

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.]

On March 17, 2020, our Board approved to physically close Mission Vista Academy in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on March 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We have provided staff and parents with ongoing updates and guidance from State and county health agencies over the past few months. We have worked to prepare for a safe and successful fall reopening that considers current challenges.

On July 17, Governor Newsom ordered that schools in counties on California’s Monitoring List could not physically open in-person instruction in the fall of 2020. On August 28, the Governor announced a new four-tier reopening guidelines for schools and business based on COVID 19 rates replacing the State’s County Monitoring list. As of September 17, 2020, Riverside County is in Tier 1, Purple Tier, which is the most restrictive of the tiers. Counties are required to stay in their tier for a minimum of 21 days. According to the new system, schools may begin to offer in-person activities/instruction after the County has been in the Red Tier, for 14 days. Because we reside within the boundaries of Riverside County, we will offer in-person services only when in compliance with State exemptions, including those for students with “acute” needs. We will continue to monitor the county’s color-based status and to make appropriate decisions.

The county-wide restrictions have impacted various aspects of our non-classroom-based independent study approach. For example, we emphasize Place-Based Learning to immerse students in local cultures, landscapes, and resources to contextualize our curriculum. Many local resources remain closed. Additionally, the results of our surveys make clear that the COVID-19 pandemic and societal unrest has directly affected our students and families. To mitigate the negative impact of COVID-19 and societal unrest on the education of our students, we have increased and refined various services and approaches, including social-emotional support.

Stakeholder Engagement

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

Since the spring of 2020, we have kept our stakeholders informed of the fluidity of the COVID-19 pandemic and engaged in assessing needs through a variety of mediums, including surveys administered in April and August 2020 and virtual meetings in August and September 2020.

We translated questionnaires used in surveys into appropriate languages and provided translation services during virtual meetings. By default, much of our curriculum occurs online. Thus, we know an overwhelming majority of our parents have access to and know how to use the internet before the COVID-19 pandemic. We work with new families to ensure they have access to technology and the internet. We made, and continue to make, a concerted effort to inform all stakeholders of opportunities to participate in the development of our Learning Continuity Plan, including our August 27, 2020, public hearing. When communicating with stakeholders, we do not assume they have access to the internet or speak English at home. Our communication strategies include including surveys, email, social media, school websites, telephone calls, our school website, regular mail delivery, and text messages. We also identified families who do not speak English at home (based on Language Surveys) and translated communications in a language accessible to them (Spanish). We want to ensure all stakeholders have notice of opportunities to contribute to our Learning Continuity and Attendance Plan, including proposed actions and expenditures. We encourage verbal and written comments.

We shared a Learning Continuity and Attendance Plan draft with our District English Learner Acquisition Committee (DELAC) in September 2020. We provided Spanish translation and interpretation at the DELAC engagement meeting.

We analyzed input from all formats and stakeholders. We translated input into themes and areas of need that directly informed our Learning Continuity and Attendance Plan.

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

Board meetings, public hearings, and stakeholder input meetings are open to the public via Zoom, ensuring transparency. We held our Learning Continuity and Attendance Plan public hearing on August 27. We informed the public of our Learning Continuity Plan public hearing through emails, telephone calls, texts, and our school website. We translate communications as appropriate. We publicized on our website notice of the public hearing and a draft of our plan 72-hour before the actual hearing. Members of the public were invited to participate in the public hearing via Zoom and to submit comments via Zoom, telephone, or email.

The Board formally approved the Learning Continuity and Attendance Plan on September 24, 2020. The Board meeting agenda, including the Learning Continuity and Attendance Plan action item, were publicized via our website, emails, telephone call, and texts. Members of the public were invited to watch or listen to the Board meeting via Zoom and to submit comments via Zoom, telephone, or email. Although not a public hearing, this meeting is public, and members of the public were able to address the Board during the public comment portion.

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

We received feedback regarding our Learning Continuity and Attendance Plan from parents, teachers, and our DELAC. Below is a summary:

Teachers- Our teachers expressed the need to refine the structure and communication of our tiered supports during the COVID-19 pandemic and other societal issues that have increased student trauma. In particular, teachers recommend making clear that social-emotional supports are now tier 1 or universal supports. In contrast, they were considered tier 2 supports before the pandemic.

Parents- Our parents expressed the need also to learn more about the effects of trauma on their children/teens, and strategies and resources to mitigate their negative impact; a desire to maximize strategies to improve student and family engagement online including student to student social activities; and desire to maximize strategies to improve student and family engagement online including student to student social activities.

ELAC/DELAC- We presented our plan to our ELAC/DELAC representatives in September 2020. Representatives expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs).

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

Our stakeholder feedback informed the final version of our Learning Continuity and Attendance Plan in the following manner:

Teachers- Our teachers expressed the need to refine the structure and communication of our tiered supports during the COVID-19 pandemic and other societal issues that have increased student trauma. In particular, teachers recommend making clear that social-emotional supports are now tier 1 or universal supports. In contrast, they were considered tier 2 supports before the pandemic. We incorporated this suggestion in various sections within this plan, including Mental Health and Social and Emotional Well-Being, Pupil Learning Loss Strategies, Supports for Pupils with Unique Needs, and Distance Learning Professional Development. This feedback also informed expenditures related to staff, and parent training focused on implementing trauma-informed practices through in-person and distance learning curriculum.

Parents- Parent suggestions/comments referenced in the previous section directly influenced various aspects of our plan, including the Mental Health and Social and Emotional Well-Being, Pupil Learning Loss Strategies, Supports for Pupils with Unique Needs, and Distance Learning Professional Development sections. This feedback also informed expenditures related to staff, and parent training focused on implementing trauma-informed practices through in-person and distance learning curriculum.

ELAC/DELAC- Our DELAC representatives expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs). We replied in **writing** to all comments from our DELAC. Further, feedback from our DELAC informed our Pupil Learning Loss, Pupil Learning Loss Strategies, and Effectiveness of Implemented Pupil Learning Loss Strategies sections. Feedback from our DELAC also informed various expenditures, including the creation of a Student Support Coordinator position.

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.]

Because we reside within the boundaries of Riverside County, we will offer in-person services only when in compliance with State exemptions, including those for students with “acute” needs. We will continue to monitor the county’s color-based status and to make appropriate decisions. The county-wide restrictions impact various aspects of our curriculum. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because museums, centers, and other local resources remain closed in our county, students and families have been unable to visit/use them. We will adhere to all guidelines, including physical distancing, when State and county guidelines allow us to re-open our in-person activities.

We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal. We elaborate on trauma-informed practices in subsequent sections. As an independent study school, we ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

As a non-classroom based independent study charter school, we assign an appropriately certified home school teacher (HST) to a family upon enrollment. The HST meets with families to collaboratively create an individual education that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within and the exceptional needs education environment. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples.

We provide home schooling families delivery options and instructional material aligned with California state and Common Core standards Curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests, including Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. To this end, we offer interest-based Community Connections classes for students to collaborate with peers based on similar interests.

Below is a summary of our curriculum delivery options:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (E.g., district-adopted textbooks and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom.
- Teacher prioritizes learning goals and determines full or partial credit
- Teacher communicates with students and families regarding academic progress through phone and meetings (in-person or virtual).

2) Online Instructional Model

- Instruction provided through district-licensed online content resources such as Edgenuity.
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom.
- Credentialed teacher communicates with students and families through a school-licensed online program, phone, and meetings (in-person or virtual).

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom.
- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, and meetings (in-person or virtual).

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on-demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

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

Description	Total Funds	Contributing
N/A		

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.]

Because we are a non-classroom-based independent study charter school, we have been able to sustain most of our learning options during the pandemic. However, certain aspects of our curriculum are impacted by COVID 19. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because many museums, centers, and other local resources remain closed in our county, students and families have been unable to visit/use them. We will adhere to all guidelines, including physical distancing, when State and county guidelines allow us to re-open our in-person activities.

We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal. We elaborate on trauma-informed practices in subsequent sections. As an independent study school, we ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

As a non-classroom based independent study charter school, we assign an appropriately certified home school teacher (HST) to a family upon enrollment. The HST meets with families to collaboratively create an individual education that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within and the exceptional needs education environment. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples.

We provide home schooling families delivery options and instructional material aligned with California state and Common Core standards Curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests, including Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. To this end, we offer interest-based Community Connections classes for students to collaborate with peers based on similar interests.

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3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom.

- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, and meetings (in-person or virtual).

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on-demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

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.]

As part of our emergency closure in March of 2020, we began administering surveys and holding planning meetings intended to identify needed technology, particularly for students identified as English Learners (ELs), those with exceptional learning needs, and those living in poverty or foster care, and those experiencing homelessness. We have continued administering these surveys and meetings in August and September 2020. Through surveys and discussions, we have made a concerted effort to identify families in need of technology devices or access to the internet. Most importantly, each of our students and families meets with their designated HST regularly to focus on academic progress and identify needs, including technology. When we learn of families in need of technology, the HST follows through immediately to process an appropriate order. We hand-deliver computers and hard copies of the curriculum to students (and their caregivers) living in shelters if necessary. Of course, we make sure to provide families with distance learning packets, including hard copies of the curriculum, while we deliver needed technology.

We will use funding appropriately to provide all families with the technology needed to participate in our curriculum equitably. We pay particular attention to the needs of English Learners, those with exceptional learning needs, those living in poverty, those living in foster care, and those experiencing homelessness. High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. We have purchased technology devices such as laptops and equipment to access the internet, including Wi-Fi hotspots, and provided them to families who need them. We have set aside funds to continue purchase adequate technology throughout the school year. We also attempt to use external resources to help families, including learningequality.org, located in San Diego. Learning Equality focuses on making high-quality education technology available to low-resource communities, including rural communities with an insufficient infrastructure for high-speed internet.

We are also vigilant of student privacy (e.g., FERPA and California Student Online Personal Protection Act). We take care not to record or take pictures of virtual meetings and use passwords to help prevent security breaches such as Zoombombing. We also use Zoom educator accounts (instead of consumer accounts) that offer more stringent privacy policies. We make a concerted effort to use only technology products that have that meet privacy compliance concerns.

We elaborate on related professional development in the section below called Distance Learning Professional Development.

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.]

We are aware that COVID-19 and societal unrest may influence many of our students to disengage. Accurately monitoring engagement is one of the most important ways we can help ensure student learning and monitor student wellbeing during a pandemic and societal unrest.

Because we are a non-classroom-based independent study work charter school and have operated as such for several years, some of the language in Education Code §43502 (based on AB77), including daily synchronous instructional minutes with a teacher, do not apply to our format. Our school year is longer than 175 instructional days and we ensure each student is engaged in appropriate educational activities on instructional days by assessing the time value of independent work and the quality of contemporaneous work samples. We also monitor participation in conventional courses led by a credentialed teacher and those provided by a third-party provider such as Edgenuity.

Additionally, we measure student engagement through regular meetings (in-person or virtual) with families (minimum of every 20 days) and students, office hours via telephone or online, participation in scheduled live synchronous sessions, completion of asynchronous assignments, participation in diagnostic assessments, interim assessments, and formative assessments. We use our student information system (Pathways) to track progress, including daily engagement records.

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.]

This year, we have added two new aspects of our professional training related to distance learning. First, we are focusing on strategies to accelerate learning. We explain our accelerated learning approach in greater detail in other sections, including Pupil Learning Loss. Generally speaking, our training focuses on supporting students who are deemed below proficient based on our diagnostic assessments results. Second, we are helping staff and families learn how to implement trauma-informed practices within a distance format. Trauma-informed practices were implemented as tier 2 supports before the pandemic but will implement them as tier 1 support this year. Our approach to trauma-informed practices is explained in greater detail in other sections, including Mental Health and Social and Emotional Well-Being. Generally speaking, our training focuses on implementing Social Emotional Learning (SEL) to provide trauma-informed practices in our curriculum.

Staff Roles and Responsibilities

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

Given our instructional model, the roles of staff will not change substantively. However, many community enrichment opportunities are closed, affecting our ability to maximize our placed-based learning approach. Our teachers are working diligently to find creative alternatives for enrichment, including virtual tours of museums and virtual academic clubs.

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.]

Our supports mirror California’s multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. The MTSS provides a structured approach to providing quality core instruction by aligning all of our resources to support student academic, behavioral, and social success. The primary goal of Tier 1 supports is for all students to receive high-quality, standards-aligned instruction, using Distance Learning Playbook principles and appropriate supports, strategies, and accommodations. Resulting in approximately 85% of our students achieving grade-level expectations. This year, our Tier 1 supports include trauma-informed practices and strategies that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. Our trauma-informed practices are based on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework. Our social emotional practices are implemented through Social Emotional Learning (SEL). For example, we are using the Everfi Virtual SEL and have created a new program called Mindset Mondays. Students are invited to join us for a 30-45 minute webinar with practical tools on various SEL topics on the first Monday of each month. Each topic aligns with a CASEL SEL competency area. On the third Monday of each month, students share how they’ve used the tools in their daily life and/or ask questions about how to use them more effectively. A Growth Mindset website has also been created to offer teachers and families a deeper understanding of Growth Mindset.

When our universal supports are insufficient to address individual academic or behavioral needs, we offer Tier 2 support in addition to Tier 1 support. Tier 2 is strategic, targeted instruction and support provided to some students—those who are not progressing or responding to Tier 1 efforts as expected. We anticipate no more than 15 percent of our students will receive support at this level. The supplemental instruction provided in Tier 2 may be an extension of the core curriculum in Tier 1 or may include instruction and materials specifically designed for temporary intervention. This year, our Tier 2 supports also include additional supports related to our Tier 1 social-emotional curriculum. For example, we provide additional interactive online-based learning software such as MobyMax that can be customized to specifically target skills and standards from prior grade levels and can be customized to match students’ individualized learning needs. Provided online supplemental academic supports (E.g., ALEKS, BrainPop ELL, McGraw-Hill ODI) facilitate embedded instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring.

Our Tier 3 support consists of intensive intervention in addition to Tier 1 and 2 support. We anticipate approximately 5 percent of our students will need this level of support. We find that students who receive these services often experience difficulty with social-emotional needs or with the core curriculum and have not benefitted sufficiently from Tier 2 supplemental instruction. More intensive, Tier 3 support is typically provided individually, at a different pace than Tier 2 instruction, and for an extended length. The goal of Tier 3 support is to accelerate students’ progress so they can return to and succeed in the core instructional program, that is, Tier 1.

English Learners

We provide live online leveled designated ELD classes composed of approximately 20 students. Our ELD Director monitors student progress and communicates with administrators and teachers. Students identified as long-term English Learners receive additional English language development, twice a week in 45-minute live sessions. Additionally, we integrate English language development in and through

subject matter courses. Our staff professional development related to English Learners focuses on learning to use a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach, emphasizing multiple means of engagement, representation, and expression.

Pupils with exceptional needs

While specific learning disabilities vary widely, we notice that difficulty reading is the most common type of specific learning disability. Thus, we provide services based on individual need and not on the category a learning disability falls within. Our students with disabilities and their families work collaboratively with knowledgeable general education teachers and special education specialists determine how best to provide equitable access to the curriculum as reflected in their individualized education program (IEP). In this manner, we ensure that students with disabilities are provided with the supports needed to achieve their highest potential.

As an independent study, home schooling focused charter school, all students with IEPs are welcome to enroll in our school. We hold initial IEPs with families upon enrollment to discuss with families how our curriculum delivery format aligns with each student's needs. We continue to hold IEPs, particularly to address these needs related to learning loss associated with COVID-19 and societal unrest. On August 25, 2020, the California Department of Public Health (CDPH) announced exemptions to the new four-tier reopening guidelines. In compliance with the CDPH exemption guidelines, we are offering in-person tutoring, counseling, social and emotional services, and other help to students with "acute" disabilities and other students who need in-person support and services according to their IEP. We are also providing one-to-one specialized services, such as occupational and therapy, and educational supports as needed and in accordance with the August 25 exemption guidelines. Additionally, we have developed IEP Addenda for students that outline the services to be provided during distance learning should we be required to stop in-person instruction/service in excess of ten days or in the even the CDPH exemptions expire.

Recently, we developed a plan to reinstate all in-person services and assessments for students with disabilities and implemented it on September 21, 2020. This plan includes staff training to improve their capacity to work collaboratively with each family to determine any assessments or additional supports that may help students with loss of skills, an increase in anxiety, or a decreased executive functioning ability associated with COVID 19 or societal unrest. Further, we have increased the frequency by which we monitor academic and behavioral indicators to expedited needed support. Most of our students who are eligible for special education services are able to achieve the at grade-level expectations with the following supports:

1. Implementing the Distance Learning Playbook principles.
2. Implementing quality instructional strategies, materials, and curricula that reflect the interests, preferences, and readiness of each student to maximize learning potential.
3. Implementing appropriate accommodations and supports according to IEPs.

Pupils who are experiencing homelessness and those in foster care

Many of our homeless students and those living in foster care are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher transiency rate among foster families. An increased number of students are also experiencing

homelessness (including doubling up with another family) as a direct result of COVID-19. Our Homeless Liaison, HSTs, and other liaisons meet with families to increase our support for students experiencing homelessness, and those in foster care, including:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. For example, teachers use communication circles during class (synchronous and online) to help normalize student struggles and to increase resiliency
2. Implementing universal screening (questionnaire) by asking all students about the economic impact of the coronavirus. Students are often reluctant to self-identify as homeless, or their families may not know they are eligible for supports.
3. Focusing on maintaining a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about the safety and emotional wellbeing of their family. We strive to establish meaningful relationships with families to mitigate the adverse effects of the pandemic and unrest by helping facilitate a safe and supportive environment for learning. We do this in a variety of ways, explained in greater detail with the Mental Health and Social-Emotional Support section.
4. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control.
5. Increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. Given the impact of the pandemic and societal unrest, we are unable to meet every student's need without the support of community resources, including county and state agencies. For example, we are active members of a community resource network where we learn more about available resources for our students and how to expedite referrals. Additionally, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

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

Description	Total Funds	Contributing
Place-based learning curricular approaches and resources: As part of our curriculum, we emphasize Place-Based Learning to immerse students in local cultures, landscapes, and resources to contextualize our curriculum. However, many local resources, including museums remained closed due to COVID19. To maintain this approach, we need to invest in expenditures related to maintaining this curricular approach virtually.	\$200,000	Y
Additional technology devices, including Chromebooks and iPads. To maintain our distance learning format, we need to invest in providing all students with adequate technology devices to allow them to equitably participate in all aspects of our curriculum, including distance based CTE programs that require laptops (not Chromebooks) to download and operate software. Given that most of our English Learners, students living in poverty, and students placed in foster care do not have adequate technology devices, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.	\$230,000	Y

Description	Total Funds	Contributing
<p>Additional devices and resources to increase access to the internet, including hotspots. To maintain our distance learning format, we need to invest in providing all students with adequate access to high-speed internet services to allow them to equitably participate in all aspects of our curriculum, including online based academic software that works optimally with high-speed internet access. Given that most of our English Learners, students living in poverty, and students placed in foster care do not have adequate access to high speed internet service, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.</p>	\$132,000	Y
<p>The success of our most, but not all, of our distance learning approach is contingent upon interactive online-based learning software such as MobyMax that can be customized to specifically target skills and standards from prior grade levels and can be customized to match students' individualized learning needs through embedded instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Specifically, we offer specialized online-based supports for students that need Tier 2 supports. Given that most of our English Learners, students living in poverty, and students placed in foster care benefit greatly from online-based interactive software, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.</p>	\$593,829	Y
<p>Improvement of school technology infrastructure, including server, cyber security resources, and devices to support distance-based learning including Wifi hotspots and licenses for Zoom educational accounts to increase cyber security</p>	\$188,850	N
<p>Additional technology devices, including Chromebooks and iPads for students</p>	\$198,000	N
<p>Additional resources for students to improve access to the internet, including hotspots</p>	\$123,000	N
<p>Instructional material and assistive technology for students with exceptional needs to meet IEP related needs in distance learning format. E.g., Document cameras and additional online curriculum resources to support staff and students</p>	\$45,000	N
<p>Creation of IT Administrator position</p>	\$70,614	N
<p>Creation of IT Support Specialist position</p>	\$54,080	N
<p>Creation of IT Development Specialist position</p>	\$68,828	N

Pupil Learning Loss

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

In response to Governor Newsom’s Executive Order N-33-20, we stopped our normal school operations from March through June of 2020. Also, in March 2020, the Governor suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). The pandemic also directly affected many of our families, rendering it difficult for them to participate in or focus on our interim assessments during the second half of the 2019-20 school year. Thus, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle. The validity of spring 2020 interim assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, in late March 2020, the U.S. Department of Education approved California’s waiver of Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–20 school year. Consequently, the California Department of Education did not report Dashboard results for the 2019-20 school year.

The foundation of our plan to mitigate learning loss and accelerate learning is for all students to receive high-quality, standards-aligned instruction, using Distance Learning Playbook principles and appropriate supports, strategies, and accommodations. This year, we are infusing of trauma-informed practices into the curriculum. We explain this approach in greater detail in the Mental Health and Social and Emotional Well-Being section. Beyond our trauma-informed practices, we will use a balanced array of assessments to determine the extent of learning loss carried over from the 2019-20 school year, including formative, diagnostic, and interim assessments. We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We will administer the State CAASPP Interim Assessment Blocks for ELA and Math at the beginning of semester 2. We plan to analyze the results of our diagnostic and interim assessments to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our instruction and curriculum.

Based on state guidelines, we are administering the Initial ELPAC virtually and we are doing our best to administer it within 30 days. We are also aware of a possible 45-day extension (not official). If a student is unable to complete the Initial ELPAC within 30 days, we use the results of the Home Language Survey to identify presumptive English learner students and notify their parents/guardians that English language development courses and resources.

Beyond our diagnostic and interim assessment results, we will rely heavily on formative assessments to formulate additional details of student learning proficiencies. A formative assessment refers to a first-hand evaluation of student proficiency during a lesson. Teachers can engage in this type of evaluation using a variety of methods, including asking probing questions and observing students during student to student discussions. In this manner, a teacher may also consider English language proficiency and make immediate adjustments.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section to communicate with parents regarding student learning loss and progress.

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.]

As stated in the previous section, the foundation of our plan to mitigate learning loss and accelerate learning is for all students to receive high-quality, standards-aligned instruction, using Distance Learning Playbook principles and appropriate supports, strategies, and accommodations. This year, we are infusing of trauma-informed practices into the curriculum. Trauma-informed practices help meet student social-emotional needs facilitating an improved focus on their education. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of risk factors outside of school. We cannot reasonably expect a student to focus on her geometry class if her family is unable to pay the rent. Our trauma-informed practices include establishing a safe and comfortable learning environment.

Tier 1 trauma-informed supports include fostering a safe learning environment by incorporating community-building activities into live classes. These opportunities encourage students to share personal information, including their interests or concerns, or difficulties focusing on schoolwork. As an example, we also use Zoom break-out rooms to facilitate more intimate students grouping reducing anxiety and allowing teachers to check in with each group. Additionally, we try to solicit and incorporate student perspectives, backgrounds, interests, and experiences in both synchronous and asynchronous sessions to improve their agency. Our Tier 1 support also includes principles and focus on maximizing the variety of learning and communication modalities. We do not all learn or communicate in the same way. Sometimes students need visual representations to understand, while others need to practice a skill. In the same, students may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Thus, we also try to differentiate asynchronous tasks to address student ability levels and learning styles. As an example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace.

We try to address anticipated learning loss within our Tier 1 supports by implementing academic supports to help students access content, skills, and concepts. Examples of instructional support for literacy include: systemically ordering texts from less to more complex to build students background knowledge; using varying strategies before reading a text, during the initial reading and subsequent readings, and after reading to support all students in comprehending complex texts such as front loading vocabulary; and planning time for differentiated support for individual or small groups of students depending on their needs. In math, we use the results of diagnostic and formative assessments to better understand individual student proficiency and to implement appropriate learning supports during a lesson. This approach differs from isolated remediation concentrated on the previous year's curriculum.

The following is a summary supports beyond those previously mentioned:

English Learners

Our Tier 1 English Language Development curriculum (integrated and dedicated) includes a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach, emphasizing multiple means of engagement, representation, and expression. The performance levels of English Learners will be also be assessed using the most recent

summative ELPAC results, including those completed during the expanded fall administration window. English Learners who need supplemental Tier 2 support will receive Rosetta Stone for English licenses. Rosetta Stone progress reports will be compared to ELPAC results, formative assessments, and other assessments to monitor progress in reading, writing, listening, and speaking.

Pupils with exceptional needs

While specific learning disabilities vary widely, we notice that difficulty reading is the most common type of specific learning disability. Thus, we provide services based on individual need and not on the category a learning disability falls within. Our students with disabilities and their families work collaboratively with knowledgeable general education teachers and special education specialists determine how best to provide equitable access to the curriculum as reflected in their individualized education program (IEP). In this manner, we ensure that students with disabilities are provided with the supports needed to achieve their highest potential.

As an independent study, home schooling focused charter school, all students with IEPs are welcome to enroll in our school. We hold initial IEPs with families upon enrollment to discuss with families how our curriculum delivery format aligns with each student's needs. We continue to hold IEPs, particularly to address these needs related to learning loss associated with COVID-19 and societal unrest. On August 25, 2020, the California Department of Public Health (CDPH) announced exemptions to the new four-tier reopening guidelines. In compliance with the CDPH exemption guidelines, we are offering in-person tutoring, counseling, social and emotional services, and other help to students with "acute" disabilities and other students who need in-person support and services according to their IEP. We are also providing one-to-one specialized services, such as occupational and therapy, and educational supports as needed and in accordance with the August 25 exemption guidelines.

Recently, we developed a plan to reinstate all in-person services and assessments for students with disabilities and implemented it on September 21, 2020. This plan includes staff training to improve their capacity to work collaboratively with each family to determine any assessments or additional supports that may help students with loss of skills, an increase in anxiety, or a decreased executive functioning ability associated with COVID 19 or societal unrest. Further, we have increased the frequency by which we monitor academic and behavioral indicators to expedited needed support. Most of our students who are eligible for special education services are able to achieve the at grade-level expectations with the following supports:

1. Implementing the Distance Learning Playbook principles.
2. Implementing quality instructional strategies, materials, and curricula that reflect the interests, preferences, and readiness of each student to maximize learning potential.
3. Implementing appropriate accommodations and supports according to IEPs.

Pupils who are experiencing homelessness and those in foster care

Many of our homeless students and those living in foster care are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher transiency rate among foster families. An increased number of students are also experiencing homelessness (including doubling up with another family) as a direct result of COVID-19. Our Homeless Liaison, HSTs, and other liaisons meet with families to increase our support for students experiencing homelessness, and those in foster care, including:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. For example, teachers use communication circles during class (synchronous and online) to help normalize student struggles and to increase resiliency
2. Implementing universal screening (questionnaire) by asking all students about the economic impact of the coronavirus. Students are often reluctant to self-identify as homeless, or their families may not know they are eligible for supports.
3. Focusing on maintaining a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about the safety and emotional wellbeing of their family. We strive to establish meaningful relationships with families to mitigate the adverse effects of the pandemic and unrest by helping facilitate a safe and supportive environment for learning. We do this in a variety of ways, explained in greater detail with the Mental Health and Social-Emotional Support section.
4. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control.
5. Increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. Given the impact of the pandemic and societal unrest, we are unable to meet every student's need without the support of community resources, including county and state agencies. For example, we are active members of a community resource network where we learn more about available resources for our students and how to expedite referrals. Additionally, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

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.]

Due to school closures, waiver of ESSA requirements, and the effects of the pandemic, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle during the last school year. The validity of spring 2020 diagnostic assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, the State waived the CAASPP, precluding us from analyzing results in math, ELA, and science.

We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We will administer the State CAASPP Interim Assessment Blocks for ELA and Math at the beginning of semester 2. We plan to analyze the results of our diagnostic and interim assessments to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our curriculum and instruction. The performance levels of English Learners will be also be assessed using the most recent summative ELPAC results, including those completed during the expanded fall administration window. English Learners who need supplemental Tier 2 support will receive Rosetta Stone for English licenses. Rosetta Stone progress reports will be compared to ELPAC results, formative assessments, and other assessments to monitor progress in reading, writing, listening, and speaking. The effectiveness of strategies intended to address the learning loss of students with exceptional needs will be monitored and assessed by student study team that include families. The student study team will use a wholistic approach to assess the effectiveness of IEPs, including parent input.

However, we will rely heavily on formative assessments to formulate details of student learning proficiencies. Ideally, formative assessments occur during each lesson. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher evaluation

of student proficiency during a class. This type of assessment takes on a variety of methods whereby the teacher observes and processes evidence of learning. In this manner, a teacher may also consider English language proficiency and make immediate adjustments. CAASPP/SBAC has released a new module in the Test Operations Management System (TOMS) called “Tools for Teachers”. This module replaces the Digital Library and may be accessed by signing into TOMS. The Tools for Teachers resource currently offers 42 resources for suggestions on formative feedback. Although most are designed for in class use, strategies may be modified to fit our distance learning format.

Individual student goal setting is based on diagnostic and other test results.

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

Description	Total Funds	Contributing
Given the anticipated learning loss influenced by COVID19 and societal unrest, it is vital that we are able to accurately discern students’ subject specific proficiency level to adjust curriculum and instruction. The purchase and administration of diagnostic and interim assessments yield critical standards-based data to inform our practice. Expenditures associated with this action include the costs of assessment services (E.g., STAR360), and a Director of Testing position	\$210,00	Y
Staff training related to diagnostic and interim assessments. We cannot optimize the use of data produced by diagnostic and interim assessments if staff do not fully understand how to interpret results and modify curriculum and instructional appropriately. Expenditures associated with this action including staff training of STAR360 metrics and results, as well as the new CAASPP/SBAC “Tools for Teachers”	\$12,000	Y
Individual training opportunities for teachers and additional time during summer and school year to collaborate with peers related to assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to the impact of COVID 19 and societal unrest. Given the academic needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them.	\$63,000	Y
Staff and parent training related to understanding our tiered supports, particularly for those who are most vulnerable to the impact of COVID 19 and societal unrest. Given the social-emotional and academic needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them.	\$4,500	Y
Staff and parent training related to trauma-informed practices, including Social Emotional Learning. Results of seminal studies clearly demonstrate students struggle to engage in learning when their basic needs are not met. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps.	\$11,000	Y

Description	Total Funds	Contributing
Supporting the academic success of our English Learners, including staff training of specific academic supports such as using a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure.	\$160,000	Y
We will purchase materials and fund additional supports to help students living in poverty, in foster care, or who qualify as English Learners to equitably participate in our Tier 1 instruction/curriculum. Expenditures associated with this action include the cost of liaison positions and counselors. Given the academic and socio-emotional needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.	\$516,552	Y
Given the substantial emotional and financial impact of COVID19 and societal unrest on our students, we anticipate many students disengaging from school. To mitigate these negative effects, we will fund staff to proactively engage in a systemic outreach and monitoring effort, including students who manifest symptoms of chronic absenteeism. Expenditures include the creation of a Student Support Coordinator.	\$130,000	Y
Creation of Program Specialist Position	\$81,088	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 wellbeing 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.]

As stated in the section Pupil Learning Loss Strategies, accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe. This is especially true for students who live in an environment that leaves them directly vulnerable to the effects of the pandemic and societal unrest. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps. For example, we cannot reasonably expect a student to be able to focus on her Biology class if her father lost his job without social-emotional support. Similarly, a student whose parents are unable to pay the rent may be preoccupied with their living conditions precluding the ability to focus on school. Simply put, students cannot focus on their formal education, let alone making up for lost learning if their basic needs are not met. Worse, students who live in poverty often do not have equal (and much less equitable) access to outside mental health support.

As stated in previous sections, our mental health and social and emotional well-being support is administered in a tiered approach. This year, our Tier 1 supports include trauma-informed practices and strategies that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. Our trauma-informed practices are based on the Collaborative for Academic, Social, and Emotional Learning or

CASEL Framework. Our social emotional practices are implemented through Social Emotional Learning (SEL). For example, we are using the Everfi Virtual SEL and have created a new program called Mindset Mondays. Students are invited to join us for a 30-45 minute webinar with practical tools on various SEL topics on the first Monday of each month. Each topic aligns with a CASEL SEL competency area. On the third Monday of each month, students share how they've used the tools in their daily life and/or ask questions about how to use them more effectively. We also make a concerted effort to maintain connections online and through telephone calls to gauge the current social-emotional state of students. As an example, staff recently created a video about how much we miss our students and families and sent it to each family. As discussed in a previous section, we also make an effort to intentionally create learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and develop a sense of community. When possible, we begin distance-based classes with a community-building activity that offering students opportunities to share personal information, including their interests or concerns, difficulties focusing on schoolwork.

When our universal supports are insufficient to address individual mental health and social and emotional well-being needs, we provide supplemental Tier 2 supports in addition to Tier 1 supports. Tier 2 is strategic, targeted support provided to some students who need additional mental, social, or emotional support to participate in our core instruction. Examples of Tier 2 social-emotional supports including individual counseling for students experiencing emotional difficulty during this challenging time, individual support to help regulate emotions, Zoom based support groups (with parent consent), parent training and parenting classes, and mindfulness sessions. Although we typically anticipate 15 percent of our students will receive support at this level, we suspect a greater percentage will need this level of support this year. Many students and families have been negatively impacted by the pandemic and societal unrest interfering with the ability to focus on the core curriculum. Students receiving Tier 2 support are monitored through a Student Study Team (SST) process.

Our Tier 3 support consists of intensive intervention in addition to Tier 1 and 2 support. Examples of Tier 3 social-emotional supports include crisis counseling, counseling provided through telehealth or in person with a student support intervention specialist, educationally related mental health services (ERMHS) provided through telehealth, and referrals community, county, and state agencies for additional support and services. Typically, approximately 5 percent of our students need this level of social-emotional support. We believe an increased number of students will require Tier 3 supports this year as a result of the pandemic and societal unrest.

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.]

Because we operated as a non-classroom-based independent study work charter school during the 2019-20 fiscal year, much of Education Code section 43504 is not applicable, particularly distance learning requirements. Instead, we continue to meet all of the independent study statutory requirements, including ensuring each student is engaged in appropriate educational activities on instructional days by assessing the time value of independent work and the quality of contemporaneous work samples. Further, our school year is longer than 175 instructional days, and we maintain daily engagement records for each student.

We are aware that the COVID-19 pandemic and societal unrest may influence many of our students to disengage. Monitoring participation is vital to help ensure student learning and wellbeing during these challenging times. Thus, our student and family engagement approach reflects positive strategies, including maintaining strong personalized relationships with students and families. These meaningful relationships help us to quickly discern student disengagement, particularly for those who disengage or are absent for three days or more (60% of the instructional days in a school week).

We assess student engagement through regular meetings with families and students, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic and interim assessments, formative assessments, and completion of assignments as documented in our student information system (Pathways). We upload daily engagement records to our student information system. Because we will not report student attendance for funding purposes during the 2020-21 school year, we plan to use different and temporary internal codes when a student is considered disengaged or absent.

When a student disengages, particularly for 3 or more days, we immediately speak with parents/guardians. Depending on what we learn during this meeting, we will provide additional and appropriate supports to meet student needs. Of course, there are times when students will need intensive supports, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.

When communicating with families about student disengagement, we do not assume families speak or understand English, have access to the internet, or know how to access an email.

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 independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Moreover, per Assembly Bill 1871, we are not required to offer free or reduced meals to eligible students unless they attend a site-based activity for two or more hours. However, we help families in need find needed resources within the community.

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

Section	Description	Total Funds	Contributing
NA	NA	NA	

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.65%	\$2,343,969

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.]

California school districts did not report supplemental and concentration fund spending through an LCAP in the fiscal year (FY) 2019-20. However, in FY 2018-19, we budgeted \$1,887,945 in supplemental funds. For the fiscal year 2020-21, we will allocate a targeted amount of \$2,343,969 to principally benefit of unduplicated groups: English Learners, those living in poverty, and those living in foster care. As compared to FY 2018-19 (the last time we reported an LCAP), the supplemental fund amount we have allocated for the FY 2020-21 represents an increase of \$456,024. The proportionality percentage will increase from 5% in the fiscal year 2018-19 (the last time we reported an LCAP) to 7.65% in the fiscal year 2020-21.

We use supplemental funds to improve and increase services in a school-wide manner, that according to evidence-based research, principally benefit and support the academic and social-emotional support of English Learners, those living in poverty, and those living in foster care. For example, our trauma-informed practices are based on the CASEL framework.

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

Several actions in this plan contribute to increase the quantity and improve the quality of support for English Learners, students living in poverty, and students placed in foster care. Some actions are part of our instructional program as part of our Local Control Accountability Plan (not to be confused with this plan), and others are new based on the effects of COVID19 and societal unrest. Below is a summary of most of these actions:

Actions related to Distance Learning Program:

- Placed-based learning curricular approaches and resources: As part of our curriculum, we emphasize Place-Based Learning to immerse students in local cultures, landscapes, and resources to contextualize our curriculum. However, many local resources, including museums remained closed due to COVID19. To maintain this approach, we need to invest in expenditures related to maintaining this curricular approach virtually.
- Additional technology devices, including Chromebooks and iPads. To maintain our distance learning format, we need to invest in providing all students with adequate technology devices to allow them to equitably participate in all aspects of our curriculum, including

distance based CTE programs that require laptops (not Chromebooks) to download and operate software. Given that most of our English Learners, students living in poverty, and students placed in foster care do not have adequate technology devices, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.

- Additional devices and resources to increase access to the internet, including hotspots. To maintain our distance learning format, we need to invest in providing all students with adequate access to high-speed internet services to allow them to equitably participate in all aspects of our curriculum, including online based academic software that works optimally with high-speed internet access. Given that most of our English Learners, students living in poverty, and students placed in foster care do not have adequate access to high speed internet service, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.
- The success of our most, but not all, of our distance learning approach is contingent upon interactive online-based learning software such as MobyMax that can be customized to specifically target skills and standards from prior grade levels and can be customized to match students' individualized learning needs through embedded instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Specifically, we offer specialized online-based supports for students that need Tier 2 supports. Given that most of our English Learners, students living in poverty, and students placed in foster care benefit greatly from online-based interactive software, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.

Actions related to Addressing Pupil Learning Loss:

- Given the anticipated learning loss influenced by COVID19 and societal unrest, it is vital that we are able to accurately discern students' subject specific proficiency level to adjust curriculum and instruction. The purchase and administration of diagnostic and interim assessments yield critical standards-based data to inform our practice. Expenditures associated with this action include the costs of assessment services (E.g., STAR360), and a Director of Testing position
- Staff training related to diagnostic and interim assessments. We cannot optimize the use of data produced by diagnostic and interim assessments if staff do not fully understand how to interpret results and modify curriculum and instructional appropriately. Expenditures associated with this action including staff training of STAR360 metrics and results, as well as the new CAASPP/SBAC "Tools for Teachers"
- Individual training opportunities for teachers and additional time during summer and school year to collaborate with peers related to assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to the impact of COVID 19 and societal unrest. Given the academic needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them.
- Staff and parent training related to understanding our tiered supports, particularly for those who are most vulnerable to the impact of COVID 19 and societal unrest. Given the social-emotional and academic needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them.
- Staff and parent training related to trauma-informed practices, including Social Emotional Learning. Results of seminal studies clearly demonstrate students struggle to engage in learning when their basic needs are not met. In particular, English Learners, students living

in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps.

- Supporting the academic success of our English Learners, including staff training of specific academic supports such as using a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure.
- We will purchase materials and fund additional supports to help students living in poverty, in foster care, or who qualify as English Learners to equitably participate in our Tier 1 instruction/curriculum. Expenditures associated with this action include the cost of liaison positions and counselors. Given the academic and socio-emotional needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.
- Given the substantial emotional and financial impact of COVID19 and societal unrest on our students, we anticipate many students disengaging from school. To mitigate these negative effects, we will fund staff to proactively engage in a systemic outreach and monitoring effort, including students who manifest symptoms of chronic absenteeism. Expenditures include the creation of a Student Support Coordinator.