California Department of Education, July 2020

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
Monarch River Academy	Michelene Fitzgerald Director of Community Engagement	michelene@inspireschools.org (559) 905-5373

General Information

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

On March 18, 2020, the board of Monarch River Academy (MRA) approved to physically close our school in response to COVID-19 pandemic. We immediately transitioned to an emergency distance plan. This plan continued until the end of the school year, June 11, 2020. Throughout the rest of the school year, we have provided staff, students, parents and stakeholders with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all stakeholders to plan and prepare for a safe and successful August reopening that considers the current challenges. Monarch River Academy is located in Fresno County, and Fresno County is on the state COVID-19 watch list due to the increase in COVID-19 cases. We communicate regularly with the Fresno County Office of Education and the local health departments. MRA is deeply committed to making sure that all students make academic progress and are college and career ready. Each of our 2,188 students were swiftly impacted in the LEA, like other schools, with the initial closure of the school and swift move to distance learning. Fresno county public health department consistently reported COVID-19 cases throughout the summer while the county made hard decisions to suspend in-person school events and in-person services. Reflecting on the spring surveys coupled with the current LCaP surveys, Monarch River staff developed plans for student engagement, attendance, and achievement. In September, the state released very specific guidelines for in-person assessments and other activities if state COVID-19 guidelines are met.

Monarch River Academy (MRA) is highly committed to making sure that all students make academic progress and are college and career ready. We are a non-classroom-based independent study work charter school. While the in-person aspect of our curriculum is directly affected by the school closure mandate, our default curriculum delivery platform is a distance-learning format. However, we also emphasize personalized individualized learning plans which are effective by closures of local resources. Learning plans allow students to learn through local cultures, landscapes, and resources to contextualize our curriculum and match their interests. Our model of distance learning includes educational funds which are aligned with an individual learning plan, curriculum choices that are rigorous and aligned with the school mission and learning outcome goals. The charter has a MTSS intervention system to support any gaps in skills, strategies, and knowledge as well as addressing social emotional learning. This personalized learning plan is supported by a dedicated teacher(s) who work closely with the family and to ensure student success. MRA has increased the rigor, frequency, and validity of the local benchmark assessments to ensure that learning loss does not occur. A data driven, student centered program will inform instructional practice while providing more support and resources for intervention if needed. Evidence of student learning and success will be documented with the student information system to

include a portfolio of student work that demonstrates mastery. 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 board and 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 July, August and September 2020. We translated questionnaires used in surveys into appropriate languages and checked with families regarding their understanding of our plans for school opening in August. Monarch River has surveyed parents, staff, students, and stakeholders for feedback. Dr. Laurie Goodman offered weekly public, virtual meetings for stakeholders during the month of July, then one per month after that and have been planned for the remainder of the school year. The school has created and hosted a Facebook page for collaboration between staff, families, vendors, and the community. All stakeholders are invited to interact on our social media and school website. The public virtual meetings hosted by Dr. Goodman are the result of parents desiring answers from the staff as the decisions are being made for the school. The invitations to these meetings as well as our board meetings were shared via email, google calendar and social media. When the meetings are complete the recording is posted on the Facebook account that is available to all stakeholders. Monarch River governing school board meetings have been posted on the school website and is available for teleconference and remote participation. Anyone interested in attending the public-school board meeting is invited to attend. Per Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020. Monarch River Academy school has had an upgrade to the school website and families can access a variety of content at the touch of a button. The content is updated and managed by staff committed to getting all information posted for stakeholders to have a timely delivery of information and updates.

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 September 1, 2020, public hearing. When communicating with stakeholders, we do not assume they have access to the internet or speak English at home, therefore, our communication strategies include surveys, email, social media, school websites, telephone calls, 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. 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 our Learning Continuity and Attendance Plan draft with our District English Learner Acquisition Committee (DELAC) on September 10, 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 were open to the public via Zoom. All meetings are open, transparent, and accessible to the public. The agenda link is communicated to families and is posted on our school website. Members of the public can submit their comments during the livestream of the Learning Continuity and Attendance Plan public hearing as well as during the board approval meeting. Notice of and the agendas for the public hearing and the board approval meeting are publicized on our website at least 72 hours before they occur. We also informed our stakeholders of our public hearing via emails, telephone calls, texts, and our school website. Communications are translated as appropriate. We held our public hearing during a regularly scheduled board meeting on September 11, 2020. The Board is scheduled to formally approve the Learning Continuity and Attendance Plan on September 24, 2020. The LEA promoted and invited stakeholders to attend public hearings and local governing boards meetings through communication with their homeschool teacher, monthly parent newsletters, the school Facebook page, the school website and direct school email. Executive Order N-29-20 allows the public to observe and address the legislative body via teleconference. Monarch River provides a Zoom link via email and it is posted on social media. Recordings from Monday meetings with Dr. Laurie Goodman and the Parent Advocacy Council have been posted on the school social media pages. Families were able to borrow chromebooks and hotspots from our local office if they did not have the technology they needed during this time. Monarch River Academy also provided shipping of these items to families as needed.

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

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

Teachers- Our teachers expressed a desire to learn more about how social-emotional supports and intervention supports can be integrated into the core curriculum, particularly at the secondary level. 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- Given the increased closure of many community resources, including museums, and field trips to historical sites our parents expressed a desire to have access to a compendium of increased virtual resources such as virtual tours of museums and other historical sites to help contextualize the curriculum. Parents also expressed a desire to develop virtual clubs to connect students and increase community as well as social emotional connections with peers. Parent feedback informed various sections of this plan, particularly the Pupil Learning Loss Strategies and related expenditures.

Parents and students asked for online social interactions for their children in peer social groups. We are offering clubs for grade level bands at the elementary and middle school level. Our high school students are encouraged to participate in their grade level class groups hosted by assigned High School Specialists.

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.

Survey and Feedback Results Include:

Monarch River Academy families had multiple opportunities to give their feedback on the school, educational process, support services and enrichment activities. Of the parents who provided feedback: 98.1% of those surveyed noted that they access daily instructional curriculum and learning resources either through online, textbook or a blended model. All but .4% of students have access to a device that connects to the internet and these students have been offered the technology needed to connect or use technology. Monarch River Academy school is committed to providing a laptop to any enrolled student that needs one. Almost all students have access to high speed internet and students who did not have access were provided access through a HotSpot or Cradlepoint which was provided by the school. 97% of daily instruction is delivered via a responsible parent or guardian in the home. 98% feel communication between the parent and the teacher is very good and typically delivered via email, text messaging and online meetings. 80% of the student population surveyed have no limitations on their device usage. Our students report 84% spend 3-5 focused hours of academic instruction on a daily basis. This does not include additional time spent working on assignments as follow up to daily instruction and enrichment activities.

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

Stakeholders asked for online social interactions for their children in peer social groups. We are offering clubs for grade level bands at the elementary and middle school level. Our high school students are invited to participate in their graduating class groups hosted by assigned High School Specialists. These teacher hosted peer virtual meetings will offer opportunities for students to connect with their peers and a consistent teacher where relationships can be built and sustained. Our families are also asking for more project-based learning opportunities, they are asking for more funding for charter schools, and families would like in-person classes again like the Enrichment Academies. They also suggested that while we cannot meet in-person, please have more school hosted classes online, parents would like more positive feedback from teachers to students, and include an article or tips for teaching students with special needs in the newsletter to parents. Parents also advocate for additional breaks for movement to help settle the students focus during these virtual classes and clubs.

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 closure.

The most recent health department advisory for Fresno County does not allow public, charter, and private schools to hold classes and other school activities because of COVID-19 levels. While most of our curriculum is offered through a distance format, we strive to ensure the safety of students and staff, consistent with public health guidance, including hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting when we do implement in-person activities in the future, including mandated assessments.
While most of our curriculum is delivered in a distance-learning format, we are now infusing trauma-informed practices as well as universal supports to help mitigate the negative effects of COVID-19. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing. As a non-classroom-based independent study work charter school, we provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified homeschool teacher (HST) is assigned to a family and

schedules a meeting to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs work together with families to provide support and to review student performance and progress to date. HSTs schedule additional meetings, and support as needed. High school students using an online platform for their curriculum will have teachers who log in to the platform and note weekly progress to ensure consistent growth.

Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. This assessment will give school staff, including assigned homeschool teachers, current data on our students and allow us to compare to STAR 360 data from May 2019. Teachers create individualized monthly assignments for students that are tied directly to grade level standards.
We provide homeschooling families with a variety of 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. 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. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)

- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom

- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments

- Teacher communicates with students and families through phone or other agreed-upon digital platforms 2) Online Instructional Model
- Instruction provided through district-licensed online content resources (e.g., Edgenuity)

- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning

- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

2) On-line Instructional Model
  - Instruction provide through district-licensed on-line content specific resources (e.g. Edgenuity)
  - Students engage through a menu-driven instructional model which allows them self-pace and self-select standards-based curriculum and activities.
  - Credentialed teachers communicate with students and families through district-licensed online content resources, telephone, and/or additional agreed on digital platforms.

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)

- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district-licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Communication between the school and all stakeholders continues to be best served via email, school website and social media in order to keep families informed of school changes. We did not attempt to recreate long, traditional school days at home. Instead, we focus on implementing an online instructional delivery method that supports mastery of content that maximizes synchronous instructional time with teachers and other students, as well as on demand or asynchronous approaches. In this way, time on task is viewed as a variable while learning is constant. Considering the effects of COVID-19 and societal unrest, our staff collaborated to prioritize learning goals, identify course sequence changes, increased scaffolding/instructional support, and to divide content and standards into manageable chunks through on-demand methods and shorter, targeted synchronous lessons that include trauma-informed practices. These foci are especially important to accelerate the learning of students who are most vulnerable to the adverse effects of COVID-19 and societal unrest. Further, our curriculum continues with the context of initial diagnostic, formative, interim, and summative assessments to inform our practices and need adjustments. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing.

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

Description	Total Funds	Contributing
Professional development for staff and parents related to incorporating MTSS practices into lessons.	$1,600	Y
Development and implementation of student-centered club to expand access to peer support and more enrichment opportunities	$1,200	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.]

Every student enrolled in Monarch River Academy has access to a full curriculum from the first day of school. The school provided access to chromebooks and hot spots to all students that needed the technology. Teacher input and/or family request triggered the delivery of technology. Curriculum is delivered online for every student who did not have their own choice curriculum delivered by the first day of school. Stakeholders all have access to our curriculum choices guide that is chalk full of standards based, rigorous curriculum options that prepare students for college and career options. Parents were able to review this at the end of the last school year to make their choice for the 2020-2021 school year. Teachers confirm the curriculum was available to the student on the first day or they offered a free curriculum to

start with. Students were able to engage in grade level curriculum beginning the first day of instruction and every school day after. Students were able to begin school under the guidance of a credentialed teacher. Non-classroom based schools have an advantage during this pandemic to minimize the drastic changes of in-person instruction versus their daily instruction. MRA students receive their instruction at home daily therefore the move from distance learning to in-person instruction is seamless for most students.
High school students using an online platform for their curriculum will have teachers who log in to the platform and note weekly progress to ensure consistent growth.

Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. This assessment will give school staff, including assigned homeschool teachers, current data on our students and allow us to compare to STAR 360 data from May 2019. Teachers create individualized monthly assignments for students that are tied directly to grade level standards. Communication between the school and all stakeholders continues to be best served via email, school website and social media in order to keep families informed of school changes.

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 the emergency closure in March of 2020, we began planning meetings and sending questionnaires to identify any technology needs, particularly by English Learners (ELs), those students with exceptional needs, socioeconomically disadvantaged, foster youth, and homeless.   The questionnaires for technology remain available for families should their needs change.   Monarch River has surveyed and met with parents to verify that all students have access to technology needed to access their credentialed teacher, coursework, support resources and community events offered. The school has also polled each family to determine internet connectivity needs. Every student at our school has access to technology and the internet as needed. In a concerted effort to continue academic success teachers regularly meet with families to identify needs and support academic growth. During the meetings or any time in between if there is an identified need for technology or internet the teacher will follow through immediately with an appropriate order. In spring 2020 families were surveyed to determine the needs of the family. 80% of our families have no limitations to usage with the devices and high speed internet. The remaining either share a device with one other member and prefer a hybrid model of curriculum delivery.   Families have been directed to let their homeschool teacher know if there is a change and they need new technology or tech support. The LEA monitors connectivity and technology access through teacher and office staff feedback. Of course, Monarch River makes certain to provide families with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology.

We have used appropriate funding sources to provide all families with the technology needed to participate in our curriculum equitably. For students relying on in-person service, we have attempted to identify new technology they may need and have provided the necessary support to ensure they can use it effectively, notably for ELs, those with exceptional learning needs, socioeconomically disadvantaged students, homeless, and foster youth. We increased parent support to maximize student learning. We also planned to continue our focused parent support to maximize student learning.
High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. Based on survey responses and communications, all families and students have access to the technology necessary to participate in learning effectively, including access to high-speed internet. Often, this takes the form of Wi-Fi hotspots. We also attempt to use external resources to help families, by actively engaging with our Students-in-Crisis Director who has a wealth of resources to support the community.

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 meet privacy compliance concerns.

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

Based on our experience, we have learned that our students need an increased diversity in the hardware used to access our curriculum. For example, SPED, ELs, and Early Learners tend to interact better with hybrid Chromebooks as compared to regular Chromebooks. The hybrid Chromebooks also function as touchpads that help with the tactile interface. We are currently exploring the cost of hybrid Chromebooks. We have also learned that certain learning management systems such as SeeSaw are better applicable to Universal Design Learning (UDL) approaches that help all students better access the curriculum.

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.]

Per SB 98 daily participation in instruction may include online activities, completion of regular assignments, completion of assessments and contact between the Monarch River Academy staff and students or parents or guardians. Teachers are assigning twenty school days of work for each individual student and able to assign time value, as needed. High school students choosing Choice Plus as their curriculum option use course outlines that offer checklists and assignments for the student to complete. Teachers will collect the unit projects each month when the student meeting occurs. Unit assignments from Course Outlines will be graded by the teacher and could be a high quality work sample. Our high school students either have a High Quality Teacher (HQT) who is teaching an A-G course or the students use our Course Outlines with suggested curriculum to acquire A-G status.

To ensure each student is engaged in appropriate educational activities on instructional days, we 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. Regardless, 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.

We measure student engagement through regular meetings with families (minimum of every 20 days) and students, weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, interim assessments, formative assessments, and the completion of assignments. We use our student information system (Pathways) to track progress, including daily engagement records.

We will also monitor the participation of students enrolled in college credit courses (dual/concurrent enrollment). Many of our local colleges have implemented a distance learning-based curriculum.

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.]

We believe the conventional approach to teaching, explaining, application, followed by an assessment, do not maximize distance learning format, particularly, online resources. We stress tapping into a student's interest in a topic, concept, or phenomenon before engaging them in a related lesson. We help parents and teachers learn how to peak student interest through a variety of online (mostly asynchronous or ondemand) and place-based approaches. For example, we use multimedia text sets through asynchronous. Often, this requires vetting information ahead of time to modify for various learning needs.
We embed multi-media text-sets in digital lessons or units to maximize creativity using synchronous and synchronous approaches and technology. As an example, if one were to look at a digitized instructional unit, it does not visually look like a pen and paper unit. Instead, it is interactive, dynamic and includes visually rich options (highlighted with icons) such as Read, Watch, Infer, Wonder, Explain, Justify, Apply, Analyze, Examine, Listen, Compare, Discuss that are directly related to an overarching unit question. One of the options focuses on providing students an opportunity to express their thoughts/answers through multi-modalities. This approach, including visuals and supports, are modified for students with exceptional needs, language needs, or those with other needs and is explained in greater detail in the Pupil Learning Loss section. We also participate in external professional learning opportunities.

Staff was surveyed to determine their needs during distance learning and meeting the students needs during the pandemic. Teachers have requested support with special needs students who are needing additional strategies for their students' achievement. Dr. Steven James has provided a two hour professional development on this since school has started and will continue to provide professional development. Teachers are requesting professional development regarding English Language Learners for best practices and curriculum options. Teachers need to be aware of transitioning high schoolers after graduation because there is a big difference in services for diploma and certificate of completion students. Teachers would like online social opportunities for themselves and their students. Each of these requests are being addressed and will be offered before the end of November.
This year, we have added two new aspects of our professional learning related to distance learning. First, we are providing staff with professional learning focused on strategies to accelerate learning to mitigate anticipated learning loss including a focus on intervention. Our approach to mitigating learning loss is explained in greater detail in other sections, including Pupil Learning Loss. Second, we help staff and families learn how to implement trauma-informed practices and understand social emotional learning within a distance format and within lessons. Social Emotional/students in crisis trauma-informed practices were implemented as tier 2 supports in our MTSS before the pandemic. Our approach to social emotional learning is explained in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

Staff Roles and Responsibilities

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

Teachers have been surveyed and administrative teams have conducted informal meetings noting the needs of teachers and families based on survey data, feedback and assessment data. Supporting families in distance learning has been successful for staff as in-person meetings converted to virtual. In order to drive academic instruction and meeting the needs of our students we have shifted resources to focus on getting children college and career ready.

Monarch River Academy school has hired additional staff to serve several populations of students to address learning loss as well as social emotional needs. Due to COVID-19 and based on data these additional positions are a direct result of the prevention of learning loss. The school's response to the needs of our students and LEA was to dedicate our commitment to high standards and prepare all students to be college and career ready. To provide dynamic instructional support to each of our students who are adjusting to the loss of in-person instruction and social communities, we have added the following staffing positions.

Three English Learner Coordinators - provide high quality EL instruction, give the ELPAC assessment, work with homeschool teachers to provide academic support based on proficiency level and student needs. Provide weekly outstanding direct instruction to EL students in a virtual format.

Three High School Specialists - The new specialists will monitor and support high school students by connecting them with grade level peers for social and academic support as well as monitor them for social emotional wellbeing. All high school students have been invited to twice monthly virtual events. The specialists will oversee the four-year plan that we title Individualized Graduation Plan (IGP). This team will provide professional development for staff meetings and support their teaching teams with high school needs.

504 Coordinator - Assess needs of 504 students, schedule and conduct 504 meetings, participate in staff meetings, offer professional development opportunities for homeschool teaching staff to better understand 504 plans and long-term support for the students.

Director of Community Engagement - Leads and coordinates virtual events, connects stakeholders together in order to best serve the LEA community, The person will gather feedback and assess the needs of the community, direct communication via school websites and social media. Support teachers with student clubs and parent universities, as well as any other community relation needs. Events will be offered in-person as soon as COVID precautions have been lifted in Fresno county.

Eight Intervention specialists - Based on benchmark data, teacher anecdotal records and previous CAASPP results works with specific skills students need to improve academic achievement and prevent further learning loss. Offer scaffolded support to students as they bridge from one skill to another.

Assistant Director of Special Education - Yolanda Vasquez has been hired to support our Special Education department and to provide our Students-in-Crisis department leadership and development. She has built a public website for families and an in-house support site for staff. Three crisis and transition support specialists to oversee the needs of students needed assistance.

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.]

We are a non-classroom-based independent study work charter school, and most curriculum delivery options will look similar, if not identical, to our current distance-learning format. Below is a summary of the support we typically provide students with unique needs. However, this year we are infusing a greater amount of trauma-informed practices that we will explain in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

English learners

Given our previous content delivery options, many of our ELs can maintain English language development (ELD) supports with minimal disruption. We provide leveled designated ELD classes composed of approximately 20 students administered virtually by an appropriately credentialed and trained teacher. Our ELD Director monitors student progress. Additionally, we integrate English language development in and through subject matter courses. Further, our virtual curriculum options (E.g., MobyMax, BrainPop, McGraw-Hill ODI) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. However, given the anticipated learning loss caused by COVID-19 and societal unrest, we are increasing the professional staff learning related to in lesson supports to accelerate learning for ELs.

Planned ELD lessons with fluent speakers/instructors to provide models for student language. These will be leveled lessons addressing specific standards (e.g., writing an opinion letter).

- Non-academic opportunities for students to interact with their peers through online clubs and activities. For example, students need to have the opportunity to converse with English Only (EO) students. YV/MRA help facilitate these opportunities by hosting Community Connection events. Unfortunately, with COVID, the opportunity for EL students to hear and practice speaking English has diminished. Families might have participated in co-op events before, but now they cannot meet due to COVID.
- Parents want their students to be successful in school and for their students to feel capable, competent, and confident when interacting with their peers and when engaged in academic work. Parents want their students to learn English, but they also do not want their students to disconnect from their culture and their native language.
- We will conduct a needs assessment at ELAC meetings for each school to establish the parents' concerns and priorities, particularly under COVID-19 conditions.
- We will provide opportunities for EL families to come together to receive support in virtual settings to replace the in-person events where EL students can practice their English skills.
- We will work on creating a collection of resources that are easy to access and located all in one place.
- We will monitor the progress of our EL students throughout the year, so parents/teachers/ELCs can identify if there are gaps in the student learning and be able to use that data to create interventions and support for English Learners.

Our core instructional program is based on the principles of Universal Design for Learning or UDL. UDL is an educational framework that guides the development of learning experiences to accommodate a variety of individual learning differences. It provides multiple means of engagement, including multiple means of representation, action, and expression.

Pupils with exceptional needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. In this model, Tier 1 supports are universal and available to all and is intended to meet the needs of approximately 80 to 90% of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 or additional supports individually and in small groups. These supports

are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. However, there approximately 15% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how best to administer occupational, speech, or physical therapy virtually. Our attempted solution varies according to the need of each student and family. We are also attempting to find a way to administer assessments virtually as needed optimally.

For our pupils with exceptional needs we have an extensive system of support which includes; an original offer of a Free Appropriate Public Education (FAPE) to our families as their students will receive their services virtually as they enter Monarch River Academy school. If a student needs in-person services, which is based on data or if the student has a debilitating disability where a virtual platform is not appropriate, we use outside Non-Public Agencies (NPA) to perform these services. The exception for in-person services is Specialized Academic Instruction (SAI), which must be administered by a credentialed special education teacher. Some of our NPA's have credentialed special education teachers on staff and we can use them, or we ask our own special education teachers to administer SAI. With the exception of SAI most of our services are provided by NPA's.

In case of a pandemic or other emergency situation that will last more than ten days our offer to all of our students, to include students receiving in-person services will be virtual services. These services will remain in effect until emergency personnel or the State and Local Health Departments deem it safe for our students to resume in-person services. Once it is safe for our students to return to their normal education routine, IEP will be scheduled to see, if there has been any significant regression and identify a plan to get the student back to their levels prior to the event.

Pupils who are experiencing homelessness and those in foster care

Our students in foster care or who are homeless are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher homeless rate which has been compounded due to the forest fires in California.

An increased number of students are experiencing homelessness (including doubling up with another family) as a direct result of COVID-19. As an example, several parents/guardians have lost their jobs and have moved in with another family to help make ends meet. To increase our support for students experiencing homelessness, and those in foster care, we are:

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. E.g., communication circles during class (online). Many middle and high school students still struggle to find a caring adult in school. Checking in regularly, both formally and informally can give young people the space to share their interests, provide feedback on lessons, and open up about what might be affecting their ability to learn. This helps to normalize student struggles and to increase resiliency
2. Implementing universal screening (questionnaire) by asking all students about the economic impact of the coronavirus lockdowns on their families' financial and housing situations before they return to school, so they get access to services. Students are often reluctant to self-identify as being homeless, or their families may not consider their living situation as unstable or know they are eligible for support.
3. Focusing on maintaining a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about their families' safety and emotional wellbeing. We strive to establish meaningful relationships with families to

mitigate the adverse effects of the pandemic and unrest by helping to establish a safe and supportive environment for learning. We do this is 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 and will work with students and parents/guardians to avoid any unnecessary academic penalty related to matters beyond their normal control.

5. Increased outreach and coordination with community resources through our specialized website that specifically addresses students and families in crisis. Development of a parent mentoring group. Given the impact of the pandemic and societal unrest, we know that we must be coordinating with community resources including county and state agencies.

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

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating social emotional practices into lessons as well as intervention, specifically in a distance learning format, including eight intervention specialist and crisis expert	$43,400	Y
STAR360 diagnostic/interim assessments	$28,000	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	$56,000	Y
Additional connectivity, including hotspots, modems, and routers for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	$8,000	Y
Online resources, including MobyMax, BrainPOP, and Age of Learning	$6,000	Y
Creation of an ELD specialist leadership position	$33,952	Y
Creation of two ELD support specialist	$8,000	Y
Creation of three high school support specialist positions	$12,000	Y
Costs associated with staff using telephone and internet	$60,000	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.

Students are all assessed by the third week of school in both English Language Arts and Mathematics using the STAR 360 diagnostic assessment. Teachers will report findings to parents and make instructional decisions based on this data to inform next steps of instruction. Teachers and parents will collaborate with one another on instructional protocols and what steps may be taken to increase achievement. Teachers can look at subgroups and work together to brainstorm instructional strategies to support students who have gaps in learning and are working to reach grade level proficiency. Intervention staff is being hired and trained to support our learners who show possible learning loss. MRA will offer Parent Universities to provide training in instructional practice and best teaching strategies for specific

content. These Parent Universities will also engage parents in understanding the data presented in the STAR 360 reports. Supporting the parents as they work to increase achievement while supported by a highly-qualified credentialed teacher. This important benchmark assessment will be given to students three times per year, as opposed to just twice in years past.

Our school website houses a video library of interventions and resources that are available to all stakeholders.

Our charter has a dedicated team of leaders who are committed to assessing, planning, teaching and monitoring our English language learners. This team is highly qualified and experienced in teaching English learners and will be holding a number of instructional sessions for the students according to their language proficiency and learning plans. They will also develop a number of professional development training for our staff regarding research based best practices for our English learners.

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.]

Monarch River Academy school will be using the STAR 360 diagnostic assessment to gain access to the instructional planning report. This report identifies the standards that students have mastery over and what appropriate next instructional step should be in order to access grade level standard proficiency. Professional development will be given to train teachers in analyzing STAR 360 reports and how to deliver proper strategies and suggestions for parents. Training teachers and parents will be a valuable resource in identifying and remediating pupil learning loss and ongoing needs. Having trained parents in best teaching strategies for specific instructional needs will improve our students academic experience. Professional development will be provided for teaching staff to learn how to find value in the depth of instruction, not the pace necessarily. Using formative assessment to gauge real time progress will impact student learning as teachers meet for students conferences each learning period. Student portfolios for all Choice Plus high schools students will be required this school year in order to assess a wide body of learning and understanding. During scheduled student meetings teachers can evaluate assignments, writing samples, listen to students read or other modes of evaluation. Ongoing assessment will provide formative feedback for new assignments and goals. Teachers can provide specific intervention to their students and utilize our intervention specialists for student support.

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.]

As stated in the Pupil Learning Loss section, there are no standardized test results or valid interim test results for the 19-20 school year to compare the pupil proficiency growth using our pupil learning loss strategies. Similar to the State's approach with the 2021 Dashboard, we will compare our 2020-21 CAASPP and Dashboard results (assuming CAASPP is implemented) with corresponding performances in 2018-19. There is a scarcity of State standards-aligned competency-based assessments to accurately capture a student's learning status at the beginning of the 2020-21 school year, including the learning loss emanating from the 2019-20 school year. Regardless, we plan to analyze the results of the STAR360 diagnostic assessment three times this year to formulate a general understanding of how students are progressing toward understanding State content standards.   Further, we will do our best to administer the summative ELPAC this year. Equally, if not more important, will be our use of formative assessments to measure the effectiveness of our learning loss mitigation strategies. Ideally, formative assessments occur during each lesson. More than ever, formative assessments are vital. Formative assessments are not tests in the conventional sense. They do not look like a traditional quiz or final examination. A formative assessment

refers to a teacher's evaluation of student proficiency during a lesson. This type of evaluation takes on a variety of methods whereby the teacher observes and processes evidence of learning, including asking guiding and probing questions, observing students during student to student discussions, etc. In this manner, a teacher may also take into account student's English language proficiency and make immediate adjustments. We explain our strategies to implement formative assessments and accelerating learning in greater detail in the next section. We will use the same approach explained in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to technology.

Comparing data over time of student achievement through consistent data will direct the staff and LEA on how to proceed with instruction. Regular analysis of benchmark data, student work, course progress and teacher anecdotal data will drive the instructional program and learning plan for each student. Curriculum and intervention will be aligned with grade level Common Core standards. The effectiveness will be monitored through reports pulled from School Pathways, STAR 360 schoolwide report, leadership team feedback and other stakeholder feedback.

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

Description	Total Funds	Contributing
Costs of additional English learner support	$22,000	Y
Costs of additional reading/literacy support	$22,000	Y
Costs of additional mathematics support	$22,000	Y
Creation of crisis support team	$24,000	Y
Creation of School Support positions to support unduplicated students and provide parent outreach	$30,000	Y
Creation of intervention system MTSS to mitigate learning loss and address social emotional needs	$22,000	Y
Creation of specialist position to support students in crisis and track intervention success	$24,100	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	$1,800	Y
Staff and parent training related to understanding our English Language Development strategies	$3,960	Y
Expenditure associated with the translation of communication and Learning Continuity Plan	$1,200	Y
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports	$4,200	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.]

The staff holds each student and family in high regard with intentional focus on educating the whole child. We acknowledge that it is hard to learn academic content if the emotional well being of a child is not in a positive state. Teacher input and parent conferences offer support to the students in an ongoing, cyclical schedule. The school has a full time school psychologist to offer mental and emotional well being support.

Our Students in Crisis team is available any time for student support and offers dedicated professional development for staff, students and parents. Recently launched to the LEA is a Families in Crisis website that will house resources and contact information for our school community.

Students who have experienced or are experiencing trauma, are not emotionally available for learning. The expectation that they fully engage in academic learning is not realistic and can be further detrimental to their mental health. Further, students with behavioral and mental health needs are often under-identified and underserved, resulting in increased disciplinary, safety, and delinquency problems both at school and in the community.

A student experiencing a psychological crisis that impacts their normal coping mechanisms or a student experiencing a lack of immediate basic needs will need supports and services.

Monarch River Academy School (MRAS) believes that schools must be considered the gateway to mental health services. MRAS understands that the Covid-19 pandemic may worsen existing mental health problems because of the unique combination of the public health crisis and social isolation.

To address the need and help mitigate any loss of learning due to mental health trauma MRAA is supporting our students, families, and staff in the following ways:

- A "Students in Crisis" team that includes a special education assistant director, two full-time school psychologists, a school nurse, academic intervention instructors, and community outreach staff.
- A "Students in Crisis" internal website that houses resources based on need and family geographical location. This site also contains the protocols our staff must take when confronted with a student crisis so that we can best support our students and their families.
- A "Families in Crisis" website that houses resources and tools to help families. Click here. This website is updated regularly to include the most recent information.
- Monthly student workshops put on by the SPED Transition team. These address mental health topics are offered to all high school students. Past workshop topics have included:

  - Managing Stress
  - Cyberbullying
  - How to advocate for oneself
  - Anger Management
  - The SPED Transition team uses the California's Mental Health Cooperative Programs, Collaborative for Academic, Social, and Emotional Learning or CASEL Framework and the Pathways RTC to inform our instruction and delivery of services.

    - The Research and Training Center (RTC) for Pathways to Positive Futures has worked to improve the lives of youth and young adults with serious mental health conditions through rigorous research and effective training and dissemination. Their work is guided by the perspectives of young people, and their families, and based in a positive development framework.

  - The SPED Transition team uses the Pathways RTC series of Online Modules to train and inform our staff. These modules are designed for individuals who work with transition-aged youth

- To support our staff who are experiencing mental health difficulties, a staff support group is being created. This support group will meet regularly and share resources on managing work-home responsibilities during COVID-19 and beyond.

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

We are a non-classroom-based independent study charter school. While our school year is longer than 175 instructional days, 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. To ensure each student is engaged in appropriate educational activities on instructional days, we 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. Regardless, we are aware that COVID-19 and societal unrest may influence many of our students to disengage. Monitoring attendance is vital to help ensure student learning and account for student wellbeing during a pandemic across any instructional model. Our plan reflects positive strategies for encouraging student engagement, with a focus on how to best center in relationships in a virtual setting. We incorporate trauma-informed practices into our regular (every 20 days) meetings with students and parents, including social-emotional check-ins and maintaining strong personalized relationships. Through these meetings, we will be able to quickly discern student disengagement, particularly for those who are disengaged for 60% (3 days).

Student engagement is measured through regular meetings with families and students, weekly 10-15 minute check-in meetings, 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). Our daily engagement records are also uploaded into our student information system. When we notice a student begins to disengage, physically and emotionally, we first speak with his/her parents/guardians. Depending on what we learn during this meeting, we will provide additional support to meet student needs. As an example, if a student disengages because she needs other emotional support/counseling, we will work with a family to provide that. Of course, there are times when students will need even more support, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.
Any time we communicate with families about any matter, we do not assume families speak or understand English or have access to the internet, let alone know how to access an email. We communicate with parents and guardians through our regularly scheduled in person meetings. These in-person meetings are critical since we know not all of our families are literate even in their native language. Additionally, sent translated communication through the following mediums: email, social media, school websites, telephone calls, school website, regular mail delivery, and text messages.

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.]

Our non-classroom based is not required to provide, we do work with community outreach organizations to receive EBT cards. The school has a classified position that represents our foster and homeless liaison who serves these families as a need may arise.

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

Section	Description	Total Funds	Contributing
N/A			

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
7.89%	$588,622

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.]

Monarch River Academy is committed to each of our students and believe that all students can benefit from services provided by our transition team. The MRA team supports the well being of all students by collaborating with the SPED Transition Team and outside agencies to offer the following mental health supports.

SPED Transition Dedicated Website: click here

The Key to our Success!

Assess

- Multiple assessments at multiple stages of the students' high school careers.
- Teach students how to do self-assessments.

Individualize

- Take constant feedback and data from students and families to tweek the program in real time.
- Workshops are based on student surveys and requests.

Serve

- Multiple Transition SAI sessions a week per M/M Transition teacher.
- Multiple 1-1 Transition SAI sessions a week per M/S Transition teacher
- Workshops
- Community Based Instruction (CBI)
- Job Coaches.

Additionally, we support in the following ways:

- We are developing an in-house evidence - based transition curriculum. This curriculum is the result of data collected over the past 3-4 years.
- GE students and students with 504 plans are regularly invited to attend the Transition workshops.
- Parent Transition Workshops.
- Agency linkage- Connect students to Regional Center (RC), Department of Rehab (DOR), and Apprenticeships.
- Personalized career assessments/guidance/counseling using multiple modalities.
- Guest speaker webinars showcasing different industries and careers.

Students in Crisis Supports:

The MRAS and MRA teams support the well-being of all students by collaborating with the SPED Transition Team and outside agencies to offer the following mental health supports.

- **Teacher-led workshops** on social well-being. These workshops target issues that affect how our students think, feel, and act. Workshops have included:

- How to handle stress.
- How to relate to others appropriately in the workplace
- How to make good choices.
- Social Skills: Dealing with bullies.
- Internet Safety
- Making Friends
- Self-Advocacy: Anger Management
- Consent, Safety and Being Assertive

Agency led Webinars. We partner with various agencies to bring valuable information and services including mental health supports to our students via a live workshop and/or webinar. Agencies that have participated and continue to participate include:

- Regional Center (RC)
- Department of Rehabilitation (DOR)
- Job Corps
- OPARC

Transition Teacher follow-up. The transition teachers help parents fill out paperwork for the DOR and RC to ensure students get outside services. Our transition teachers have developed and cultivated close relationships with the case managers/service coordinators at several regional centers across the state.

Programs are built using Mental Health Resources. Our Transition programs are based on research and data that outlines what is needed in a program to address the mental health of young adults with disabilities.

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

The school has increased and improved support in the areas of Foster and Homeless youth, English learners and low-income students. Monarch River Academy has hired a supreme candidate to fill the role on our leadership team for Students in Crisis and Transition. This position actively connects resources to all students.

The MRA students needing EL instruction during distance learning and during regular school years are provided at home instruction via a school provided digital curriculum. English Language Arts curriculum has a designated ELD component. In response to COVID and EL best practice the school has hired three EL Coordinators to assess, plan, implement and monitor our students learning English. This team will give the ELPAC and host live instruction for peer to peer interaction and language development.

The actions/services intended to increase the quantity and improve the quality of support for English learners, students living in poverty, and students placed in foster care are summarized below according to respective sections:

Continuity of Learning

- staff and parent training related trauma-informed practices
- access to community resources.

Distance Learning

staff and parent training related trauma-informed practices in a *distance-learning format* diagnostic and interim assessments

- additional devices to access the distance-learning curriculum
- expenditures associated with ensuring access to the high-speed internet, including hot-spots
- online learning resources

Learning Loss

The leadership team analyzes data, our dashboard and parent surveys- to help maximize our MTSS, including analysis of interim assessment results and coordination with community resources/entities

- staff and parent training related to our MTSS
- staff and parent training related to our English Language Development program
- staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences-as explained in the Learning Loss section, these strategies are critical to accelerating learning.