revisit and review concepts and skills taught as well as limit learning loss if a student was not able to attend a live session. Assignments, homework, projects, and tests will be posted via Google Classroom or as part of the Edmentum digital curriculum.

In addition to offering the Edmentum digital curriculum, the LEA will continue to offer its traditional textbook and independent study printed units. The independent study units focus on instructional delivery covering core knowledge to ensure that students receive a strong foundation of essential skills so that they can reach proficiency or above in all core content areas, as evidenced through the California Assessment of Student Performance and Progress (CAASPP) assessment system. In addition, all curriculum includes aspects of the fourteen WIOA (Workforce Initiative and Opportunity Act) elements. Curriculum offerings include various levels of English, math, science, social studies, physical education, health, art, music, and other subjects. In addition, advanced courses and electives are available for those students who desire to engage in more challenging opportunities beyond the core subject areas. To match the individual student's level of prior knowledge and motivation, these rigorous courses are differentiated in various ways and presented in a language and format that are readily comprehensible. Courses are designed to provide structured learning and individualized support for students who may not readily experience success as indicated by mandated standardized assessments. Standard coursework is framed around the University of California/California State University (UC/CSU) A-G approved courses, and electives are available for students pursuing a college-preparatory curriculum.

The Edmentum digital curriculum provides students with an alternative method of accessing the curriculum. Selected curriculum is offered through our online program using the Edmentum platform. The online program offers students interactive, mastery-based lessons in English, math, science, social science, foreign language, and many elective courses. The Charter School offers AP courses through the Edmentum platform that is concurrently taught with the support DI. Courses are monitored and facilitated by credentialed and qualified teachers who are skilled in providing instructional strategies specific to online learning. The online curriculum accommodates various reading levels by using a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in Spanish, if necessary. Classes meet graduation, CCSS aligned, and A-G requirements when applicable. Edmentum is a top University of California a-g online course provider with over 200 approved courses which include AP and CTE course offerings to promote college and career readiness, research-based instructional design, and unmatched visibility into pacing and progress. Online courses open up a world of content and flexible implementation options. Whether students are at grade level, falling behind, or advanced, the courses are customizable to any environment and built to Learning Tools Interoperability (LTI) standards for easy integration with existing systems. Instructional staff know exactly how students are pacing with powerful data views that give visibility into pacing, progress and performance. Edmentum courses contain highly interactive, video-rich courses that engage learners and give the opportunity to offer subjects that enhance and complement the curriculum. Courses align to the most up-to-date standards. The LEA can customize courseware designed to meet the evolving needs of schools and districts, and a solid instructional design that focuses on both the acquisition of knowledge and the retention of it. The courses consist of integrated assessments that allow learners to move past content they have already mastered and focus on the concepts that need additional attention.

The same participation expectations will be implemented with student appointments with the EL Specialist. EL support will be offered regular and frequent with the EL Specialist virtually and with phone calls. As an expectation of participation, Students with Disabilities will continue to receive their SAI (Specialized Academic Instruction) minutes, counseling minutes and other services by meeting with their Special Education Specialist, the School Psychologist, and the Paraprofessionals virtually. Once in-person appointments resume, cohorts will be

established and students will be able to receive services at the school sites one to two times per week based on student need, services, modifications, and accommodations. The SPED team will continue to meet students virtually as well as part of the modified schedule plan. The SPED team will also offer alternatives to virtual services through phone calls if internet accessibility is an issue. IEP meetings will be conducted virtually and/or through phone calls with all necessary stakeholders, and in-person when the hybrid model is implemented. At the start of the school year, the school psychologist will resume any necessary testing in-person at the school sites when needed, exercising social distancing and all safety precautions outlined by the CDC and CDE.

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.]

The LEA will continue to distribute Chromebooks to any student expressing a need. Purchase of an ample supply of Chromebooks was made to support this demand in response to the COVID-10 pandemic and the need for going to a full distant learning platform. At the beginning of Distance Learning, a survey (virtual link and paper version) was conducted to ascertain which students needed access to Chromebooks and those were distributed last March. Families were asked again during the June/July virtual/phone Achievement Chats if Chromebooks or internet access was needed. If a need existed, students were able to pick up Chromebooks at the centers and/or be provided with the low/no cost internet resources. The LEA will continue to assess technology needs with students during their weekly virtual/phone meetings and the Chromebooks and resources will continue to be made available throughout the Distance Learning and hybrid models. As part of the school's weekly student progress tracking and interventions, teachers will determine technology needs and provide Chromebooks and resources if necessary. Technology needs will also be assessed when the Center Coordinators and Enrollment Specialist reach out to families in their regular check-ins. The Chromebooks will be kept by students for the duration of distance learning, and when the LEA moves to a hybrid/modified model, students will have access to these devices as well. The LEA will work in partnership with the families to provide resources for internet accessibility. Support staff will assist families when necessary to connect them with internet providers and no cost/low cost internet options. Students experiencing internet difficulty will continue to have access to the paper curriculum which is available for daily pickup at the school sites. Teachers will regularly connect with and support these students remotely through phone calls. When in-person appointments and classes are feasible, students can access free internet at the school sites, and in the surrounding parking lots of the school site. Coaches will be available with office hours to help troubleshoot staff and student/family technology issues. The LEA's IT vendors, Alltech and EDI have also set up a hotline to help with technology troubleshooting needs. School counselors and enrollment specialists are working with all homeless and foster youth students to ensure internet access. All students will be given the opportunity to work at school sites in designated safe areas should technology, internet access, or home safety concerns are an issue.

The following methods were used to reach students and families who were unable to access devices and connectivity following school closure. Resources provided to families via School Messenger, emails, Remind, call, and fliers mailed and posted to center doors:

Internet

- Comcast, Spectrum, AT&T, and Charter - links to sites and phone numbers provided
- Enrollment Specialist and Counselors work with families to assist with getting low cost or no cost internet
- Teachers refer families assistance as needed
- findwifilacounty.gov

- free cell phone for low income families - Assurance Wireless
- Enrollment Specialist and Counselors work with families to assist with getting low cost or no cost internet
- Teachers refer families that need assistance
- Parking Lot Wifi availability
- In center options

Pupil Participation and Progress

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

The LEA continues to deliver high quality learning opportunities during distance learning by maintaining the same student schedules virtually. Students are encouraged to take online classes through our digital curriculum platform, Edmentum, whenever possible. Our traditional textbook and paper curriculum is still available to those students who need this type of curriculum. Staff continues to be present at each school site to distribute additional technology, textbooks, curriculum, and supplies to students as needed. Students continue to receive support from all educational staff through Google Hangouts, Google Classrooms, and in-person modified appointments (when safe to do so) regardless of which curriculum platform is being utilized. Small Group Instruction classes will be delivered in a hybrid model format via Google Classroom with direct instruction being delivered through live (in-person or Google Meet) class sessions. All lessons will be recorded to address learning loss if students are not able to attend. This model includes a blend of both asynchronous and synchronous online learning. Synchronous learning is the kind of learning that happens in real time. This means that you, classmates, and instructor interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning will include video conferencing, teleconferencing, live chatting, and live-streaming lectures. Asynchronous learning happens on the student schedule. During the course of study, teachers will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, and students have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning will include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. The time value of synchronous and/or asynchronous assignments are specific to those made and certified by a certificated employee of the LEA.

Teachers will track student participation, progress, and attendance through daily trackers. Students will continue to be required to record and submit their daily attendance through our student database platform (StudentTrac) which is accessible on any device. Teachers will continue to be required to confirm all student attendance through the StudentTrac platform. Students will continue to be expected to complete a minimum of four units per school month, working four to six hours daily and teachers will track and reinforce this expectation so students stay on a viable path towards academic progress and graduation. Trackers will also be used to identify students who are struggling with participation and academic progress and teachers will implement and document targeted interventions such as parent phone calls/emails, truancy letters, extra appointments, mandatory Homework Cafes, extra tutoring opportunities, Assistant Principal outreach, conferences, academic and/or behavioral contracts, home visits, unit chunking, and strategic planning and goal setting, and study skills and time management strategy resources. Edmentum (digital curriculum) also allows for teachers to track time of pupil work and address any issues related to time on task as needed. Teachers and staff will focus on participation and academic progress of at least four units per

month through tracking, consistent and frequent communication, and providing immediate interventions when needed. Students will be offered additional instructional support with tutoring opportunities through Google Hangout with Area 1 Teachers and/or the Math Intervention Specialist. Teachers will assign and students will also be able to arrange virtual one-on-one tutoring appointments with the Area 1 Teachers and/or Math Intervention Specialist when needed with assigned appointments as well as open tutoring hours and in-person tutoring once that model is implemented. School Counselors will continue supporting all students, especially seniors and our Foster Youth population with phone calls and video chatting to ensure students are engaged, to increase participation and make progress towards graduation, and to discuss post-secondary education plans. Resources and support will be offered virtually to our Foster Youth and low-income students by school counselors with virtual appointments and phone chats and in-person meetings when available.

All teachers and support staff will follow up with students daily who miss virtual, phone, or in-person appointments and classes. Staff will continue to reach out to parents weekly to communicate expectations of participation. Parents will be connected to the progress of their child via: Family Sensei (Edmentum) and Parent Portal (StudentTrac).

Various support staff will continually contact the students and families to provide encouragement and see if there are any needs during this challenging time. Teachers will continue to be supported by their administrators through weekly virtual check in meetings.

Independent Study Appointments will continue to be conducted through Google Classroom, Google Hangouts and Edmentum to deliver curriculum and instruction to all students. Students will continue to meet with their teachers at their regularly scheduled school times through virtual modalities. Once the hybrid/modified model can be implemented, students will be placed in cohorts and student appointments will be modified to be in-person once per week, with the other appointment conducted virtually. IS teachers will be able to meet in-person with about three students at a time and deliver instructional support.

Additionally, teachers have access to Information Technology (IT) support with a dedicated hotline number established by our IT service providers, Alltech and Education Dynamics. Instructional staff continues to be supported by instructional coaches through weekly virtual check in meetings as well as virtual professional developments. School site staff meet virtually twice a week to stay connected and work through any challenges that arise.

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.]

All support staff are expected to provide the same level of student and teacher support through virtual platforms and phone calls, and in-person appointments when it is available. Regular monthly Leadership meetings will be held virtually to ensure continuity and fidelity to the program and instructional model with a focus on student success. The Principal and APs will meet weekly to address center needs and issues, policy changes, and necessary adjustments to promote student and staff success. Coaches will meet with teachers individually on a regular basis to provide coaching opportunities, support, and resources targeting virtual and modified in-person instruction, and addressing student needs. Coaches will also provide PDs and PLCs focused on digital curriculum (Edmentum), Google Classrooms, student engagement, learning loss, and technology. The following professional development trainings was provided to all instructional staff to assist them in transitioning from in-person instruction to virtual instruction. These PDs have included virtual live sessions (some recorded for letter

accessibility), as well as interactive hangouts with videos and gifs embedded into the handouts or emails. Virtual Google PDs and PLCs are tracked using a Google Sheet trackers:

- How to use Google Meet & Hangout
- How to use Google Meet Nicknames
- EDM training for distance learning
- How to use DocHub for merging documents and creating distance learning Work Samples
- How to use Lightshot for grabbing work samples from EDM
- How to create a distance learning Work Sample from EDM or SAWs
- Using Adobe Pro - for AT2s
- How to set up Parent Portal in Studenttrac
- How to set up Family Sensei in EDM
- How to set up and Google Voice for distance learning
- How to use Genius Scan for grabbing work samples during distance learning

All staff center meetings will be held weekly to reinforce effective communication and establish norms and best practices, increase accountability, develop connection and school community, and address policy, procedures, and expectations. The LEA will also provide additional PD opportunities through Skyrocket vendor services. PDs will be offered on assessed needs due to COVID-19. Student engagement and motivation, Edmentum curriculum deep dives and accessibility, effective communication through multiple platforms, evaluating and addressing student needs and learning loss, and Google platforms are expected offerings.

PD opportunities include but are not limited to the following:

- Equity, Race, and Culture Training - 9dot
- Infectious Disease Protocols - Essential Workers return to site
- COVID-19 - Taskforce Training and assigned roles
- Tech and Google Suites - Various - videos and handouts - ongoing
- SGI - Google Classroom, lesson planning, recording, Meet - ongoing
- Google Forms Workshop (To provide an easy-to-use interface for collecting information, quizzing students, or making group decisions)
- Google Classroom Workshop
- Using Tech to Stay Organized Workshop
- Creating your Digital Classroom Workshop
- Transition to Digital Support - dedicated website
- Skyrocket PD - dedicated website
- Skyrocket website dedicated to Edmentum training and support and office hours available to all staff
- EDM Support and Resource Guide - available to staff and families
- Los Angeles County of Education - Webinars for effective virtual practices
- Skyrocket Resources for Supporting Marginalized Students in Stressful Times: Tips and resources for Educators with Links and Self Reflection Q&A

Staff Roles and Responsibilities

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

Leadership, staff, and stakeholders provided feedback and through a collaborative process, new expectations and responsibilities were established. While staff roles and responsibilities continue to mirror pre-COVID expectations, there are changes that resulted from distance learning. All instructional staff had to shift mindsets from providing in-person support, to providing virtual support to students and their families. Instructional staff had to learn how to become virtual teachers, provide instructional, emotional, and motivational support in a virtual platform utilizing Google Hangouts and Google Meet. The LEA will provide ongoing professional development to assist instructional staff with identifying and supporting student emotional and mental well being. The LEA is currently collaborating with Partners in Special Education to deliver a professional development called Helping Staff Manage Feelings of Stress and How to Respond to Students. Additionally, instructional staff had to learn how to submit student work digitally. Despite the changes in their roles, Independent Study (IS) Teachers are expected to meet with students face to face twice a week, virtually, and by phone. This expectation will continue when it is safe to return to in-person instruction. When in-person appointments become available, each teacher will wipe down and disinfect student areas in between the conclusion and start of each cohort of student appointments. Small Group Instruction (SGI) Teachers are expected to provide direct instruction, virtually (live and recorded lessons), and call in options. When it is safe to return to in-person instruction SGI teachers will also perform needed cleanings between class sessions and make sure that desks are situated to maintain six feet distancing requirements. Both IS and SGI teachers will be responsible to place students in cohorts when in-person instruction and appointments can resume. All teachers will continue to track weekly student progress and implement immediate interventions when needed. All teachers are also expected to communicate with families regularly through phone calls, emails, text, and Remind app and invite families to sign up for Family Sensei (Edmentum) and Parent Portal (Studenttrac) so they can partner with the LEA to monitor their student's academic progress. All Coaches will continue to provide PD, PLC, and training support and opportunities virtually. Counselors will meet with students using virtual platforms and phone calls and they will provide necessary information and resources to students virtually or with mailed fliers and informational letters as well as posting resources to their dedicated websites. The Counselors will also add virtual group cohort opportunities, such as but not limited to, a Four Year College Bound Cohort. The LEA created a COVID-19 Taskforce which consists of the following staff members; Center Coordinators, Lead Center Coordinators, Assistant Principals, Principal. The Taskforce is responsible for student safety in the centers, as well as communicating with the Health department in the case of infection.

Instructional support staff and Math Intervention Specialists had to adjust from providing in-person tutoring to providing virtual tutoring. Additionally, instructional support staff will be leading virtual student groups in order to provide additional opportunities for student engagement. Instructional support staff in charge of file compliance had to learn how to process student enrollment paperwork and student work in a completely digital format. As a result of the need to cancel in person sports, the Sports Advisor had to learn about virtual sports teams and recruit/support students with this new sport's platform. Center Coordinators and the Enrollment and Outreach Specialist will continue to reach out to families through phone calls for check-ins and encourage connection and engagement. Additionally, center coordinators are responsible for cleaning frequently touched surfaces, temperature checks, and COVID-19 symptoms checklist for all who enter the school sites. When in person appointments are resumed, the Center Coordinators and the instructional support staff will continue with food distribution following minimal touch safety protocols.

Additionally, all teaching staff have been provided with the flexibility to work non-traditional hours in order to better support the students when they are the most productive during distance learning.

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.]

All students access the same curriculum, both digitally through Edmentum and with our textbook and paper offering. The LEA recognizes that students within its subgroups require more specialized services and attention in order to be successful making it vital that LEA provides access to specialized academic support staff, including tutors, Math Intervention Specialist, English Learner Specialists and Coaches, Intervention Specialists, and Postsecondary Counselors to support their individualized needs. Unduplicated students and families traditionally have greater barriers to school connectedness and postsecondary options. Offering multiple ways to access resources for academic planning and progress improves student and parent connectedness. Postsecondary Counselors meet with foster youth and students experiencing homelessness over the phone and virtually to provide resources and counseling. Early intervention is especially important with these students, as placement and housing may change more frequently and the LEA wants to make sure they are equipped with the tools necessary to succeed academically and socially. As Low-Income, foster youth and students experiencing homelessness have limited access to one healthy meal per day, the LEA provides resources such as locations of local food banks as well as school lunch distribution sites provided by our district authorizer to help them access free meals. The LEA is equipping students with resources such as textbooks, workbooks, other course materials, technology, and educational software, to ensure the mitigation of obstacles inhibiting full engagement in coursework. This is especially important for our unduplicated pupils, as many of them do not have access to such technologies and resources outside of school. In order for students to access intervention support services and resources, they need access to these materials to support their academic success. Since our curriculum and coursework expectations are the same for all students, it is necessary for them to have access to basic resources in order to actively engage in school and complete coursework and assessments. Special Education Specialists and School Psychologists will continue to review IEPs regularly and upon enrollment to evaluate the need for records review, modification of services and readiness for success on state assessments, including CAASP and ELPAC assessments. Special Education Specialists will also continuously evaluate services for students with disabilities to make certain all necessary and appropriate supports are in place for maximum student achievement. In alignment with IDEA, the LEA also continues to implement Child Find as a way to identify and evaluate students who may need special education or related services. English Learner Specialists will continue to provide integrated and designated instruction virtually by way of SIOP model language lessons, utilization of SDAIE strategies, facilitation of Achieve 3000 to improve literacy and delivery of iLit curriculum designated specifically for English language acquisition.

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

Description	Total Funds	Contributing
Action 1: Professional Development- Instructional staff will attend professional development opportunities to better support them with the challenges of distance learning.	\$225,000	Y

Action 2: Broad course of Study: All students will have access to a broad course of study (digital and textbook/paper) that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	\$100,000	Y
Action 3: Technology: Regularly inventory and replacement of Chromebooks and other technology needs to support student accessibility and Distance Learning / Hybrid model	\$10,000	Y
Action 4: WIOA Career Pathways - Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.	\$100,000	Y

Pupil Learning Loss

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

The LEA will identify students who have experienced significant learning loss due to school closures in the 2019-20 school year and students who are at a greater risk of experiencing learning loss due to future school closures through Renaissance STAR Benchmark Assessments. Renaissance STAR assessments are used to gauge comprehensive skill growth which are nationally normed and aligned with CCSS. The implementation of the Renaissance STAR assessments allows the School to delve into the data, evaluate curriculum, and compare students' skill growth to that of students at other OFL schools and around the nation. This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. The test gives the instructor a diagnosis of the reading and math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in English and math. By testing the entire student body, the School is able to track the skills growth of the student population as a whole. In addition, the Renaissance STAR Assessments allow the School to design formative and summative assessments that align with the school's specialized curriculum. The testing window takes place in (1) Sep, (2) Feb, and (3) May. Students are regularly tested to assess skill level growth and the appropriateness of the program for meeting their individual needs. Additionally, the LEA conducts regular systemic assessments to measure student progress and determine learning loss. Student Progress is evaluated on a monthly basis and is measured by compliance with the Master Agreement, attendance, credit completion, and participation in State standardized tests. The LEA will continue to use multiple measures across the entire student population to make assessment on academic progress and learning loss. The Charter School uses the following measures of academic achievement in determining program success:

- CAASPP (movement of student from one proficiency level to the next in a given subject)
- ELPAC (movement from one proficiency level to the next)
- R-FEP results (the number and percentage of ELs who have exited the EL program)
- Course Level Assessment (demonstration of proficiency in grade level courses using summative assessments)
- FITNESSGRAM (Physical Education assessment for required grades)

All students participate in testing programs as required by law. Teachers use the data to determine students' areas of strengths and learning loss and adjust their instructional methods or curriculum accordingly. Students regularly complete unit and course assessments. Both formal and informal assessments are essential components of the school's instructional model; benchmark, formative, and summative assessments

have been developed by the School; alternative assessment processes include teacher-developed rubrics, performance tasks, and portfolios. These assessments provide information that is critical for meaningful placement decisions, documentation of student growth through pre-testing and post-testing, assistance to teachers in making effective decisions about instructional content and pacing for individual students, and evaluation of overall program effectiveness. Another method to track student skill growth includes MasteryConnect, a cloud-based platform that allows teachers to track student growth in state standards and is used as an assessment tool in our SGI classes. Small group instructors use MasteryConnect to develop benchmark exams for each course and these exams are taken before the course is started, midway through the course, and at the culmination of the course. Standards-aligned quizzes and exams are given to students throughout the course, and students track their progress in their portfolios. Each standard is broken up into a four-point scale of mastery, and the goal for each student is to reach a minimum of level three mastery in each of the standards.

Table C.1: Subjects and Assessment Tools

Subject	Skills, Knowledge and Aptitude	Assessment Tools	Frequency
English Language Arts	7 th -12 th Students will be able to read comprehensively, write clearly and, demonstrate listening and speaking skills through grade-	Renaissance Star ELA assessment	Three times per year
		Oral presentation	Ongoing
		Rubric-based performance tasks	Ongoing

	level appropriate coherent presentations.	Unit assessments	Upon unit completion
		Summative assessments (e.g. End of Course)	Upon course completion
		CAASPP	Annually
Mathematics	7 th – 8 th Students will master ratios and proportional relationships, the number system, expressions and equations, functions, geometry, and statistics and probability.	Renaissance Star math assessment	Three times per year
		Rubric-based performance tasks	Ongoing
	9 th – 12 th Students will master higher mathematics standards for number and quantity, algebra, functions, modeling, geometry, and statistics and probability.	Unit assessments	Upon unit completion
		Summative assessments (e.g. End of Course)	Upon course completion
		CAASPP	Annually

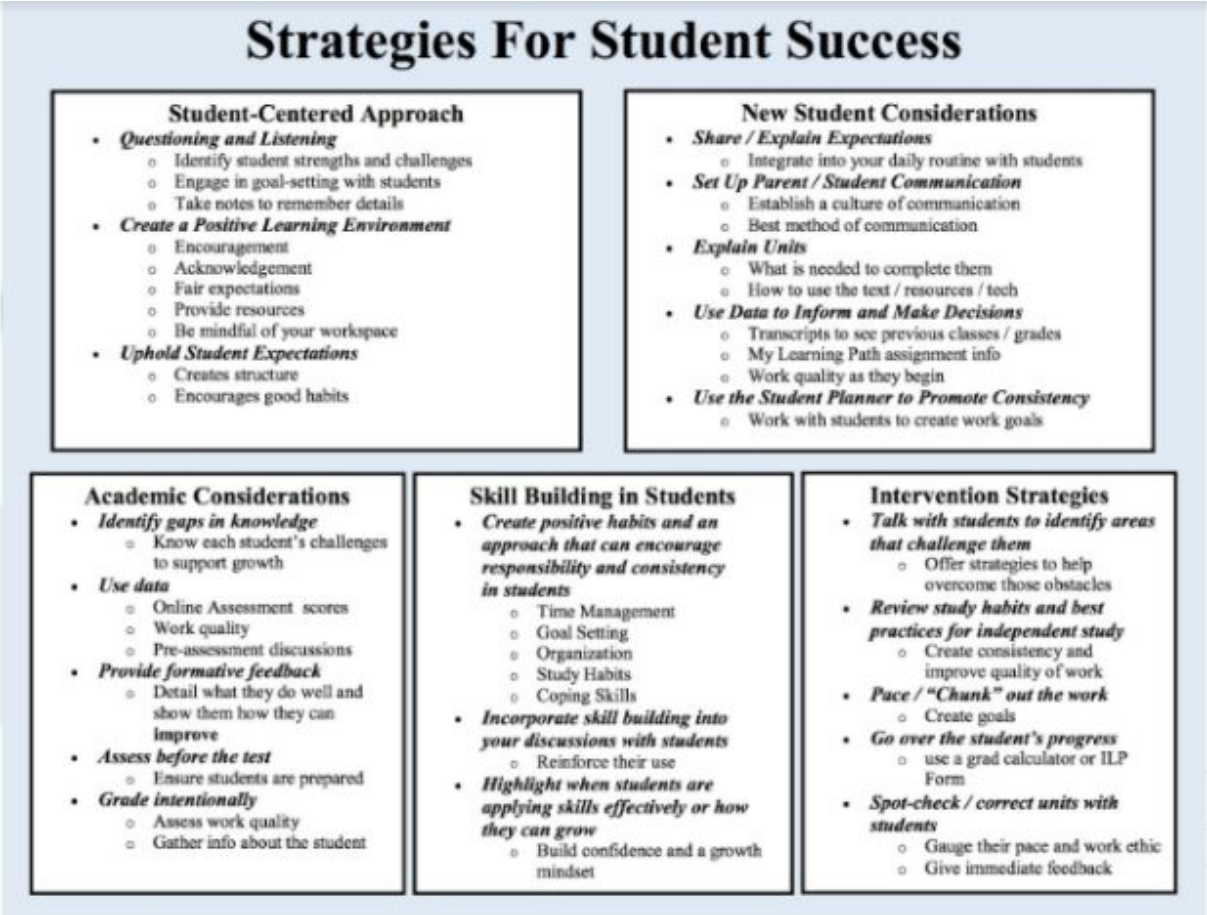
ELD	7 th – 8 th Students will gain an increasing ability to understand, speak, read and write in English.	CELDT or ELPAC	Annually
		Renaissance STAR	Three Times Per Year

To address learning loss and student populations most at risk for learning loss, the LEA will focus on providing face to face interactions with all students either virtually or with in-person appointments across the entire spectrum of services the LEA provides. The LEA will continue to make Chromebooks available to any student that expresses a need and resources will be provided for internet options. Smaller cohorts will provide opportunities for more individualized support and ability for personalized targeted academic interventions to address learning loss. Educators will also use virtual peer cohorts to address learning loss. Facilitating collaborative peer environments encourages critical thinking and problem solving skills. Teachers and staff will focus on participation and academic progress of at least four units per month through tracking, consistent and frequent communication, and providing immediate interventions when needed. Students will be offered additional instructional support with tutoring opportunities through Google Hangout with Instructional Support staff and/or the Math Intervention Specialist. Teachers will assign virtual one-on-one tutoring appointments with Instructional Support staff and/or Math Intervention Specialist when needed with assigned appointments as well as open tutoring hours and in-person tutoring once that model is implemented to students who need additional academic support. Students will also be able to access these tutoring services whenever they want extra academic support. School Counselors will continue supporting all students, especially seniors and our Foster Youth population with phone calls and video chatting to ensure students are engaged, to increase participation and make academic progress towards graduation, and to discuss post-secondary education plans. Resources and support will be offered virtually to our Foster Youth and low-income students by school counselors with virtual appointments and phone chats and in-person meetings when available. All teachers and Instructional Support staff will follow up with students daily who miss virtual, phone, or in-person appointments and classes. Staff will continue to reach out to parents weekly to communicate expectations of participation. Parents will be connected to the progress of their child via: Family Sensei (Edmentum) and Parent Portal (Studenttrac) to increase stakeholder involvement and offer immediate accessibility to student academic progress. The LEA will develop supplemental materials (i.e. guided notes) to fill in learning gaps and provide additional content support in SGI classes. The SGI teachers will also develop virtual collaborative partner and group assignments. In order to bridge the gap between previously learned and new material, SGI teachers will begin lessons with a short review of previous materials and all teachers will set specific task oriented goals and/or pacing guides to meet classroom and independent learning requirements.

The LEA will focus on two primary factors that lead to learning loss and pursue means to avoid them: Teacher Development in Distance Learning and Student Connection. For the LEA to effectively reach and educate our students, it is vital for educators to be ready and able to use new online tools for connecting and engaging with our students who are at home. All Instructional Coaches will be providing teacher development in distance learning to staff with resources, curriculum training (Edmentum), PLC's, PDs, technology training (Google suite such as Meet, Chat, Voice, Classroom, and Jamboard, Document cameras, recording sessions, hosting live virtual meetings and leading virtual discussions) and instructional best practices focused on addressing learning loss and effective distance learning practices. Coaches will meet with teachers weekly to address student academic issues and concerns and to problem solve innovative solutions. When educators are well trained in this distance learning world, they will be able to reach and connect with students to avoid learning loss by being readily available and accessible for teacher office hours, available and accessible for tutoring sessions, be able host live and interactive lessons and sessions with individual students and small groups of students.

Pupil Learning Loss Strategies

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



The chart above illustrates the strategies the LEA will implement to address all pupil learning loss and facilitate accelerated learning. The LEA will also incorporate the following strategies and actions to encourage and support pupils:

- Decrease the number of classes students are enrolled in (results more focus, less overwhelmed)
- Concentrate SGI (small group instruction) course enrollment on greatest need of support
- Chunking of units/tasks to set weekly realistic goals (results in students being able to organize and synthesize information)

- Encourage students to ask for help earlier in the month (results in less stress and allows for intervention help earlier). Trackers will be utilized to identify areas of concern so they can be addressed immediately.
- Individualized plan focused on student needs and gaps
- Focus on the students' social-emotional wellness goals
- Homework Cafes
- Interventions for Math & English will also include:
 - Tutoring (one on one in a virtual format)
 - Accelerated Math program assigned to students to target specific skill gaps
 - Math & English Labs (study hall)

The LEA offers various curriculum formats and course selections for pupils with unique needs. All students will be able to choose between our digital curriculum, Edmentum and our traditional textbook/paper curriculum, depending on which format better supports students' unique needs. The LEA's unduplicated student populations received additional support, modifications, and accommodations with both curriculum options through specialized instructors, EL Specialists for English Language Learners, and Special Education Specialists (SES) teachers for Students with Disabilities. Additionally, Small Group Instruction classes with direct instruction and more instructional support will be offered to students who have unique needs.

EL Specialists will continue to hold biweekly appointments with their students to model language and processes, and to ask and answer questions with students in need of English language support, virtually, by phone, or in-person (when available). Additionally, EL Specialists will establish additional office hours on Fridays to support student needs on an individual basis. EL Specialists will maintain strong relationships with their students and their parents/guardians. Knowing that parents play a pivotal role in their child's education, EL Specialists will communicate with the family continuously providing updates on student progress. By moving to the distance learning platform, students will utilize the online English Edmentum courses. This program provides many tools and resources to support the development of the second language, i.e. an audio component that reads texts to the student as well as a built-in translator and guided notes. iLit (English curriculum) will also be offered to English learners to better address their academic needs when the modified schedule plan can be implemented. This new curriculum will build in student collaboration and opportunities for peer to peer discussions and will be conducted in a Small Group Instruction format. EL Specialists will continue to develop and implement an Academic Learning Plan for each English Learner student to identify and target specific learning and language needs. The Academic Learning Plans (ALPs), will be used to document which distance learning strategies are being used across all content areas to accelerate English learners' acquisition of English and academics. New learning strategies used to support EL students in core subjects like science, math, and history will include, structured conversation practice, use of video/audio tools, discussion boards in Google Classroom using sentence starters, use of oral presentation/response applications like Flipgrid or screencast-o-matic to develop both oral and written skill development across content areas, teacher voice overs for directions and modeled activities. EL Specialist appointments will also include goal setting, pacing recommendations, and scaffolding support for curriculum accessibility. EL Specialists will resume ELPAC initial testing through the virtual assessment option and in-person when feasible. The LEA will continue all efforts and procedures for re-classification. RenStar assessments will be used and testing will be conducted in small virtual cohorts with the EL Specialist proctoring testing sessions with modified time limit extensions. Each month the Enrollment Specialist will receive a list of EL students and homeless/foster youth students who have not been successfully engaging with instructional staff in order to assess the additional need and resources for these students. Additionally, the Enrollment Specialist will reach out to any student/family that teachers and other staff have identified as being unable to reach or in need of additional resources. Achievement chats are held each

semester, or as part of the intervention plan for pupil learning loss. Achievement chats include all stakeholders and requires parent engagement in student progress.

Additional interventions and strategies to target learning loss and to accelerate learning will include:

- Providing additional integrated and designated instructional time (EL Specialist and Small group instructional classes)
- Communication with parents weekly about learning progression.
- Teachers will make time for individual communication with students to check for understanding.
- Emphasize synchronous student cooperative activities
- Provide Online tool homework help sites
- Incorporate peer and teacher feedback
- Asking Students to do something every three minutes: answering a poll question, repeating a word, answering questions in chat boxes, drawing or writing on a virtual board, going into breakout rooms with a partner
- Teach live class as often as possible
- Model everything for the student, cognitive modeling is demonstrated with think alouds.
- Make videos accessible.
- Utilize translating tools.

SES teachers will conduct regularly scheduled appointments with all Students with Disabilities and/or students with exceptional needs additional instructional support will be offered through paraprofessional staff, virtually, by phone, or in-person (when available). Caseload Managers and School Psychologists will review IEP's upon enrollment and receiving the IEP and evaluate the need for re-evaluation, modification of services, and readiness for state testing (eg., CAASP and ELPAC). The LEA will provide an early intervention program for students found to be credit deficient and/or not at grade level (intervention teacher, tutoring, Child Find). The LEA will monitor the student support needs by conducting SST(Student Support Team) meetings, implementing the Child Find process, and conducting a 45 day screening. The Child Find process will help the LEA to identify students' unique needs, school based counseling support services will continue to be offered, the school psychologist will have office hours for check ins as needed, SST meetings will be held when needed, monthly mental health awareness information resources will be provided, universal screening tools which include access to basic needs, computers, internet, and community based referral recommendations will be utilized, and student advisors will promote post secondary interests. The SES teacher and independent study teacher will work in partnership to maintain strong relationships with their students and their parents/guardians. Knowing that parents play a pivotal role in their child's education, The SES teacher team will communicate with the family continuously providing updates on student progress. By moving to the distance learning platform, students will utilize the online Edmentum courses. Achievement chats will be held each semester, or as part of the intervention plan for pupil learning loss. Achievement chats include all stakeholders and requires parent engagement in student progress.

Additional interventions and strategies to target learning loss and to accelerate learning will include:

- Communication with parents weekly about learning progression
- Teachers will make time for individual communication with students to check for understanding and offer immediate feedback.
- Emphasize synchronous student cooperative activities
- Provide Online tool homework help sites
- Offer modifications and accommodations to make curriculum accessible to students
- Offer certificate of completion pathway

- Implementation of a new SPED Program that includes:
 - High level support core subject cohort
 - Assistive Technology needs that are identified and addressed
- One on one paraprofessional virtual instructional support sessions
- Offer additional counseling appointments
- In-person assessments conducted by school psychologists and nurse
- Progress reports on IEP goals sent to parents 4 times per year
 - Progress review meetings conducted prior or shortly after the progress report to identify areas of concern and needed improvements
 - Evaluation of services determined
 - Determination of service including the frequency and addition or removal of accommodations based on progress or lack thereof
- Compensatory time and services are considered based on individual student's needs to address identified learning loss
- Distance Learning plans are communicated in letter form to all families detailing how services are being delivered and how the IEP is being implemented

The LEA makes every effort to identify students who are experiencing homelessness and/or in Foster Care upon enrollment. The school also removes any barriers to immediate enrollment. Students are provided information regarding their rights on various school media websites as well as posters at the school sites. Upon enrollment, evaluation of student academic history is conducted to determine eligibility under AB1806 and AB216. Teachers and counselors also evaluate these needs at the regular weekly appointments. The following questions help the instructional staff identify students and families experiencing homelessness in the COVID-19 context:

- Have you had an eviction deferred, and when will the eviction moratorium end?
- Have you had rent or utility payments deferred, and when will those payments resume?
- Have you had steady income?
- Do you have a working stove and refrigerator?
- How long have you been where you are staying currently, and how long do you think you will be able to stay there?

In order to remove the barriers often faced by low income students, foster youth, and students experiencing homelessness, the LEA will offer comprehensive community-based referrals to local services and programs as needed. Community resource referrals to agencies such as but not limited to, the Children's Bureau and the Child and Family Care Center that offer mental health services and temporary housing placement will be offered to students during appointments with their counselors. The instructional team will make relationship building a focus to help foster meaningful and caring interactions through compassionate conversations during regular and consistent virtual or phone appointments. Teachers and counselors will track student progress weekly to identify attendance and academic progression issues. Counselors will conduct an academic progress evaluation every third school week to determine if interventions are needed or a virtual or in person check-in is necessary. Foster Youth will be required to meet several times per year with their teacher and counselor for academic planning and social emotional support. The LEA will provide continuous consultation regarding academic progress, post-secondary options & requirements, and support programs. The LEA will offer internships, job skills, mentorships, and other WIOA components with Good Will as an exclusive WIOA partnership. The LEA will host workshops either virtually or in-person for youth and care providers regarding post-secondary options and positive academic strategies. Students will be informed of WIOA opportunities and connected with Goodwill for internship options if students express interest in that program. Career Pathway Coordinators will regularly connect with students experiencing homelessness and are in Foster Care to inform them of WIOA events and internship opportunities. Participation will be

monitored and tracked. Child Find will be implemented at parent or teacher request and a screening will determine any response to intervention needs.

The school's homeless liaison will be required to attend all local and state trainings and any workshops or webinars provided by LACOE. Information and resources acquired will be shared with all staff in order to better support these students. Additional resources that will be provided by the LEA include:

- School lunches will be provided each week to students expressing need
- Basic need supply package will be provided on designated pickup days
- Package supplies include shirt, pants, backpack, hygiene kits, and school supplies
- Safe spaces (at school sites) will be provided if students need internet access or a more conducive learning environment
- Communication with parents/guardians weekly about learning progression
 - Communication will be conducted on a regular and repeated basis regardless of family response
 - Multiple communication platforms will be utilized to increase success of engaging both guardians and students
- Regular touch base conversations to assess how students are doing (compassionate conversations inquiring if families and students have the supports they need to stay healthy, safe, and engaged in school)
- Students and families have access to the school sites to physically pick up curriculum, technology, and communications.
- Teachers will make time for individual communication with students to check for understanding and offer immediate feedback.
- Emphasize synchronous student cooperative activities
- Community Resource Night (virtual event highlighting local services and programs available to students and families experiencing homelessness and in Foster Care - representatives from the programs present to families)
- Provide Online tool homework help sites
- Strategic Planning for academic success
- SchoolHouse Connection (non-profit organization with many resources for students who are experiencing homelessness)
- Los Angeles County Resources List
 - Food Bank locator
 - Lunch Distribution
 - Free Internet and Wifi finder
 - Free Educational resources (ie tutoring, games, channels)
 - Housing options and eviction support
 - Family and Child Center / Children's Bureau
 - referrals
 - Info and access to What I Need (WIN) App (resource bank to help families access many forms of assistance related to homelessness)
 - Resources include, meals, groceries, showers, shelter, healthcare, hotlines, clothing, transit, benefits, and job opportunities
 - <https://www.ourchildrenla.org/win-app/>

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 offered through our tiered intervention program in multiple ways including Star Renaissance benchmark assessments, formative and summative assessments, teacher observations, Achievement Chats, stakeholder events, and monthly tracking of student progression and digital attendance. The triannual administration of the Renaissance Star benchmark assessment provides achievement data to indicate if learning loss has been recovered over a longer period of time and pinpoints what gaps still exist that need to be addressed with further intervention. Formative assessments are used daily throughout course completion and interventions assigned, and indicate whether interventions and instructional strategies are working within a limited amount of content. Summative assessments happen weekly, as students complete curriculum units and provide a measure of whether or not services and interventions are working within a larger amount of content. Core course completion and progress monitoring in monthly reports not only measure pupil engagement with the coursework but also determine each student's ability to complete work and recover credits at an appropriate pace. 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
Action 1: iLit - Charter aims to increase overall Lexile growth for English learners through specialized instruction and interventions.	\$1,500	Y
Action 2: Ed Tech Platforms - Charter aims to increase overall Lexile growth for Students with Disabilities (SWD) through specialized instruction and interventions using data analysis via our Ed Tech services.	\$1,800	Y
Action 3: EL Individualized Support and Instruction - EL students will have access to individualized support through English Language Specialists to help aid their mastery of common core state standards	\$140,000	Y
Action 4: SWD Intervention Support and Instruction - SWD students will have access to individualized support through Special Education Specialists to help aid their mastery of common core state standards.	\$200,000	Y
Action 5: Foster Youth Services - Foster youth students will meet with their Post Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities and	\$180,000	Y

monitor their progress in a socially-emotionally developing course and/or activity.		
Action 6: Professional Development - Annual Professional Development will be provided to English Language Specialists to keep them up-to-date on current policies and practices targeting Learning Loss.	\$70,000	Y
Action 7: Professional Development - Annual Professional Development will be provided to Special Education Specialists to keep them up-to-date on current policies and practices targeting Learning Loss.	\$80,000	Y

Mental Health and Social and Emotional Well-Being

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

Student Mental Health and Social / Emotional Well-Being

The LEA will disseminate quarterly needs assessment surveys to all full-time pupils and analyze results in an effort to provide tailored services that align with the student population's needs. Staff will also participate in needs assessment surveys. The LEA will promote the social and emotional well being of pupils and staff throughout the year. The Child Find process will help the LEA to identify students' unique needs, school based counseling support services will continue to be offered, the school psychologist will have office hours for check ins as needed, SST meetings will be held when needed, monthly mental health awareness information resources will be provided, universal screening tools which include access to basic needs, computers, internet, and community based referral recommendations will be utilized, and student advisors will promote post secondary interests.

Staff Mental Health and Social / Emotional Well-Being

Staff will continue to have access to the Employee Assistance Program which is a free resource that provides access to counselors/therapists as well as resources pertaining to stress management, child and elder care, parenting support, special needs help, mental health, and overall wellness. Additionally, school leadership regularly checks in with staff members to offer support and resources when needed. The LEA in partnership with its HR vendor, 9dot, provides ongoing information about employees' rights and available benefits related to COVID 19, and offers weekly self-care workshop options that focus on mental and emotional well-being such as virtual yoga/pilates, medication, cardio boxing, and dance classes. The LEA will facilitate (virtual until further notice) workshops that focus on increasing the social and emotional well-being of all students (My Safety Net Workshop Sem 1 & Anxiety in Uncertain Times Sem 2). The LEA will facilitate student groups that support the mental health and social and emotional well-being of pupils (Partners for Special Education/ SEL Muttigree Curriculum). The LEA will host pupil events that encourage and nurture relationship building, goal-setting, and celebrating pupil accomplishments (OFL Game Days, OFL Community Service Events, OFL Career Chats, OFL Senior Cohort, OFL Grad Bash & OFL Senior Awards). We can offer social emotional groups that promote wellness, physical fitness, study skills: homework cafe, relationship building, and mental health needs. Staff will continue to have access to the Employee Assistance Program which is a free resource that provides access to counselors/therapists as well as resources pertaining to stress management, child and elder care, parenting support, special needs help, mental health, and overall wellness.

Mental Health offerings for staff include but are not limited to:

In partnership with PSE vendor-

1. Social emotional support for staff members. This can be provided during the school psychologists' office hours on a weekly or daily basis or by appointment.
2. Counseling support for parents and families who are struggling.
3. Tutoring support for general education and special education students who are having difficulty completing schoolwork at home.
4. Behavior support for families dealing with difficult behaviors at home.
5. Child abuse reporting consultation and training - I was told some staff are concerned about what should and should not be reported when they are hearing or witnessing info virtually. All staff are still mandated reporters and must report any and all SUSPECTED child abuse.
6. Mindfulness training for staff and students.
7. Child care resources - mychildcare.ca.gov. COVID-19.ca.gov/Childcare

The LEA has identified two groups that will start running in the first semester. The LEA will reassess students needs and stakeholder feedback to determine the groups that will be available for the second semester.

Fall Semester Groups:

- Coping with Stress and Anxiety (student group) - 12-15 sessions / 2x per week with a max of 10 students (another cohort added if needed due to participation)
- Facilitating in Staff Manage of Stress and Responding to Students with COVID and Trauma concerns - 12-15 session / 2x per week with max of 10 staff (another cohort added if needed due to participation)
- PSE has also provided staff with the following resources to help with mental health:
 1. Conversation starters - resource provided to all Special Education Specialists and all staff members to use with students and families for engagement.
 2. Resource Folder provided to all staff - COVID safety resources to share with families

The folder also includes the following information in visual formats which may be helpful / useful for students and their families:

- social distancing practices
- how to prevent transmission within the home
- activities that are considered safe and not safe during this time
- when to use a mask and how to make and effectively wear a mask

The PSE vendor will continue to provide and also increase needed counseling services with the School Psychologist. Any student identified by the teacher or parent will be referred to the School Psychologist. School Psychologists and PSE support is available 24 hours a day in emergency situations.

The LEA will continue to regularly provide families with resources. Resources provided to families via School Messenger, emails, Remind, call, and fliers mailed and posted to center doors. These include but are not limited to:

- Links to Websites addressing COVID-19
 - Public Health Department, California Department of Education, CDC, and WHO
- Links to Websites addressing Wellness
- Tips for Online Success

- Tips for Staying Healthy
- Counseling During Distance Learning Q & A sheet - available to staff to share with families
- Filer available to all staff to share with families
 - Apps targeting wellbeing
- Phone numbers to mental health services in the county
- Phone numbers to suicide prevention hotlines and resources
- Links to Food Support (EBT and Food banks located in the county)
- Links to staying active
- Yoga for teens
- 30 min Hip-Hop-Fit
- 15 min Workouts for teens
- Mental Health Tips and Links for services
- Suicide Prevention Network Youth Town Hall Meeting (free)

Other Groups offering to promote well being and increase socialization and connectedness include but are not limited to:

- Student Council
- 4 year College Bound Cohort
 - Resume and Interview
 - Self Inventory
 - Community College Knowledge
 - FAFSA
 - Adulting
- Sports
 - Yoga and Esports
- WIOA Events
 - Career Chats
 - Career and College Events
- Pathways Virtual Trips Cohorts

The LEA will provide staff with professional development opportunities that focus on trauma informed care and mental health (Red Cross Psychological First Aid Certificate Redcross Psych First Aid Certificate or through Partners for Special Education and/or Skyrocket vendor that offers SPED and teaching and learning PDs and SPED consultations). Additional PDs will be provided and include Diversity and Inclusion information, suicide awareness and prevention, and crisis training to ensure that at promise youth are supported due to the impacts of COVID-19 on the school community, resources for staff on how to support and work with students with exceptional needs during COVID-19 closures. These professional developments will be offered via Regional In-Service meetings, center meetings and Professional Learning Communities. When PDs can be recorded, the LEA will make that available for staff. Attendance will be recorded with an electronic attendance sheet to track attendance.

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.]

The LEA is a non-classroom based charter school that operates differently from traditional schools when it comes to reporting attendance. To better serve our students' needs, the school operates from 8:00 A.M to 5:00 P.M, Monday through Friday. The resource center is open year-round and offers a minimum of 240 instructional days per year. The average daily attendance (ADA) guidelines to which the Charter School adheres to are defined in 5 CCR Section 11960 which states that attendance in charter schools occurs when "charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools." Therefore, record-keeping requirements for the Charter School include pupil work-product completed, as opposed to a physical presence in class. This formula fits the Charter School best since the flexible nature of the education program allows students to complete assignments on their own time and allows them to fulfill outside-of-school responsibilities, such as work or parenting, while at the same time allocates funding for the Charter School for providing instruction to the students.

The guided personalized learning format permits each student to tailor his or her work pace to meet their personal needs and goals. Students are encouraged to complete a set number of assignments per week and to attend regular appointments for assistance and assessment. Each student is required to complete a minimum of four academic units of work (equivalent to four credits) each academic month (four-week learning period). Each student will sign a Student Master Agreement which outlines the terms for the student to remain enrolled in the program. Per the Student Master Agreement for independent study, these appointments occur at least bi-weekly; however, students are required to attend as often as needed to ensure they are making satisfactory progress. This format provides students with a structured schedule and process that promotes good work habits and encourages personal accountability and satisfaction. The guided personalized learning model also provides the teachers an opportunity to evaluate and provide feedback on student work at least twice each week, or more frequently at the teacher's discretion, in order to intervene in a timely manner should problems arise. Teachers and other support staff (which includes tutors, center coordinators, coaches for English Learners, the Special Education Department and assigned aides, and student advisors) are able to collectively support and coach students towards their individual goals while encouraging students to focus on areas of growth. Guided personalized learning is a proven formula for accelerated and successful learning.

The LEA will ensure pupil engagement through multiple avenues. Teachers, counselors, EL Specialist, SES teachers, paraprofessionals, Math Intervention Specialist, and tutors will conduct their weekly appointments through virtual meetings, by phone, and in-person according to the modified schedule plan. Staff will follow-up with all students who have missed appointments and classes by phone, email, text, and Remind. These multiple forms of communication will be regularly used to increase communication efforts and success and offer greater accessibility to students and parents. Families will be encouraged to sign up for Family Sensei (Edmentum) and Parent Portal (StudentTrac) to track their student's academic progress in real time. Instructional staff utilizes a student tracker on a weekly basis to monitor student attendance, academic progress, and student engagement. For students that are absent from distance learning and/or in-person instruction for 60% of the instructional days in a school week tiered re-engagement strategies are implemented. The chart below shows the majority of strategies that are utilized.

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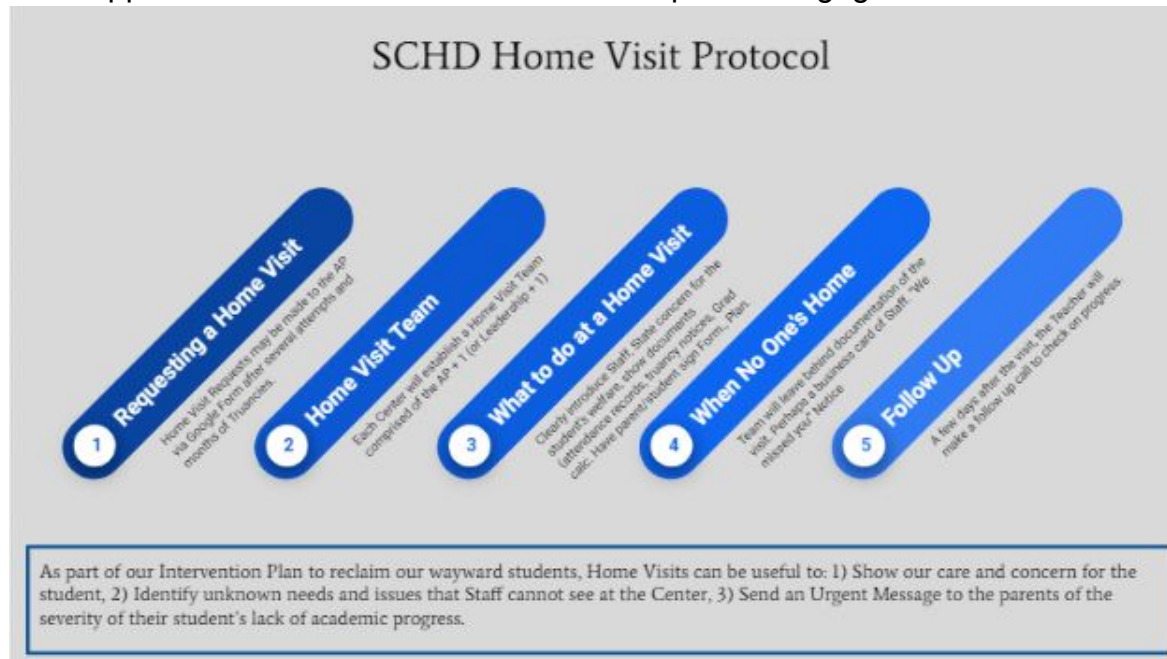
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MONTH 1 STUDENT TRACKER. 3 Notation options available. Drop down option for first 2 columns. Typed res									
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sufficient	Assigned tutoring with support staff		Sufficient	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sufficient	AP contacted student		Sufficient	
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Call/ema	Parent/AP Conference		Sufficient	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Call/ema	Academic contract		Assigned	
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sufficient	Home visit		Call/ema	
						Chunked units			
						Strategic planning and goal setting meeting			

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Additionally, the Center Coordinator and the Enrollment and Outreach Specialist will make periodic phone calls to all families as a wellness check in to increase connection to the school community and engagement (bilingual support will be used when needed). Notice of school events will be posted on school websites in both English and Spanish. School Messenger will be used for mass communication purposes with mass emails, texts, and robo calls in order to facilitate effective communication with all stakeholders. School Messenger allows for translation in multiple languages and each school site has bilingual staff available for translation purposes. Mailings in both English and Spanish will also go out and paper versions will be available at the school sites to increase accessibility. Students will be expected to connect with their teachers for their twice weekly appointments and complete four units of academic work per school month. The LEA will track student attendance and academic progress daily and weekly and implement interventions. Tiered interventions for re-engagement and academic progress will include repeated communication attempts by email, text, Remind, and by phone by teachers and counselors. Parents will be connected to the progress of their child via: Family Sensei (Edmentum) and Parent Portal (Studenttrac) to ensure an added layer of communication and sustained accountability for student learning and to minimize learning loss. Achievement chats are held each semester, or as part of the intervention plan for pupil learning loss. Achievement chats include all stakeholders and requires parent engagement in student progress. Each month the Enrollment Specialist will receive a list of EL students and homeless/foster youth students who have not been successfully engaging with instructional staff in order to assess the additional need and resources for these students. Additionally, the Enrollment Specialist will reach out to any student/family that teachers and other staff have identified as being unable to reach or in need of additional resources. Truancy letters will be mailed monthly to communicate

attendance, participation, and academic progress expectations. Assistant Principals will reach out through multiple methods if other re-engagement has not been successful. Virtual and in-person conferences will be scheduled and an academic plan for success will be established in collaboration with the participating stakeholders. “We miss you” postcards will be sent as a follow up step. Home visits made by Assistant Principals and other support staff will be a final tier in the attempt at re-engagement.



Events to encourage school community and increase engagement will be held virtually and in-person when appropriate. Back to School Night, Open House, FAFSA workshops, Resume Building, WIOA events and Career Chats, Reclassification event, and other school celebrations will be conducted in Google Meets and hopefully in-person when all possible, following all CDC and CDE safety protocols. School Leadership will continue to meet virtually on a regular basis and facilitate school site events to increase student engagement and a sense of school community and connectedness. The Enrollment Specialist will continue to organize community outreach events through Google Meet and Zoom and in-person when community events resume.

The LEA will continue it's outreach and community engagement methods by attending community meetings, hosting community meetings (in-person and virtually), tabling at events (in-person and virtual round table events) and providing updated digital collateral and handouts to the community in the native languages geared to their demographics. The Enrollment Department will continue following up on our interest and Hubspot leads via Salesforce daily, and distribute the lead information to the school site of choice within the OFL-WSH Charter. To address retention, our Enrollment and Outreach Specialist will continue following up with our enrolled students to verify that all their needs are being met, and providing students with any resources that may be needed.

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.]

As a non-classroom based charter school, we are not required to provide school meals during distance learning as students are temporarily not on campus for 2 or more hours in a school day. The LEA temporarily suspended school lunches during distance learning as a result of the Stay-At-Home order for COVID 19. When the COVID emergency occurred, the School Lunch Program was fairly new to our schools and very few students were taking the school meals at that time. In an effort to reduce food waste, the LEA decided to temporarily suspend school meals. With the need to continue in a distance learning model, the LEA has decided it will make available five days worth of meals every week to students expressing a need. The once weekly delivery date is communicated to students, and students will be able to pick up their week’s worth of meals at the school site while all safety and precautions will be exercised. When students return to onsite learning daily school lunches will be available to all students who need or request them at no cost to the student. All recommended safety protocols will continue to be followed to ensure the health of staff and students.

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

Section	Description	Total Funds	Contributing
School Nutrition	Action 1: School Lunch Program - The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day once students physically return to the school sites on the modified/hybrid plan	\$40,000	Y
Mental Health and Social Emotional Well Being	Action 2: Social-Emotional and Mental Wellbeing - The LEA will provide opportunities to facilitate engagement in school programs like mental health groups for staff and students, homogeneous cohorts, sports, and counselling support	\$136,000	Y
Pupil and Family Engagement and Outreach	Action 3: Enrollment Specialist support toward student re-engagement and family outreach	\$60,000	Y
Interventions	Action 4: Intervention Trackers - The LEA will implement intervention trackers to identify and monitor student attendance, academic progress and targeted interventions.	\$100,000	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
11.31%	\$ 1,868,483.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

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

- Basic Services: Students will have access to fully credentialed teachers to help aid their progression in core courses
- Professional Development: Instructional staff will attend professional development opportunities annually to better equip them to provide individualized, standards-aligned instruction.
- Distance Learning Professional Development: School staff will be provided opportunities for professional development to help strengthen their understanding of effective distance learning strategies.

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

- ✓ English Learners (EL)
- ✓ Students with Disabilities (SWD)

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

Students come to OFL- WSH credit deficient, especially in core courses. The students represented in all subgroups are no exception to this trend in enrollment and are at even greater risk of learning loss due to the hardships experienced during COVID-19. EL students are faced with language barriers that impact their engagement in learning. Students with Disabilities need accommodations and modifications to help them better access the curriculum based on specific learning disabilities. Often Students with Disabilities need additional support with social and emotional issues which can hinder them from accessing the curriculum and interacting with their peers. Need for instructional staff to keep abreast of effective teaching strategies for these subgroups of students to facilitate learning.

These actions are principally directed toward and effective in meeting the requirements of increasing and improving services for English Learners and Students with Disabilities in that fully credentialed teachers are able to bridge subject matter content and student’s skill levels

and will be effective in meeting the requirements of increasing and improving services for these students. Fully credentialed teachers are required to attend professional development opportunities focused on English Language Developments strategies and intervention strategies targeted to SWD, especially in high need areas like Math and English are vital to ensure students are able to access the curriculum. Fully credentialed teachers have taken specific classes in supporting EL students and SWDs as part of their credentialing programs and are better able to bridge subject matter content and students' skill levels to help efforts aimed at closing the opportunity gap.

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

- Benchmark Assessment and Intervention: Charter aims to increase overall Lexile growth, through specialized instruction and interventions which include RenSTAR, Achieve 3000, Math Intervention Specialist, Tutoring and Cafe nights
- Course of Study: All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.

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

- ✓ Foster Youth (FY)
- ✓ Low-Income (LI)
- ✓ English Learners (EL)
- ✓ Student with Disabilities (SWD)

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

SWD's have specific needs outlined in each IEP and frequently need additional interventions to support learning in core subjects. EL students face additional barriers as they are learning in a less familiar language which impacts their academic performance. These students frequently need additional support with reading comprehension and writing. Identifying opportunity gaps quickly and setting immediate interventions are crucial to create appropriate educational plans that will allow educators to provide additional modalities to close the academic gap and create a positive learning environment so students may thrive. Low income students often lack resources for additional tutoring and postsecondary planning outside of school. These students require specialized interventions to address any gaps in learning during distance learning due to COVID-19, and to provide them with tools to use when completing assignments independently.

These actions are principally directed towards and effective in meeting the requirements of increasing and improving services for Foster Youth, Low Income, English Learners, and Students with Disabilities in that they provide each subgroup with both core content and workforce related curriculum in order to bridge any gaps created by previous barriers to access. Basic math and reading skills are necessary to successfully access the curriculum therefore providing programs like Achieve 3000 and access to the Math Intervention Specialist allows all students opportunities to close the learning gap. LI, SWD, and EL subgroups are provided with both core content and workforce related curriculum in order to bridge any learning gaps created by previous or current barriers. Educators implement standard-aligned curriculum in order to successfully guide students academically and prepare them for the future. RenStar will be utilized as a benchmark assessment tool,

which will allow educators to quickly identify and set interventions for students struggling in core courses. RenStar will principally be directed toward our EL, SWD, and Low-Income populations to allow teachers to gauge their progress and identify learning gaps among these subgroups and the general population.

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

- Intervention Trackers: The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions.
- Achievement Chat: The LEA will conduct semesterly Achievement Chats with instructional staff, parents/guardians, and students to collaborate on academic goals, post-secondary educational planning, and ways to better support individual student learning and progress.

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

- ✓ Foster Youth (FY)
- ✓ English Learners (EL)
- ✓ Students with Disabilities (SWD)

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

Parents/guardians of FY and EL students do not reach out to the teaching as often when students are struggling especially when dealing with added struggles related to COVID-19. Achievement chats create opportunities for these students and parents/guardians to actively participate in the academic planning process which can be very empowering and strengthen school-home partnerships. Intervention trackers help to ensure the teacher is focused on his/her FY and EL students. This enables these educators to collaborate with all educational staff, who are also supporting FY and EL students, the students, and their parents/guardians to address learning gaps in order to create an individual academic strategic plan.

These actions are principally directed towards and effective in meeting the requirements of increasing and improving services for Foster Youth, English Learners, and Students with Disabilities in that it offers these students and their families multiple ways to access resources for student achievement and have conversations about academic progress that improves student and parent/foster connectedness to the school community during distance learning. Intervention Trackers are shared with a community of educators including teachers, English Language Specialist, Special Education teachers, student counselors, and leadership to ensure all students within each subgroup are held accountable for completing their educational path. Students are held accountable to many specialized educators specific to each subgroup, and are consistently monitored for progress. Specific interventions are set in place based on the needs of the student. Additional supports are provided for each subgroup including: extra appointment times, intensive tutoring sessions, specific SGI placement, Student Study Team, extra appointments with Counselors, Academic contracts, resource connections, and/or conferences will be implemented. Multiple achievement chats promote increased participation in academics. Student counselors will use the intervention trackers and achievement chats to address and target students' career and educational paths multiple times a year.

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

- Parent Involvement and Stakeholder Engagement: The LEA will host various stakeholder engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The LEA will survey all stakeholders in the Fall and Spring to inform program effectiveness.
- School Climate Survey: The LEA will administer a school climate survey in order to address student, parent and staff perceptions of safety and connectedness in our schools

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

- ✓ Foster Youth (FY)
- ✓ Low-Income (LI)
- ✓ English Learners (EL)

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

Barriers to school connectedness due to COVID-19 can lead to chronic absenteeism and increased dropout rate for those who are most at-risk which tend to be our subgroups. Keeping families actively engaged in their child's education and school community can prove to be challenging in high school. English Learner and Foster Youth students, working parents, and families are struggling with choosing between being engaged in their child's education or their work responsibilities. Holding various stakeholder engagement events provides more options for parents and students to stay connected with school. Communication gaps exist utilizing only traditional modes of communication. During distance learning English Learner and Foster Youth students and families have even greater barriers to school connectedness and access to all available academic and postsecondary options.

These actions are principally directed towards and effective in meeting the requirements of increasing and improving services for Foster Youth, Low Income, and English Learners in that it provides additional platforms for these subgroups to engage with school staff and communicate their needs which is even more important during a pandemic. Utilizing various platforms to convey academic progress and connection to the school community results in more individualized and flexible approach is principally directed towards engagement of our English Learners and Foster Youth students and their families. Holding various stakeholder engagement events provided more options for parents and students to stay connected with the school. Utilizing the School Climate survey and readily available technology to get stakeholder input facilitates access and allows for all stakeholder voices to be heard, including our English Learner and Foster Youth families. School Climate surveys and Stakeholder Engagement create opportunities for students and parents, in English Learner and Foster Youth subgroups, to actively participate in the academic planning process which can be very empowering and strengthens school-home partnerships.

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

School Lunch Programs: The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day once students return to the school sites.

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

- ✓ Foster Youth (FY)
- ✓ Low-Income (LI)

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

Many of our Low- Income and Foster students don't have access to daily healthy meals which may have been exasperated by the effects of COVID-19. These actions are principally directed towards Foster Youth and Low Income students in that meals included in the National School Lunch Program provide adequate nutrients and nutritional education that may be lacking in their daily lives, especially when faced with hardships brought on by the pandemic. When basic needs, such as nutritionally dense food, of Low-Income and Foster Youth are not met, they are not able to perform as well in school as their peers with fewer barriers.

This action is principally directed toward and effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth students in that meals included in the National School Lunch Program provide adequate nutrients and nutritional education that may be lacking in their daily lives. This action will be effective in meeting the requirements of increasing and improving services for low-income and Foster Youth by making free, nutrient dense meals accessible each day school is open. The School Lunch Program will ensure regular access to daily meals for our Low-Income and Foster Youth students.

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

Social Emotional Learning: The LEA will provide opportunities to facilitate engagement in school programs like virtual sports, student engagement groups, and mental well-being groups to provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations.

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

- ✓ Foster Youth (FY)
- ✓ Low-Income (LI)
- ✓ English Learners (EL)
- ✓ Students with Disabilities(SWD)

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

Foster Youth and Low-Income students have a greater likelihood of actively experiencing trauma brought on by the financial, social and emotional constraints exacerbated by the pandemic. FY students move around so much, they don't think about taking part in these activities unless their teacher suggests it. LI students have been prohibited from participating in the past due to cost concerns. EL students are hesitant

to participate in these activities because they may feel like they won't fit in or be able to communicate very well with the other students. SWD often need guidance when interacting with their peers in these types of activities.

These actions are principally directed toward and effective in meeting the requirements of increasing and improving services for Foster Youth, Low Income, English Learners, and Students with Disabilities in that they provide access to virtual engagements activities which are effective in meeting the requirements of increasing and improving services for these subgroups by providing engagement opportunities to meet the unique needs of these students. Providing extracurricular activities for students gives them the opportunity for all subgroups to engage in their school community and fosters a sense of belonging. When students are invested in their school community, they are more motivated to come to school and conduct themselves in a positive manner. By design, this service will principally be directed towards benefiting all student subgroups. Low Income and Foster Youth students face barriers to participating in school sponsored events. The LEA works to eliminate the financial barriers by providing free programs to all students. The social emotional programs create an environment that accommodates many different types of learners, which encourages subgroups like SWD and EL students to participate in these programs that close social/emotional gaps like peer engagement in safe and meaningful ways.

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

Action(s) for English Learners:

- **iLit:** iLit is a designated English Learner program
- **EL Support and Intervention:** EL students will have access to individualized support through 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 keep them up-to-date on current policies and practices.

EL 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 and demonstrated accelerated growth in reading and will be utilized with all EL students. Staff/Student/Parent support and intervention and achievement chats have provided additional opportunities and resources for families to support the school-home partnership and continued implementation of this action is imperative to authentically engage this subgroup of student and their families. English learners require support from staff that are proficient in current policies and practices specific to EL needs. Thus, **EL Professional Development, EL Support and Intervention and iLit** will be allocated proportionately to our EL student subgroup in accordance with the 11.31% requirement as compared to services provided to all students.

Action(s) for Students with Disabilities:

- **ED Tech Platforms:** Charter aims to increase overall Lexile growth for Students with Disabilities (SWD) through specialized instruction

and interventions using data analysis via our Ed Tech services.

- **SWD Support and Intervention:** SWD students will have access to individualized support through Special Education Specialists to help aid their mastery of common core state standards
- **SWD Professional Development:** Annual Professional Development will be provided to Special Education Specialists to keep them up-to-date on current policies and practices.

SWD students face additional barriers that impact their academic performance. Identifying opportunity gaps quickly and setting immediate interventions are crucial to create appropriate educational plans that will allow them access to the curriculum and create a positive learning environment where they can thrive. Staff/Student/Parent support and intervention combined with achievement chats have provided additional opportunities and resources for families to support the school-home partnership. Continued implementation of this action is imperative to authentically engage this subgroup of students and their families. Increased curriculum accessibility for Students with Disabilities is provided. There is a need for instructional staff to keep abreast of effective teaching strategies for this subgroup of students to facilitate learning.

Action(s) for Foster Youth:

- **Foster Youth Services** - Foster youth students will meet with their Post-Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities and monitor their progress in a socially-emotionally developing course and/or activity.

To provide equitable access to foster youth students, additional focused interventions will be provided for this subgroup of students. Foster youth require Post-Secondary Counselor meetings for interventions concerning academic performance/ progress, post-secondary plans, and workforce opportunities. Foster youth students require specific guidance pertaining to the difference between graduating on a modified course of curriculum versus being A-G compliant. Thus, **Foster Youth Services** will be allocated proportionately to our Foster Youth student subgroup in accordance with the 11.31% requirement as compared to services provided to all students.