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## 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
Sutter County Office of Education	Ms. Kathy Smith Director	ksmith@aerostem.org 530-742-2531

### General Information

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

AeroSTEM Academy is an on-site project based charter school focused on delivering California Common Core curriculum through an Aerospace lens. AeroSTEM utilizes a blended approach in which students attend on site 4 days per week and practice personalized off campus learning on Mondays. As such, the educational impact on students and families of the COVID-19 pandemic during our spring school closure, as a result of the Governor's "Safer-at-Home" order, has been minimized by a quick response and smooth transition to fully off campus learning using the protocols and platforms already in place for blended learning so students could continue with their educational plan. For our families dealing with illness, unemployment, and/or housing issues, the school closure allowed them to have the flexibility needed to address these issues while maintaining the education of their children at home.

Changes that have occurred as a result of the pandemic include: moving all supplemental in-person learning opportunities to virtual platforms, increasing our supplemental virtual learning opportunities, creating a plan for staff to work remotely and for teachers to engage virtually with students and parents, and creating a plan for resuming in-person events, meetings, and work environments per COVID 19 safety guidelines. The special education department quickly moved all students' special education services to an online platform, including small group and one on one tutoring and support via telephone and internet. Students did not have a gap in special education services, therefore, the continuity of care was able to remain in place. Even though the service delivery model may have changed for some students, we found great success in being able to continue to provide the needed services, and the IEP team worked to bolster those services online as the weeks moved forward. Many students and families found virtual services to be a lifeline during a time when many other services and activities in the community were not available.

## Stakeholder Engagement

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

AeroSTEM Academy understands the importance of stakeholder participation in this process and sought to ensure the highest level of engagement given a virtual setting. This includes emails, school communication blasts, reminders in online classrooms from teachers, and virtual School Site Council meeting. AeroSTEM surveyed teachers and families to identify families that lacked devices or the internet and were able to provide the needed resources such as internet hotspots and laptop repairs to any families in need to access all school communication. On July 14, 2020, a survey was emailed and announced via Parent Square communication platform for parents to provide input on their preferences for scheduling, any technology or health needs they may be encountering, and learning needs or challenges they may be having. An additional survey was emailed to all families to gather input on preferences for meal service delivery schedules throughout the first week of August. Staff were emailed surveys in June and August to provide input on challenges and areas of support for distance learning and teaching.

The Learning Continuity and Achievement Plan will be posted to our school website with contact information available if stakeholders wish to comment or ask questions about the plan. AeroSTEM has an EL population below the 15% threshold that requires translation, however, any request for translation of documents pertaining to the Learning Continuity and Attendance Plan will be honored. Parents, teachers, and support staff were emailed to notify them of the posting of the plan and the scheduled School Site Council meeting to review and approve the plan, and to encourage feedback and engagement.

The School Site Council meeting for a public hearing of the Learning Continuity and Achievement Plan was held on September 11, 2020.

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

The public hearing via Special Board Meeting and the School Site Council meetings were held via Zoom or Google Meets meetings. The agenda and participation instructions were posted before the meetings in accordance with the Brown Act. Stakeholders had the option of participating in the meetings online or calling in with a provided phone number. Stakeholders could also submit a public comment via an online form prior to the meetings, as stated on the posted agenda.

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

Parents generally expressed concern for lack of home supervision during working hours and preferred to have on campus instruction. Some groups identified themselves or family members as high risk for contracting the Covid-19 virus and as such indicated they plan to school at home until it is safe to return to public places. Families were in favor of a 2 day a week full day (8:45-3:00) blended program over a 4 day half day program. Families indicated a need for math tutoring and assistance for most students. Some families indicated technology and internet challenges. A desire for simplicity and not overusing multiple platforms and programs was expressed, as this became confusing to families without training in these programs and technology. Parents also indicated their children are becoming board and frustrated being at home without peer interaction for many months.

Some staff indicated difficulty with managing children learning at home and also working to teach online. Some staff indicated concern with exposure to the Covid-19 virus for work related activities that would be required to be on campus, such as graduations, training, and classroom teaching. Some staff indicated a preference to work on campus to avoid any conflicts of internet use and home office space, while others indicated a preference to work remotely to support their family also working from home.

No family responded to the lunch and meal service survey.

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

With the needs of stakeholders in mind, the Learning Continuity Plan will allow for flexibility in teaching remotely or on campus. Schedules will allow for seamless transitions between blended on campus programming and Distance Learning, in accordance with state and local health directives. Every effort will be made to provide daily, live instruction and interaction between peers and staff, including offering clubs online. The return to campus plan will focus on a rotating full day instructional model rather than half day rotations.

# 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.]

AeroSTEM Academy will offer a blended instructional schedule in which all students learn off campus on Mondays, half students learn on campus on Tuesday and Thursday while the other half learn off campus, then switch cohorts so that the other half learn on campus and off campus alternating on Wednesday and Friday. Cameras will be installed in each classroom so that students may learn synchronously on and off campus to allow the instructors to continue to pace instruction accordingly. Additionally, all courses were split into semester long block schedules to allow students to focus more intensely on less subjects per day and allow teachers smaller numbers of students to work with in order to best serve the needs of remediating learning loss and accelerating learning.

Desks have been spaced 6 feet apart and extra desks have been placed in a storage container to allow for appropriate social distancing. Personal Protective Equipment has been purchased for staff and students. Additional cleaning supplies were purchased and placed in every room to maintain clean conditions.

Teachers are participating in training and collaboration to understand and identify essential standards and skill sets for each grade level in their academic specialties. This will allow teachers to precisely pace student learning to make up for learning loss from the previous year. Additionally, students identified as having experienced significant learning loss will be placed into small group tutoring sessions with teachers to remediate losses.

Edmentum Exact Path and Learning Paths has been purchased and will be used to identify skill gaps and monitor skill mastery.

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

Description	Total Funds	Contributing
Essential Standard Training and Collaboration time 3 days with 5 teachers at \$200 daily rate = \$3,000	3000.00	Yes
Face masks	866.00	

Description	Total Funds	Contributing
Storage units for distancing furniture in classrooms	2,574.00	
Additional cleaning supplies	47.00	
Plexiglass Desk Guards and decals for social distancing	562.00	

## 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.]

AeroSTEM Academy is a site based school serving students with a blended model that incorporates off campus personalized learning as well as on campus learning. As such, our school maintains its personalized off campus learning operations to support students' educational plans while adhering to "Safer-at-Home" orders. The school provides flexibility and increased support for students to achieve their educational goals. By offering virtual extracurricular clubs, in addition to their regular courses of study, students have full access to instruction and learning, are engaged, and their individual interests and needs are met.

Our teachers are highly qualified and receive on-going training to support the distance learning instruction of our students. Teachers support students in their required courses and provide support through consistent feedback and individualized support.

To maintain consistent communication with students and families, email, texts, Parent Square, and/or Google Meets are used for regular check-ins for support with lessons, coursework, and, equally importantly, they are used as an opportunity to connect emotionally with students and families, facilitate wellness checks, and to share community resources as needed. Given that AeroSTEM Academy is a blended site based model, there is students are required to attend in-person synchronous instruction 4 days per week. Therefore, maintaining continuity of learning can be achieved through the establishment of the educational plan and additional online enrichment opportunities.

## 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.]

Teachers contacted and will continue to contact students and parents to determine online access and device accessibility. AeroSTEM Academy has been able to identify any families in need and will continue to do so as new students enroll. AeroSTEM Academy has provided/ordered the needed resources for families to have access to devices and the internet to ensure they receive the communication sent through email, text, website, and social media.

In order to maintain connectivity, AeroSTEM Academy provides the technology and internet resources to all students, including our homeless and foster students, in the case that students do not have access to the digital components necessary to complete required schoolwork and online-based school activities. Technical support is available virtually and, if needed, computer replacement is arranged at an agreed-upon time at the school office with COVID-19 safety precautions in place.

## 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.]

AeroSTEM Academy is a site based charter school and as such follows all of the state guidelines established for student attendance and participation. Attendance and assessment policies and practices align with applicable law and school policies. Attendance is claimed using a two faceted approach. In order to claim attendance, the student must engage in learning for each day claimed (“daily engagement”) via live synchronous class time or asynchronous videos and assignments and additionally must complete the learning that was assigned by the teacher of record for the given learning time (“time value of work product”). Each day, the teacher monitors and assesses the student’s completed assignments and then claims the correlating amount of attendance and issues the assessed scores on the assignments. The teacher will assign learning and evaluate that learning based on supporting the student in meeting or exceeding standards and achieving personal goals. This is traditionally done in-person, however, if orders require this to be completed virtually, then the student will meet with the teacher via a live Google Meets and will complete all tasks.

The school will continue to follow its report card policy to assess student progress. The teacher of record will determine the pupil’s grades through multiple methods of evaluation: observation, student work, chapter quizzes and tests, and discussion from live online and/or in-person meetings.

## Distance Learning Professional Development

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

All staff is being trained on utilizing the Google Classroom and Google Meets platform for live courses as well as tutoring meetings with students and parents as assigned. Teachers have identified several additional applications and platforms they use at their discretion within course assignments and are training individually on these technology uses. For Science, an online curriculum has been purchased and the teacher is training through self-paced guides. The company and our own IT support are collaborating to connect the Google Classrooms to Discover! Science platforms for smooth transitions for students and grading.

We have an IT Specialist that is available to assist teachers with their technology devices and the various platforms, as needed. The office support staff are also training on how to make the SIS grade book and attendance systems reflect the synchronous and asynchronous attendance tracking and grading with Google Classrooms.

## Staff Roles and Responsibilities

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

The method in which student learning is evaluated due to school closures will be conducted virtually via Google Meets for all teaching staff. AeroSTEM Academy staff, as a result of COVID-19, will be conducting services and supports virtually instead of in-person. Additionally, the 6th grade which was previously a self-contained grade level will now be on the subject rotations to single subject teachers with the other grade levels served.

Office staff duties will change to support the health screening and distance learning protocols put in place in accordance with guidelines from local health officials. They will be monitoring symptoms, checking temperature, and ensuring all people on campus are wearing a face mask.

AeroSTEM Academy will be adding additional part time personnel positions to support our students and staff: a math intervention specialist and assessment and intervention specialist teacher positions to better serve the stakeholders during this time. The part time math intervention specialist will offer tutoring virtually via online groups or individual sessions to remediate math skill loss. The assessment and intervention specialist teacher will assist teachers in using Exact Path assessments to identify and remediate skills gaps and provide additional tutoring support for students.

## 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.]

English Learners

AeroSTEM Academy has developed an English Learner Plan to serve English Learner (“EL”) students, including long-term English Learners (“LTELs”) or English Learners at risk of becoming LTELs, which addresses their needs, meets all state and federal mandates, and, which has a goal of exiting students from EL status. AeroSTEM will work with teachers to provide EL support in the general education setting as outlined in the charter’s EL Plan with additional communication and virtual support provided by the teachers and intervention specialist. This additional support includes online EL accommodations, virtual small group instruction, and monitoring of all EL students.

**Pupils with Exceptional Needs**

AeroSTEM Academy will continue to utilize the IEP process to plan for special education services during the school year. This will include distance learning plans and possibly addendum IEP’s to address distance learning needs during immediate or future school site closures. All special education services will be offered during distance learning in a manner that allows access of services to students to virtual services. This may also include telephonic sessions where appropriate, for services such as counseling, where students may or may not be comfortable being on video, for various reasons.

AeroSTEM Academy will work to ensure every student has access to their grade-level curriculum and supports necessary to access that curriculum in the form of SAI (specialized academic instruction), as well as other DIS services such as speech and language, occupational therapy, counseling, and so forth. The IEP team will meet and determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. This may include adjustments to the IEP including additional accommodations or supplementary aids, such as consultation time with certain IEP team members to ensure student access to needed services to make progress in their grade-level standards.

Special education case managers and providers at AeroSTEM have received training through the special education department in regards to communicating with families as we move through distance learning and tracking data to ensure educational benefit during this time.

**Pupils in Foster Care and Experiencing Homelessness**

AeroSTEM Academy will continue to follow its board approved Education for Foster and Mobile Youth and Education for Homeless Youth policies during this time. In addition, the school will be providing any necessary technologies, including computers and hot spots to these students. The students will also be provided online licenses to Edmentum Exact Path and Learning Path to build individually identified skill gaps at their own pace. The school’s Intervention Specialist Teacher will also be completing monthly monitoring of these students to ensure they are following their educational plan and have all the necessary items to complete learning. Based on the needs of the student, the teachers may also offer virtual small group classes to support the learning of these students with unique needs.

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

Description	Total Funds	Contributing
60 Laptops for students to access assignments and virtual classes off campus	14,670.00	



Description	Total Funds	Contributing
70 Laptop bags to protect student technology equipment and maintain student organization of supplies	1,178.66	
\$50/mo x 10 months x 20 hot spots month per unit for service for students and staff who do not have sufficient internet off campus to access online courses	10,000	
Discovery Science Curriculum to provide virtual labs, videos, and content for students	5,445.00	

## 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.]

### 6-8 Students:

Students in grades 6-8 will complete the Edmentum Exact Path pre-assessment in reading and mathematics within the first 20 days of enrollment to measure current academic achievement levels. Teachers will be trained on how to interpret the scores from the Exact Path pre-assessment to identify learning loss. If a student has been identified as having learning loss, the teacher, parent, and student will create a personalized educational plan to address the learning loss. This can include, but is not limited to, the use of Learning Path online lessons, one-on-one tutoring, participation in small group or one-on-one tutoring with our Math Intervention Coordinator or Intervention Specialist Teacher, using a specialized or modified curriculum, participation in the school intervention program, and attending a student success team meeting. Students will complete a mid-year diagnostic assessment in Exact Path for Growth Monitoring data to determine progress. Students will then complete the Exact Path post-assessment at the end of the school year to get further data to measure academic achievement and growth.

### High School Students:

In addition to the Exact Path plan previously established, high school students will have their transcripts and report cards from the previous school year analyzed to determine if there was learning loss in all courses, including English language arts and mathematics. The enrollment team will be trained to identify incomplete courses and units and to create a credit recovery plan for the student. The students will be monitored through meetings with their teachers, quarterly progress reports as progressing or not progressing in their courses, and semester

report cards. If a student is not progressing in recovering from the learning loss identified and addressed through the credit recovery plan they can participate in the school's intervention program, obtain one-on-one tutoring, utilize a specialized curriculum, and attend a student success team meeting.

## **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.]

AeroSTEM Academy will use the three-tier model of Response to Intervention ("RTI") for students that are struggling to meet standards.

### **Tier One (Personalized Educational Plan)**

At Tier 1, school-wide prevention efforts are established to promote learning for all students, anticipating that most students will respond to these strategies and will not require additional intervention. AeroSTEM Academy provides high-quality, standards-based, instruction in their learning environment from highly qualified, credentialed teachers, who have high academic and behavioral expectations. The blended learning model lends itself greatly to the differentiated instructional model in that the parent/guardian and teacher(s) work together to customize each student's educational plan, including additional support and instructional techniques.

### **Tier Two (Selected Structured Intervention)**

At Tier 2, strategic intervention is established for students who are identified as being at risk of experiencing problems. For example, when school-wide screening reveals that some students are at risk of developing reading problems, supplemental reading support, and/or tutoring would be provided and encouraged. During Tier Two students will be taken through our intervention process where we will look at the student as a whole. During this process, we will create intervention strategies, as well as create goals and a timeline for improvement. If the goals have not been reached during the set timeline, then the student is referred to a more in depth Student Study Team ("SST"). At this level, students may utilize the school's math intervention specialist, the intervention program, and school-provided subscriptions to specifically target an academic area of need.

### **Tier Three (Intensive Intervention)**

At Tier 3, more intensive and possibly individual intervention is provided for students who continue to be at risk. At this level, a student may be referred for evaluation and consideration of whether the student qualifies for Special Education services according to the Individuals with Disabilities Education Improvement Act.

### **High School Students:**

High school students who have experienced learning loss will participate in a credit recovery program. Credit recovery allows qualified students to catch up on deficient credits due to courses they have previously failed. Credit recovery courses are available through Edmentum Courseware online academic instruction.

Students must meet the following guidelines before being enrolled in a credit recovery course:

High school Advising Staff recommendation  
Approval from the Director  
Must be in grade 10, 11, or 12  
Must have failed the semester (core) course

If a student is not successful in a credit recovery course, the Advising Staff will initiate the same multi-tiered system of support as K-8 students, with the Response To Intervention (RTI) tiers and receive the additional support needed.

EL, Low-income, Foster, and Homeless Students:

In order to address the specific needs of our EL students and learning loss, all additional supports will be aligned with EL best practices including explicit skill instruction, sound reading instruction, preview and teaching of content, roll play, SDAIE strategies, and a high emphasis on vocabulary development.

To address the specific needs of our low-income, foster, and homeless students and learning loss, the school will ensure the students have the materials needed to complete their personalized educational plan. The school will provide multiple options for the educational plan, including online and print curriculum when available and appropriate, to better meet the individual needs of the students. Additionally, all staff will be trained on trauma-induced social-emotional needs for students and how it can affect their learning and the importance of clear, consistent, and encouraging communication with the students and parents.

Students with Special Needs:

AeroSTEM Academy will work with each family and student to determine what a Free and Appropriate Education (FAPE) looks like for each student and family during COVID-19 as well as post-COVID-19, which might be different than the individualized education program (IEP) developed preCOVID-19. We will ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary. We will utilize the annual IEP to plan for the traditional school year and where needed, including distance learning plans or addendums to address distance learning needs during immediate or future school site closures. The school will ensure that the IEPs account for the delivery of education, including contingencies for pivoting in and out of distance learning. AeroSTEM will work to ensure every student has access to their grade-level standards and makes progress in their education. The IEP team will meet and work with the families to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access.

The school will provide ongoing communication with families and will encourage connectedness and support, particularly for families who may be in crisis. A collaborative ongoing discussion about an appropriate path forward for each student, given each student's unique needs and circumstances, will take place to ensure equitable access along with an offering of FAPE for students with disabilities.

## 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.]

### 6-8 Students:

Students with identified learning loss will complete the Exact Path assessments three times per year to measure progress towards state standards and their learning goals. The results on the growth monitoring may lead to an adjustment of the personalized educational plan for the student to better meet their needs. The student will also complete prescribed Learning Path activities online to build skill gaps.

### High School Students:

The students will be monitored through regular meetings with their teachers, quarterly progress reports as progressing or not progressing in their courses, and semester report cards. If a student is not progressing in recovering from the learning loss identified and addressed through the credit recovery plan they can participate in the school's multi-tiered system of support which includes obtaining one on one tutoring, utilizing specialized curriculum, and participating in a student success team meeting.

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

Description	Total Funds	Contributing
Part time Math Intervention Teacher		
Part time Assessment and Intervention Specialist Teacher		
Exact Path Assessment systems (see Distance Learning)	see Distance Learning	
Edmentum Courseware subscriptions for credit recovery	21,718.50	

## 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.]

AeroSTEM Academy understands the importance of monitoring and supporting the mental health and social and emotional well-being of our students and staff during this time. As such, we have trained several staff members in crisis response and suicide prevention support, learning self-regulation and coping skills, and creating a sense of safety and connection. Additionally, there will be community-building opportunities at our virtual staff meetings, which take place weekly. The human resources department is also available to support staff that needs additional accommodations or support during this time, as well as provide COVID based training through the SafeSchools Platform. The training that our teachers receive will not only provide them with tools for their own well-being, but will equip them to support their students. Additionally, our school website contains counseling and mental health resources.

Additionally, teachers work to create social and collaborative classroom experience remotely through live interaction via Google Meets courses, the use of small groups online, and even moving student led clubs to an online format for all students to participate remotely. This has allowed students to feel connected socially to their peers and continue to foster friendships and positive collaboration even when physically distant.

## **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 engaging in instruction and is at risk of learning loss.]

As an independent public charter school, AeroSTEM Academy will continue to follow its policies and practices outlined in the charter petition regarding pupil engagement and outreach. We will also follow all state guidelines for language translation of documents, as needed.

The school's seat based attendance policy outlines that for students in all grade levels offered by AeroSTEM Academy, asynchronous attendance on Monday and daily synchronous attendance Tuesday through Friday is required for a minimum daily instructional minute count of no less than 240 minutes per day, or the number of instructional minutes required by the state for each grade level. Teachers mark attendance daily and telephone guardians if a student is not present. If telephone outreach is not successful, the teacher will email, text, or notify the guardians via Parent Square that a student missed their live class session that day. Each week teachers grade assignments and assign credit to students. The maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work or make arrangements to make up the work with the teacher is 1 full school week. A student may miss two attendance days during any one week before an elevation to the next tier of engagement/outreach is triggered. If a student misses

3 or more days a week for more than 2 weeks or is failing in courses, a meeting with guardians is conducted to determine whether it is in the best interest of the student to remain in the blended learning program.

The Second Tier process is a multi-step process that includes parent engagement and notification of the lack of completed assignments by the student, as well as a system of support through a Student Success Team meeting to assist the student in the completion of the assignments. If a student or parent is not engaging then the teacher will make multiple attempts to communicate via email, phone, and text messaging before the approved policies are implemented, and the student will be assumed as no longer attending. At that point the guardians and local school of residence of the last known student address will be notified of the students' assumed disenrollment.

## 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.]

AeroSTEM Academy partners with a local school district to provide meals to all students. Students may apply for free and reduced meal payments or may pay full price for their meals. Meals are provided daily at the school campus. Students/families must pre-order the meals each morning to ensure enough meals are brought to the school site. Meals will include a hot lunch, cold snack, supper, and breakfast for the following day. Meals are available Monday through Friday.

If the summer meal program is approved, meal service will discontinue at the AeroSTEM campus. All students will be able to get free meals at their closest district location. AeroSTEM will actively share updates to times, locations, and details on how to obtain meals at alternate campuses via social media, email, and Parent Square.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
10.37%	82,100

### 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.]

The items below are available for all students, however, they were created with the foster youth, EL, and low-income students at the forefront of the decision-making process.

The school's intervention program and math intervention teacher are tier 2 approaches that allow the students to have an individualized targeted intervention plan. The aforementioned student population thrives academically with the individualized attention that takes into account their learning style and specific skill deficits.

The school provided online subscriptions are a tier 1 approach that provides supplemental online learning that supports the core academics in the student's educational plan. The chosen subscriptions provide a variety of instructional techniques and platforms that allow for a higher level of student engagement based on learning styles and the specific needs of the aforementioned student population.

Given the virtual nature of the students' education plan, the school felt it was in the best interest of the aforementioned student population to increase teachers support time and utilize a block schedule of course offerings to increase focused learning approaches. This live online instruction meets the needs of this population that thrive on direct instruction and may not have it readily available in the home environment. These courses help to better engage these students and mitigate any learning loss.

The at-promise student population is at a higher risk of not having the needed technology to access online learning, therefore, the school will provide devices and internet to foster and homeless students, as needed. Additionally, the school's teachers will specifically monitor these at-promise students to ensure they are on track with their educational plan and offer resources as needed. The Teachers will also be providing the individualized, small group instruction to some of these students to supplement their educational plan and mitigate learning loss.

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

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support on the social-emotional level allows for students to progress academically. The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized and blended education model is key to mitigating learning loss in these students and supporting them in their academic achievement.