

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
OFY San Gabriel	Jodi Moreno, Principal	jmoreno@ofy.org ; 626-622-0640

General Information

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

Options For Youth-San Gabriel (OFY-SG) is an academic recovery program that utilizes a blended learning format designed for at-promise students between the grades of 7-12. The LEA has moved exclusively into a distance learning format as a result of the COVID-19 emergency. As a result of the pandemic our school has had to rethink our physical space and has caused us to rework some traditional teacher roles. The most significant changes to our program are teachers using Google Classroom, Google Hangouts and Edmentum to deliver curriculum and instruction to all students. Students will continue to meet with their teachers during their established instructional appointment times through virtual modalities instead of coming into the physical school site. Direct Instruction (DI) classes have extended their instructional offering to Google Classroom for live and recorded instruction rather than in person small group instruction. Students will now be offered Math specific instructional support with tutoring opportunities through Google Hangout with the Math Intervention Specialist. Post Secondary Counselors will support all students, especially seniors, and our Foster Youth population with voice and video calls.

OFY-SG post secondary counselors strive to ensure students are engaged with their post secondary goals and that motivation towards graduation is sustained through our shift to distance learning. By offering virtual post-secondary education plan discussions we provide opportunities to review what to expect in regards to their postsecondary plans and the impacts COVID has had on colleges/universities. Students with Disabilities will provide their SAI minutes, counseling minutes, and other required services by meeting with their Special Education Specialist, the School Psychologist, and Paraprofessionals through our virtual platforms. The SPED team will offer alternatives to virtual services through phone calls if internet accessibility is an issue. IEP meetings will be conducted virtually and/or through phone calls with all necessary stakeholders. EL students will be offered regular and frequent EL support with their EL Specialist virtually and with phone calls. EL Roadmapping for the LEA was conducted with consideration of the LEA’s shift to virtual learning and the impact it has on EL students. We understand that our homeless student group is in high need and may potentially increase as a direct result of Covid19. Resources and support will be offered virtually to our Foster Youth and low-income students by post secondary counselors through virtual appointments and phone chats. The LEA will distribute Chromebooks to students with technology needs in response to COVID and will work with our families to identify any need to provide information regarding free or reduced cost internet within the community. Students, teachers and administrators will regularly meet virtually through Google Hangouts for professional development, professional learning communities surrounding policy and instructional practices and supports to ensure accountability and cohesion of the distance learning instructional model

and expectations. Students who are not successful with digital curriculum will be offered the opportunity to access our traditional textbook and paper curriculum. There is a small group of staff working at each school site to manage essential resource distributions.

Stakeholder Engagement

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

The LEA provides opportunities for all stakeholders to provide feedback throughout the year with Fall and Spring Stakeholder Engagement and Feedback surveys for parents/guardians, community members, students, and staff. The LEA has also created additional Return to School Surveys and Stakeholder Surveys for the Learning Continuity and Attendance Plan, to obtain feedback specific to the COVID-19 emergency. All surveys are offered in English and Spanish and can be translated into other languages if needed. Printed versions of surveys have been made available for students, especially during times of resource or lunch distribution. In addition, physical copies of surveys were also distributed and mailed to parents and/or guardians to include any family who may not have access to the internet. Within the mailed surveys parents were given multiple options in completing the survey: they were given links to the survey, they were given a hard copy which they could complete and mail back to the office or they could call the office and share their responses.

School leadership has continually collaborated with post secondary school counselors and special education service providers to ensure our families have access to relevant supports and resources the school and community can provide. School Counselors call students and families to keep them engaged and focused on educational and post-secondary goals and to provide additional support and resources related to basic needs, emotional support, and community resources. A monthly eNewsletter is sent to parents/guardians, students, and staff that covers upcoming events and opportunities, themed monthly awareness information, a message from the principal including a link to an anonymous suggestion box (to receive feedback about the program or any other concerns/highlights), staff spotlights, student of the month, monthly school calendars, and links to social media to help stay connected. Links to our school website are also included which gives parents/guardians, and students access to Covid-19 updates and other community resources.

The principal holds monthly office hours for all team members to visit and discuss anything they feel is important or to provide feedback/input about the program. Open office hours are structured so team members can meet with the principal privately and to have honest and open conversations about any concerns. It has been highly beneficial for the principal to receive such input to help make necessary adjustments, especially during the pandemic. In addition, a suggestion box is available at all times for staff to provide feedback directly to the Principal. This feedback can be anonymous or not. Lastly, the Principal began a Think Tank Committee in order to identify ways to motivate students through a student incentive program.

The LEA engaged our EL community by conducting our DELAC meeting on August 18th 2020. School leadership presented our plan to address learning loss and attendance needs of our EL students throughout the various stages of our distance learning plan. The committee provided valuable feedback surrounding access to Audio/Visual technology support. Additionally, the committee provided creative ideas to build opportunities for our EL student group to collaborate and build community while we are in distance learning. Additionally, we have met with our local SELPA in May to discuss our plans to support our students with disabilities through our time in distance learning.

In June and early July, teachers conducted virtual Achievement Chats with enrolled families to discuss student academic progress and strategic planning for the new school year. Beyond academics, the Achievement Chats serve as a check-in on the students' social emotional needs through our distance learning transition. Achievement Chats with parents and students at the beginning of each semester are valuable for stakeholder feedback and the LEA will continue to uphold this practice through our distance learning format. Moving forward these

Achievement Chats will be conducted virtually, in-person, via telephone, or a combination of both depending on the health and educational department agencies recommendations at the time. They are also offered in Spanish via a translator if necessary or if the teacher does not speak Spanish.

School Messenger is being used for mass communication with families through email, text messages, phone calls, and robocalls. This program has been vital in providing time sensitive information to our families through various communication methods. Additionally, School Messenger provided the opportunity to translate our messages into the numerous languages that our families speak. Additionally, Remind text messaging is utilized by school staff to communicate with parents and staff on a regular basis.

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

The LEA continues to follow guidelines surrounding Public Notices of Board meetings on its website with virtual and in call options. DELAC and School Site Council Meetings have been moved to virtual formats with call in options. In order to promote these stakeholder engagement meetings to families who do not have internet access, text messages will be used to advertise these meetings providing both virtual and call in options. Options For Youth San Gabriel is committed to collaborating with all stakeholders, ensuring that all parties have access to important school information and for their voices to be heard on such matters. During this pandemic, the Charter's Governing Board has provided options for remote participation in public hearings, including efforts to reach students, families, staff, and other stakeholders who do not have internet access or who speak languages other than English. The Options For Youth San Gabriel region will have at least one learning center open, while abiding by the CDC and local health department compliance for social distancing, available for board meetings so that stakeholders may have access to a computer and internet to attend board meetings virtually. Also, board meeting packages will be available for stakeholders to review at all learning centers. All board meetings also have call-in numbers for stakeholders to call in and participate via teleconference. Additionally, translators are available at each board meeting. Information regarding all of these opportunities to access meetings is sent to parents and students via text and email through our School Messenger platform. The LEA will also be sending mailers home with this access information for all interested stakeholders.

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

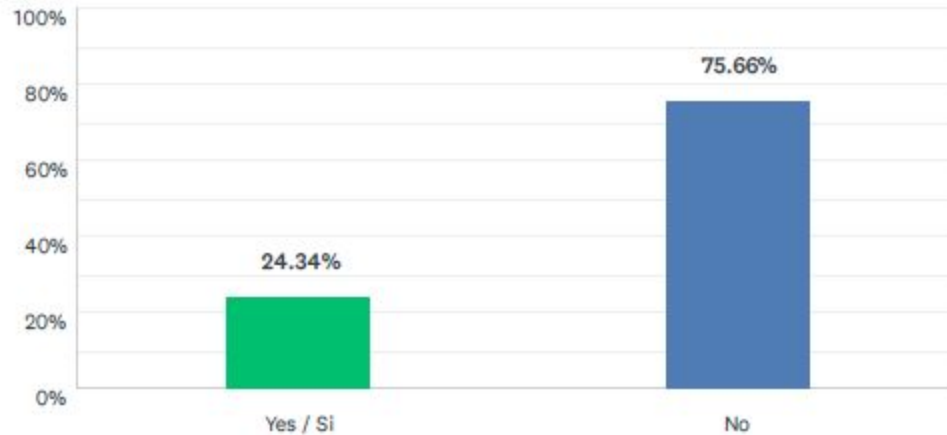
As we analyzed the feedback provided from all of our stakeholders and through multiple modalities, there were common themes and needs that emerged. We looked through the feedback from all stakeholders, surveys, and school meetings with a collective lens combining survey responses with the school meetings responses to analyze and identify trends. This allowed us the opportunity to develop a plan that responds to the real needs and concerns of our school community.

We had 470 participants in our surveys. There were 185 parent/guardian responses, 224 student responses, and 61 staff responses. Our survey was made available to stakeholders beginning on July 24th and the survey window stayed open until August 14th. We had 40 participants in our DELAC meeting, and an additional 90 % of our students and families participate in our Achievement chats. This great number of responses gave us confidence that we were hearing the collective voice of our school and their concerns and needs.

We will continue to monitor and address learning loss, however our stakeholders did not express that this was their greatest concern. 94% of respondents stated that they believe our program currently has in place programs and structure to address learning loss. The chart below indicates that 75% of parents and students felt academic progress has not been negatively impacted due to distance learning. Many parents did not feel their students experienced any learning loss. The majority of parents were very satisfied with our transition to distance learning.

One parent said, “There's been none the staff has been on top of learning and in contact with the parents and students. OFY has been wonderful as usual.” The 24.3% of respondents that felt students had experienced learning loss greatly informed the development of our actions and services. Some of these respondents stated that “more interaction with peers and online live lessons should be part of the daily curriculum.”

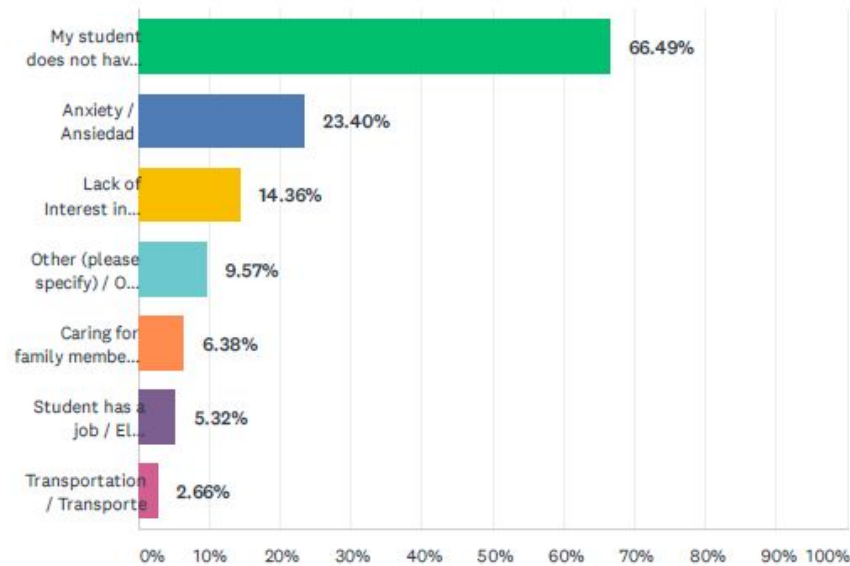
Q3 Did you/your child experience learning loss? ¿Favor de indicar si su hijo/a han experimentado pérdida de aprendizaje?



ANSWER CHOICES	RESPONSES
Yes / Si	24.34%
No	75.66%
TOTAL	

The consistent trend of the greatest concern from all stakeholders was our students mental and emotional well being. We heard this in every meeting, in every survey, and from every one of our stakeholder groups. They want to see an increase in our social and emotional support and interactions. The chart shows 23.4% of respondents were experiencing anxiety, and 14.36% had a lack of interest in distance learning. On a positive note, 66.49% of respondents noted that their student does not have any challenges with attendance.

Q7 What challenges do you/does your child face in attending all required appointments due to the impacts of COVID-19? (Check all that apply) ¿Qué retos enfrenta usted / su hijo para asistir a todas las citas obligatorias debido a los impactos de COVID-19? (Marque todo lo que corresponda)



ANSWER CHOICES	RESPONSES
My student does not have any challenges with attendance / Mi estudiante no tiene ningún problema con la asistencia.	66.49%
Anxiety / Ansiedad	23.40%
Lack of Interest in distant learning / Falta de interés en el aprendizaje a distancia	14.36%
Other (please specify) / Otro (por favor especifique)	9.57%
Caring for family members or Siblings / Cuidar de familiares o hermanos	6.38%
Student has a job / El estudiante tiene un trabajo	5.32%
Transportation / Transporte	2.66%
Total Respondents: 188	

When asked specifically about mental health offerings Anxiety and Depression were the most widely mentioned issues to tackle. One parent said, “More educational classes based on mental health so students are aware of what is possible and have someone to talk to about it.” Additionally, greater access or understanding of access to the current mental health services and counseling available was noted.

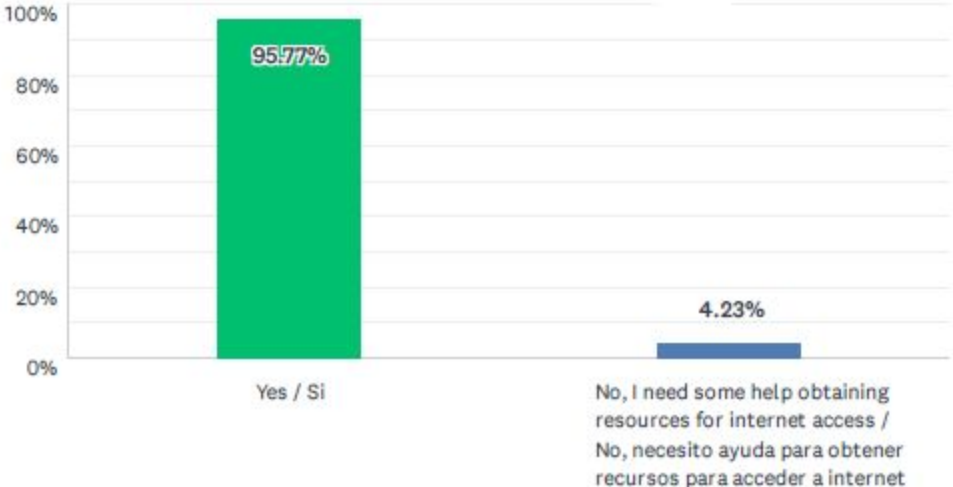
Q13 What mental health offerings would you like to see offered in upcoming school year? ¿Qué ofertas de salud mental le gustaría que se ofrecieran en el próximo año escolar?

children therapist know Psychologists N good one Peer None need sure
 Stress students kids anxiety social depression
 teacher counseling mental health help support idea don t know
 check interaction counselor



95.77% of our respondents stated they have reliable connectivity. The LEA is responding directly to the needs of our stakeholders by providing technology resources that match their accessibility to school during distance learning. We found that students struggling with connectivity are in need of paper based curriculum options.

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

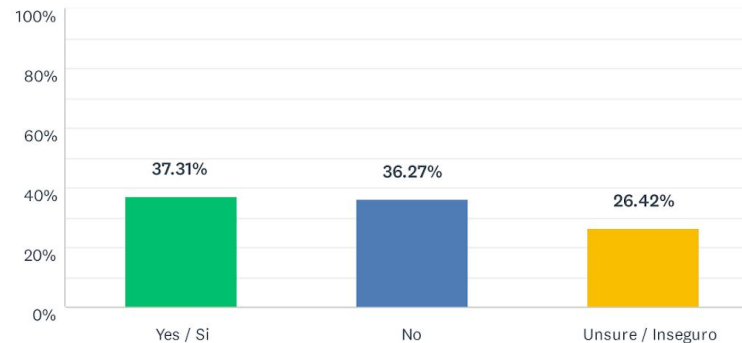


ANSWER CHOICES	RESPONSES
Yes / Si	95.77%
No, I need some help obtaining resources for internet access / No, necesito ayuda para obtener recursos para acceder a internet	4.23%
TOTAL	

The feedback from the survey also reflected conflicted feelings about wanting to return to the school sites and being exposed to COVID-19. 62.69% of our respondents stated they are either uncomfortable or unsure of returning to our school sites at this time.

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

Answered: 193 Skipped: 277



When we asked our staff “What professional development and resources would you like to be provided to support you in distance learning?” Our Staff expressed the need to feel well prepared with “best practices for communication: balancing socioemotional with academic support.” Additionally, many staff members wanted to ensure we were regularly providing our students and families with what they need, with an emphasis on those students experiencing homelessness, food insecurity, and difficult situations at home. “Weekly resources to provide our families in need of additional support at home. Whether it be how to utilize technology or where to find a food bank.”

Finally, ensuring that our most vulnerable students are given the best opportunities to succeed also clearly emerged as a priority. When asked

“Q25 What additional/unique supports can we provide to support pupils with unique needs, including for English learners, pupils with exceptional needs served across the full continuum of placement, pupils in foster care, and pupils who are experiencing homelessness?”

The responses consistently stated that access to additional support through more appointment times or through a variety of school staff was a key factor in providing the necessary support. Examples include; “Provide additional appointment times for each of these students to meet with support providers,” “Possibly providing additional resources, like tutors.”

As we took into consideration all the feedback we received through this process, what emerged was a collective community response that wants to ensure our school not only maintains our academic focus and expectations, but ensures that the whole student and family is supported through a focus on providing mental health resources in a variety of ways to our school community. Our staff echoed this need, and asked for PD and support to continue their development and ability to serve effectively in this way.

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

Stakeholder engagement surveys, achievement chats, and committee events have influenced the development and design of the LEA's Learning Continuity Plan. Feedback from students and parents regarding how the LEA plans to address learning loss revealed a need for additional one on one support, face time with teachers, and the implementation of online live lessons. These two items are addressed in the In-Person Instructional Offerings section of this plan. All of our stakeholder groups' feedback indicates that there is a need to focus on Mental Health and Social Emotional Well-Being. In this section of the Plan, we've incorporated ways to increase student-teacher connectedness and opportunities for student engagement with the school community. The results of the Learning Continuity Plan survey also draw attention to the need for providing access to community resources and services for families and students experiencing additional hardship due to the pandemic., and have incorporated this into the Mental Health and Social Emotional Well-Being section of the Plan.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

As a non-classroom-based charter school, in-person learning is not required pursuant to our charter petition. However, once it has been deemed appropriate, OFY-SG will implement a tiered return to school plan as the school progresses towards resuming normal instructional and operational practices. The LEA will follow all safety precautions outlined by the CDC and CDE to facilitate a safe environment for staff and students.



Fall '20 Plan

OPTIONS FOR YOUTH - SAN GABRIEL

100% DISTANCE LEARNING PLATFORM

STAGE 1:
ESSENTIAL STAFF AND SERVICES ONLY. SCHOOL SITE NOT OPEN TO PUBLIC

MEAL PROGRAM:
 STUDENTS MAY STOP BY 2X A WEEK TO GRAB LUNCHES FOR THE WEEK AT A GRAB AND GO PICK UP LINE

CURRICULUM EXCHANGE:
 STUDENTS UTILIZING SAW CURRICULUM OR NEEDING RESOURCES MAY STOP BY FOR DROP OFF AND PICK UP OF ITEMS

DISTANCE LEARNING:
 ALL STUDENTS ARE EXPECTED TO MAINTAIN ADEQUATE STUDENT PROGRESS IN ORDER TO NOT BECOME TRUANT

STAGE 2:
ADDITIONAL STAFF ON SITE LIMITED STUDENT APPOINTMENTS FOR IDENTIFIED NECESSARY SERVICES

TESTING SITE:
 STUDENTS ABLE TO COME IN AND TEST ON SITE WITH TEACHER

SUPPORT SERVICES:
 MATH INTERVENTION
 ELA SUPPORT
 SCHOOL COUNSELORS
 SPECIAL EDUCATION
 ENGLISH LEARNER

DISTANCE LEARNING:
 CONTINUED DISTANCE LEARNING PLATFORM WITH ADDITIONAL SUPPORTS AND EXPECTATION TO MAINTAIN ADEQUATE PROGRESSION

STAGE 3:
INCREASE IN STAFF ON SITE SMALL GROUPS OF SCHEDULED STUDENTS ALLOWED ON CAMPUS

TUTORING GROUPS:
 TARGETED INTERVENTIONS FOR IDENTIFIED STUDENTS

SENIOR SUPPORT GROUPS:
 TO MAINTAIN FOCUS ON PROGRESS FOR SENIORS

DISTANCE LEARNING:
 CONTINUED DISTANCE LEARNING PLATFORM WITH ADDITIONAL SUPPORTS AND EXPECTATION TO MAINTAIN ADEQUATE PROGRESSION

STAGE 4:
ALL STAFF ON SITE REGULAR APPOINTMENTS

RESUME REGULAR STUDENT APPOINTMENTS

STUDENT ACTIVITIES:
 OPPORTUNITIES FOR STUDENT ENGAGEMENT

DISTANCE LEARNING:
 CONTINUED DISTANCE LEARNING PLATFORM WITH ADDITIONAL SUPPORTS AND EXPECTATION TO MAINTAIN ADEQUATE PROGRESSION

ALL STAGES CONTINGENT ON CDE GUIDELINES AND FOLLOWING PROPER SAFETY PROTOCOLS

Families will be offered the opportunity to continue remote learning with all services offered virtually and through phone calls. Families will also be offered the option of a hybrid model with modified in-person appointment times with both their Independent Study teachers and in their Small Group Instruction classes.

In order to measure learning loss the LEA implements the Renaissance STAR assessments which allows the Charter School to delve into the data, evaluate curriculum, and assess students' skill growth to that of students in their grade level around the nation. The LEA believes that the Renaissance STAR assessments provide a valuable, objective tool that can measure the learning status of our students. This computer-adaptive assessment tool allows for the measurement of student skill levels at three testing sessions per year to show skill growth over time. The placement tests give the instructor a diagnosis of the reading and math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess

students three times a year to see the growth and progression of each student in English and math. The testing window takes place in (1) Sep, (2) January, and (3) May. By testing the entire student body, the Charter School is able to track the learning status of the student population as a whole, as well as, our unduplicated student groups. In addition, the Renaissance STAR Assessments allow the Charter School to design formative and summative assessments that align with the school's specialized curriculum. Our instructional staff conducts data dives at the end of each Renaissance Star assessment administration to build support plans for all students assessed at an intervention or urgent intervention level for ELA and Math. Student support teams are established to identify which core content support would be most beneficial to that individual student.

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

When deemed safe to do so, the LEA will offer a hybrid/modified model to facilitate safe in-person appointments and instruction. SGI classes will be offered and staggered at 50% capacity to ensure ability to follow all CDC and social distancing guidelines in the classroom. Direct instruction lessons will be delivered to student cohorts in-person once a week and teachers will conduct the other weekly class sessions via live and recorded virtual instruction. While Google Classrooms will be used for posting assignments, instruction will be regularly delivered using Google Meet, call in options, as well as in-person. SGI teachers will be able to select from the Edmentum digital curriculum or their regular curriculum to offer instruction. Cohorts will be established for Students with Disabilities and EL students to offer a hybrid in-person and virtual combination of support and instruction. Students with Disabilities, EL students, and Foster Youth who are experiencing significant learning loss will have additional in-person appointment opportunities when it is safe to implement the hybrid/modified model and additional virtual and phone appointments until that physical return.

The school psychologist and SES teachers will resume in-person assessment testing, as needed, while practicing all CDE and CDC recommended safety protocols to address student learning and social emotional needs and apply any needed student services, accommodations, and modifications. Students with a suspected disability will be identified in accordance with Child Find and the SST (student study team) will continue to conduct screenings to address student learning needs and to ensure that referrals to consider special education are appropriate. SST will evaluate students through data-based student needs and work to develop a set of program support alternatives and selecting alternative accommodations and adaptations most appropriate to the individual student.

Based on current recommendations from the CDC & CDE the LEA will follow safety protocols at each school site to ensure a clean and safe educational environment for all staff, students, and visitors. Below are examples of safety protocols the LEA will follow as students and staff return:

- All staff and students will wear face coverings and maintain proper social distancing. Additional personal protective equipment will be readily available to staff and students on site.
- Acrylic barriers will be placed throughout the center on student and staff tables
- Temperature checks and COVID-19 symptom checklists will be conducted prior to entering the school site for staff, students, and visitors. Visitors to the center will be kept to a minimum.
- All staff will wash their hands every hour
- Multiple hand sanitizing stations are set up throughout the school site for staff, students and visitors

- Teaching Staff will clean their areas at the beginning and end of every day. When students physically return they will clean student areas at the end of each student session.
- Support staff will clean high traffic areas multiple times per day
- Janitorial services with enhanced cleaning will be provided three times per week

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

Description	Total Funds	Contributing
Students will have access to fully credentialed teachers to help aid their progression in core courses	\$1,500,000	Y
Benchmark Assessments and Interventions - Charter aims to increase overall Lexile growth , through specialized instruction and interventions which include RenStar, Achieve 3000, and Math Intervention Specialists.	\$110,000	Y
Safety measures such as PPE and sanitization procedures to ensure compliance with State and local reopening protocols.	\$17,000.00	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

To ensure continuity of instruction, the LEA will focus on providing face to face interactions with all students either virtually or with in-person appointments across the entire spectrum of services the LEA provides. The LEA will continue to utilize the same curriculum that students were using prior to the COVID 19 emergency to maintain familiarity and accessibility for all students. Keeping cohorts small will also provide opportunities for more individualized support and personalized targeted academic interventions to address learning loss, continuity, and sustainability. OFY-SG continues to deliver high quality learning opportunities through distance learning by maintaining the consistency of student schedules virtually. During our transition to a distance learning platform, OFY SG implemented virtual Student Appointment Touchpoint Expectations, to ensure continuity of instruction as we shifted from in person to virtual student appointments. OFY-SG’s coaches worked closely with the instructional staff to provide the Student Appointment Touchpoint Expectations resource guide to follow for their student check-ins and instruction, ensuring a seamless transition between distant and in-person instruction progress monitoring. Student Appointment Touchpoint Expectations consist of two virtual appointments with Students each week to replicate the Student Schedule of twice a week appointments and interaction with the Teacher that we had established prior to the impacts of the pandemic. Transitioning to a distance learning platform, one of OFY SG’s biggest concerns and undertaking was ensuring the academic needs of each student were still able to be met as they previously were inside of our physical school sites.

Students are encouraged to take online classes through our digital curriculum platform, Edmentum, whenever possible. Additionally, the LEA will continue to offer its traditional textbook and independent study printed units. The independent study units focus on instructional delivery covering core knowledge to ensure that students receive a strong foundation of essential skills so that they can reach proficiency or above in

all core content areas, as evidenced through the California Assessment of Student Performance and Progress (CAASPP) assessment system. In addition, advanced courses and electives are available for those students who desire to engage in more challenging opportunities beyond the core subject areas. To match the individual student's level of prior knowledge and motivation, these rigorous courses are differentiated in various ways and presented in a language and format that are readily comprehensible. Courses are designed to provide structured learning and individualized support for students who may not readily experience success as indicated by mandated standardized assessments. Standard coursework is framed around the University of California/California State University (UC/CSU) A-G approved courses, and electives are available for students pursuing a college-preparatory curriculum.

Through Edmentum, we offer a variety of core subjects as well as a multitude of electives, with Common Core Aligned courses in each core subject area. Currently, there are 183 courses available to students, with the course offerings expanding monthly. Students have the ability to access English, Science, History, and Math core courses, with embedded labs and applications, including performance tasks and discussions. Students' Edmentum courses are monitored and facilitated by credentialed and qualified teachers who are skilled in providing instructional strategies specific to online learning. The online curriculum accommodates various reading levels by using a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in Spanish, if necessary. Classes meet graduation, CCSS aligned, and A-G requirements when applicable. Edmentum is a top University of California a-g online course provider with over 200 approved courses which include AP and CTE course offerings to promote college and career readiness, research-based instructional design, and unmatched visibility into pacing and progress. Online courses open up a world of content and flexible implementation options. Whether students are at grade level, falling behind, or advanced, the courses are customizable to any environment and built to Learning Tools Interoperability (LTI) standards for easy integration with existing systems. Instructional staff know exactly how students are pacing with powerful data views that give visibility into pacing, progress and performance. Edmentum courses contain highly interactive, video-rich courses that engage learners and give the opportunity to offer subjects that enhance and complement the curriculum. Courses align to the most up-to-date standards. The LEA can customize courseware designed to meet the evolving needs of schools and districts, and a solid instructional design that focuses on both the acquisition of knowledge and the retention of it. The courses consist of integrated assessments that allow learners to move past content they have already mastered and focus on the concepts that need additional attention.

The same participation expectations will be implemented with student appointments with the EL Specialist. EL support will be offered regular and frequent with the EL Specialist virtually and with phone calls. As an expectation of participation, Students with Disabilities will continue to receive their SAI (Specialized Academic Instruction) minutes, counseling minutes and other services by meeting with their Special Education Specialist, the School Psychologist, and the Paraprofessionals virtually. Once in-person appointments resume, cohorts will be established and students will be able to receive services at the school sites one to two times per week based on student need, services, modifications, and accommodations. The SPED team will continue to meet students virtually as well as part of the modified schedule plan. The SPED team will also offer alternatives to virtual services through phone calls if internet accessibility is an issue. IEP meetings will be conducted virtually and/or through phone calls with all necessary stakeholders, and in-person when the hybrid model is implemented. At the start of the school year, the school psychologist will resume any necessary testing in-person at the school sites when needed, exercising social distancing and all safety precautions outlined by the CDC and CDE.

Staff continues to be present at each school site to distribute additional technology, textbooks, curriculum, and supplies to students as needed. Students continue to receive support from all educational staff through Google Hangouts, Google Classrooms, and in-person modified appointments (when safe to do so) regardless of which curriculum platform is being utilized. Direct Instruction classes will be delivered in a hybrid model format via Google Classroom with direct instruction being delivered through live (in-person or Google Meet) class

sessions. In terms of physical resources, students have the ability to collect a Chromebook from their school site to utilize for their learning in addition to physical Student Activity Workbooks (SAWs) and textbooks.

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.]

Options For Youth - San Gabriel surveyed students to determine their technology needs and the LEA provided Chromebooks for every student that indicated that they did not have access to a laptop or computer. At the beginning of Distance Learning, a survey (virtual link and paper version) was conducted to ascertain which students needed access to Chromebooks and those were distributed last March. Families were asked again during the June/July virtual/phone Achievement Chats if Chromebooks or internet access was needed. If a need existed, students were able to pick up Chromebooks at the centers and/or be provided with the low/no cost internet resources, the LEA also shipped chromebooks to families if the need arose. The LEA will continue to distribute Chromebooks to any student expressing a need. Purchase of an ample supply of Chromebooks was made to support this demand in response to the COVID-19 pandemic and the need for going to a full distant learning platform.

The LEA will continue to assess technology needs with students during their weekly virtual/phone meetings and the Chromebooks and resources will continue to be made available throughout the Distance Learning and hybrid models. As part of the school's weekly student progress tracking and interventions, teachers will determine technology needs and provide Chromebooks and resources if necessary. Technology needs will also be assessed when the Center Coordinators and Enrollment Specialist reach out to families in their regular check-ins. The Chromebooks will be kept by students for the duration of distance learning, and when the LEA moves to a hybrid/modified model, students will have access to these devices as well. The LEA will work in partnership with the families to provide resources for internet accessibility. Support staff will assist families when necessary to connect them with internet providers and no cost/low cost internet options. Students experiencing internet difficulty will continue to have access to the paper curriculum which is available for daily pickup at the school sites. Teachers will regularly connect with and support these students remotely through phone calls. When in-person appointments and classes are feasible, students can access free internet at the school sites, and in the surrounding parking lots of the school site.

Coaches will be available with office hours to help troubleshoot staff and student/family technology issues. The LEA's IT vendors, Alltech and EDI have also set up a hotline to help with technology troubleshooting needs. School counselors and enrollment specialists are working with all homeless and foster youth students to ensure internet access. All students will be given the opportunity to work at school sites in designated safe areas should technology, internet access, or home safety concerns are an issue. The following methods were used to reach students and families who were unable to access devices and connectivity following school closure. Resources provided to families via School Messenger, emails, Remind, call, and fliers during resource distributions.

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.]

OFY-San Gabriel makes every effort to provide all resources necessary for all students to succeed; this includes all student populations (SWD, EL, FRMP, Foster, and Homeless). Resources are provided to students with needs (i.e. Chromebooks, hotspots, alternative workbook

assignments). This model includes a blend of both asynchronous and synchronous online learning. Synchronous learning is the kind of learning that happens in real time. This means that you, classmates, and instructor interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning will include video conferencing, teleconferencing, live chatting, and live-streaming lectures. Asynchronous learning happens on the student schedule. During the course of study, teachers will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, and students have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning will include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. The time value of synchronous and/or asynchronous assignments are specific to those made and certified by a certificated employee of the LEA.

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

Edmentum (digital curriculum) also allows for teachers to track time of pupil work and address any issues related to time on task as needed. Teachers and staff will focus on participation and academic progress of at least four units per month through tracking, consistent and frequent communication, and providing immediate interventions when needed. Students will be offered additional live instructional support with tutoring opportunities through Google Hangout with Area 1 Teachers and/or the Math Intervention Specialist. Teachers will assign and students will also be able to arrange virtual one-on-one tutoring appointments with the Area 1 Teachers and/or Math Intervention Specialist when needed with assigned appointments as well as open tutoring hours and in-person tutoring once the model is implemented. School Counselors will continue supporting all students, especially seniors and our Foster Youth population with phone calls and video chatting to ensure students are engaged, to increase participation and make progress towards graduation, and to discuss post-secondary education plans. Resources and support will be offered virtually to our Foster Youth and low-income students by school counselors with virtual appointments and phone chats and in-person meetings when available.

All teachers and support staff will follow up with students daily who miss virtual, phone, or in-person appointments and classes. Staff will continue to reach out to parents weekly to communicate expectations of participation. Parents will be connected to the progress of their child via: Family Sensei (Edmentum) and Parent Portal (StudentTrac). Various support staff will continually contact the students and families to provide encouragement and see if there are any needs during this challenging time. Teachers will continue to be supported by their administrators through weekly virtual check in meetings.

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.]

In order to best support our staff during Covid19 and the subsequent distance learning that it entails, Coaches meet with teachers individually on a regular basis to provide coaching opportunities, support, and resources targeting virtual and modified in-person instruction, and addressing student needs. Instructional Coaches have bi-weekly coaching hours to support staff members with immediate needs. Coaches also provide Professional Developments (PD) and Professional Learning Communities (PLC) focused on digital curriculum (Edmentum), Google Classrooms, student engagement, learning loss, and maximizing use of technology for learning.

All Professional Developments and Staff Trainings are recorded and logged, and supervisors are notified when staff participate in professional development opportunities via follow up emails with agendas and attendance noted. Coaches have created a yearly PD Tracker to ensure staff receives all of the necessary check-ins, training, and workshops. The PD Tracker allows for the following information to be tracked: date of event, intended participants, description of event, links to resources, format of event, organizer of event, and total number of participants. All staff center meetings will be held weekly to reinforce effective communication and establish norms and best practices, increase accountability, develop connection and school community, address policy, procedures, and expectations. Beginning in March, Skyrocket, one of our ed services providers, also conducted virtual PD series on Edmentum and Google Classroom to further support the transition to working in an online platform. Some additional PD offerings to staff include topics surrounding student engagement and motivation, Edmentum curriculum deep dives and accessibility, effective communication through multiple platforms, evaluating and addressing student needs and learning loss, and maximizing the use of Google platforms. The OFY community has always been considered a strong support network for all our students, families, and teachers. To continue with that mission during this difficult time, our special education services provider has provided newsletters and COVID resources to be shared for all.

In February all staff participated in PD with Dr. Tina Bryson. Topics included the science of the brain as it relates to student learning, teaching students regulation and skill-building, and the importance of cultivating a culture of safety and connection at our schools. This PD provided us with strategies and learning to support our students during these changes as well as how the program could best navigate these uncertain times. These practices have continually been revisited in both site and charter wide collaborative spaces to apply these strategies to the current distance learning format.

Select instructional staff also participated in the visual CUE conference in March. The program engaged in PD on a variety of topics including effective strategies for distance learning and how to leverage technology to support and engage students in learning. In March, the Online Program team held Q & A sessions for staff to share strategies and resources to support students with distance learning. Skyrocket, one of our ed services providers, also conducted virtual PD sessions on best practices, allowing staff to share ideas with one another.

A Spring Digital In-service included multiple facets to best support distance learning. The program began with a Mind Dump activity to allow space for each staff member to process what they were feeling and clear their heads before engaging in new learning. Some staff members completed Google Level 1 and Level 2 training in March/April and shared tips and new learning about the Google platform during a Google Showcase session, which helped during distance learning.

In order to prepare for the distance learning platform Coaches provided a workshop on Student Appointment Touchpoint Expectations to ensure all Stakeholders were actively engaged in the topic and to ensure all participants knew the importance of communication and connection during the time of distance learning transition. The workshop provided a space for all Staff to come together to intentionally discuss the best way to conduct our interactions with students while in distance learning.

To assist in communication between students and staff, instructional staff has been trained to utilize mail mergers to send out mass personalized emails for progress reports to students and parents, and track student progress on trackers, accessible by all teams including our English Language Specialists, Special Education Staff, Instructional Support Staff, and all parties who aid in student success. By utilizing these trackers, we can ensure that progress is not hindered, and call keep all stakeholders involved and informed.

Coaches provide technological tips and tricks to Staff on a weekly basis through support emails to all staff. Throughout the Covid 19 crisis, the program has layered its approach to supporting staff. Prior to these events the program had established a clear focus on self-care and reflection. Each week, a Weekly Roundup email is sent to all staff which includes weekly reflection questions. Many of these reflective questions have been geared towards assessing how team members are doing and looking for ways to best care for themselves and those around them. We also included a series of quarantine self care tips over the course of eight weeks, 3 tips each week. Many staff members shared that these tips were helpful, often coming at just the time they needed them. Furthermore, coaches have provided office hours twice a week to support any staff members that are in need of support. Being mindful that Staff was no longer in School Sites, Coaches created an Edmentum and Teacher resource site to benefit all Staff with how-to guides and the various documents, forms, and resources they would access in the physical space.

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

All staff members have also participated in a variety of virtual professional development sessions as well as webinars, such as:

- Using Pear Deck to support distance learning
- Mindfulness and wellbeing of educators
- Student Engagement
- Leading Up for Extraordinary Times with LACOE
- Science Lab Support- support on how to facilitate science labs virtually and also have access to a working resources and best practices document. It is also an opportunity for science teachers to connect and share best practices on virtual lab instruction.
- Best Apps for Distance Learning- introduced to different apps that will make distance learning more effective. Discuss which mobile apps are available and useful and how students can use their mobile device to access and turn in work. Topics covered: the pros and cons of different apps (Google Drive, Docs, Sheets, Classroom, etc.), the benefit of using certain apps on your phone, and what to do when students are trying to access schoolwork on their phones

-Google Forms Training- a functional, virtual way to assess your students' learning. Google forms can be used to check for understanding along the way or as a formal test at the end of a unit. Can even program your Form to provide immediate feedback to students automatically. Link tutorial videos or websites, so students can get immediate support.

-Virtual Conferencing with Students Training- will help Staff navigate the two most common platforms: Google Meet and Zoom. Topics covered: creating an event (time for you to meet with students), inviting students to join, how to share your screen with students, how to record the session.

-Keep in Touch with Google Forms, Google Voice, and Remind- how Google Forms, Google Voice, and Remind can bridge that gap during these ever-changing times. Learn tips and tricks that will streamline communication and lead to higher student achievement.

-Streamlined Feedback Tool for Student Work- creative, efficient way to give feedback on student work in a distance learning setting. Learn how to use Google Keep to save time on grading, increase student engagement, and provide individualized support to high needs students.

-Google Jamboard Training- it is a free virtual whiteboard perfect for distance learning and easily accessible to students. Topics covered: the benefits of Google Jamboard, how to access it, how to upload images and draw over them , how to have multiple collaborators that draw on the board at the same time, and examples of how to use it in the Teacher role

-Zoom Security Features Training- increase your security settings to prevent "Zoombomming." This training will make sure you know what measures to take to ensure the security of your students. Topics covered: Zoom Security Settings, why and How to set up secure measures in Zoom, enabling the Waiting Room, and locking the Meeting.

Staff Roles and Responsibilities

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

As an independent study school, Options for Youth-San Gabriel curriculum was already established for distance learning. Thus, the roles and responsibilities of staff were only affected in delivering instruction and support through a virtual modality of either Google Hangout or Zoom. Professional Development was provided for staff to become proficient in Google Classrooms, Google Hangouts, and other Google Suite amenities. Professional Development was also offered to teachers who wanted a deeper understanding of the online curriculum platform, Edmentum. The Principal and APs will meet virtually for regular weekly leadership meetings to ensure continuity and fidelity to the program and instructional model with a student centered focus. Weekly administrative meetings will be held to address center specific needs, policy changes, and necessary adjustments to promote student and staff success. School leadership created positional task forces with staff stakeholders and solicited feedback surrounding staff needs and expectations in the transition to distance learning. Through this collaborative process, new expectations and responsibilities are now established surrounding how staff members will work to virtually serve our students and families. Staff roles and responsibilities continue to mirror pre-COVID expectations.

Independent Studies Teachers (IS) are expected to meet with students face to face twice a week, in-person (when safe to do so), virtually, and by phone. Adjusted the amount of students served within each appointment to give more individualized attention to students. They have had to recognize emotional cues to support direction of support, whether that be individual convo or time to process with collaboration with school psychologist. Providing students with general technology support to ensure students have the skills to be organized and access their

school supports. There has been an increase in parent communication to ensure that families have ability to support students academic needs and social well being. Teachers have been developing the skills necessary to support students with more regular feedback provided through Edmentum, and additional technological resources provided for organization, accessing online tools, and overall academic support.

Direct Instruction Teachers (DI) are expected to provide direct instruction through in-person (when safe to do so), virtually (live and recorded lessons), and call in options. Both IS and DI teachers will be responsible to place students in cohorts when in-person instruction and appointments can resume. Teachers will continue to track weekly student progress and implement immediate interventions when needed. Teachers are also expected to communicate with families regularly through phone calls, emails, text, and Remind App and invite families to sign up for Family Sensei (Edmentum) and Parent Portal (Studenttrac) so they can partner with the LEA to monitor their student's academic progress. Teachers were asked to join task forces to build out the capacity to serve students through distance learning.

(SPED TEAM) School psychologists have shown willingness to jump into IS appointments to assess needs and provide social emotional support to students on an individual basis. School Psychologists are developing their capacity to communicate with parents and provide additional support and resources to provide social emotional support to their students at home. School Psychologists have improved their strategies and techniques to address anxiety surrounding the pandemic and transition to distance learning. School Psychologists have elevated their resource offerings to both families and staff members and are being utilized more than ever.

Center Coordinators and the Enrollment and Outreach Specialist will continue to reach out to families through phone calls for check-ins and encourage connection and engagement. All support staff are expected to provide the same level of student and teacher support through virtual platforms and phone calls, and in-person appointments when we reach that stage of reopening. Our non credentialed support staff has also taken on additional roles surrounding disbursement of meals for our Lunch program. Additionally, non credentialed support staff has also played significant roles for our resource distribution days and assisting in comprising mailers for mailed communication.

Our Instructional Coaches transitioned into a role of resource providers and offered abundant support services to ensure staff success in transitioning from our physical spaces to a digital platform. One of the responsibilities of Coaches is to gather and vet resources for instructional staff that enhance their instructional capacity through distance learning. Transitioning to remote learning has heightened the amount of resources created and provided to Staff. Coaches also took on the role of providing Tech Support to all Staff to allow for a smooth transition. Coaches were able to collaborate with Leadership to ensure there was a focus on creating a professional development plan to promote successful transition to serving our students and families in a digital environment. To ensure ongoing support and to be available for Staff needs on a consistent basis, Coaches embedded office hours into their schedule twice per week. Professional Development has been offered to support both staff and student self-care practices and promote strong social-emotional health. We held our first virtual in-service in late Spring, which allowed us to continue training in the online setting. Coaching and professional development have continued, and have shifted to being offered entirely virtually. Coaches meet with team members in a one-on-one setting or in groups using Google Meet or Zoom to continue to offer that support and foster development of each team member.

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.]

LEA will continue to offer various curriculum formats and course selections to meet the unique needs of students. Edmentum, digital curriculum is available in addition to traditional paper curriculum that will also be available to support students' with unique needs. Direct instruction and individualized instructional support will be offered to students who have unique needs. Additional support that is provided during distance learning to assist our English Learners, Foster Youth, students experiencing homelessness and students with exceptional that are specific to their needs include the following:

EL Specialists will hold biweekly appointments with their students to model language and processes, and to ask and answer questions with students in need of English language support, virtually, by phone, or in-person (when available). Additionally EL Specialists will establish additional office hours on Fridays to support student needs on an individual basis. The weekly EL Specialists appointments will maintain strong relationships with our students and their parents/guardians. Knowing that parents play a pivotal role in their child's education, EL Specialists will communicate with the family continuously providing updates on student progress. By moving to the distance learning platform, students will utilize the online English Edmentum courses. This program provides various tools and resources to support the development of the second language, i.e. an audio component that reads texts to the student as well as a built in translator and guided notes. iLit (English curriculum) will also be offered to English learners to better address their academic needs when the modified schedule plan can be implemented. These courses will be considered once we are in stage 2 of our reopening plan, and falls under support services to English Learners. This new curriculum will build in student collaboration and opportunities for peer to peer discussions. EL Specialists will continue to develop and implement an Academic Learning Plan for each English Learner student to identify and target specific learning and language needs. The Academic Learning plan is compared with the progress made in each academic school month to ensure our English learners are making the appropriate progress towards their goals. If there are any concerns the EL specialist meets with the student and family to find additional supports to steer the student back towards reaching their goals.

SES teachers will conduct regularly scheduled appointments with all Students with Disabilities and additional instructional support will be offered through paraprofessional staff, virtually, by phone, or in-person if allowable pending aforementioned return to school phase implementation. LEA will provide an early intervention program for students found to be credit deficient and/or not at grade level (intervention teacher, tutoring, Child Find). The LEA will monitor the student support needs by conducting SST meetings, implementing the Child Find process, and conducting a 45 day screening. Ensuring that SWD are continuing to receive their SAI minutes that are detailed in the IEP. At a glance are communicated to IS teachers to ensure accommodations and modifications are implemented with teachers outside of the SES classroom. Accommodations such as separate settings are still observed through one on one assessments and instructional support. Screen sharing strategies are utilized to help reading and comprehension of directions. Screen fatigue strategies and supports. Digital planners are utilized to meet the organizational goals written with the IEP. Semesterly meetings are held with PSC, SES, and students to ensure students are meeting transitional goals.

In accordance with the McKinney-Vento Act the LEA will continue to provide homeless and foster students equal opportunity and access to appropriate educational and support services. A designated Homeless Liaison, which is the Assistant Principal of each center, ensures foster and homeless students are promptly identified at enrollment and provided access to distance learning resources (laptops, hotspots, etc.). Additionally, the Homeless Liaison works with school counselors to identify needs and provide referrals to critical support services for dental, mental health, substance abuse, food distribution, and housing needs. Staff continues to collaborate with other public agencies, such as Rapid Rehousing, Hope Resource Center, and the Los Angeles County Department of Education, to effectively address student needs

related to distance learning. The designated Homeless Liaison, continues to attend LACOE provided virtual training and collaboration meetings regarding new and/or available community resources to better support students and staff during this time.

The LEA will offer comprehensive community based referrals for students that are experiencing homelessness to local services and programs as needed for pupils in foster care and facing homelessness. Community resource referrals to agencies such as but not limited to, the Children’s Bureau and the Child and Family Care Center that offer mental health services and temporary housing placement will be offered to students during appointments with their counselors. LEA will provide continuous consultation regarding academic progress, post-secondary options and requirements, and support programs. Foster Youth will be required to meet several times per year with their teacher and counselor for academic planning and social emotional support. Food and Meal support, FRMP application support. Offering transportation solutions to ensure homeless students have access to lunch programs. Meal delivery.

LEA will host workshops either virtually or in-person for youth and care providers regarding post-secondary options and positive academic strategies. LEA will provide professional development virtually or in-person that focuses on educating and sensitizing staff to the needs of special populations. LEA will collaborate with city, county, and state organizations and stay up-to-date with laws pertaining to pupils with unique needs.

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

Description	Total Funds	Contributing
Technology: Students will have access to Chromebooks, internet, and other technology resources to support accessibility during distance learning.	\$ 200,000	Y
Distance Learning Professional Development: School staff will be provided opportunities for professional development through our Coaches to help strengthen their understanding and implementation of effective distance learning strategies.	\$150,000	Y
Broad Course of Study: All students will have access to a broad course of study, whether digital or textbook/paper, that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Social Sciences.	\$ 70,000	Y
Post Secondary Counselors and Homeless Liaison: All seniors will meet with their credentialed teacher and Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data. The Homeless Liaison will ensure all Foster & Homeless youth students have semesterly meetings with the Post-Secondary Counselor to review academic progress, post-secondary plans, and monitor their social-emotional development.	\$ 300,000	Y
Students with Disabilities (SWD) students have access to individualized support through the Special Education Specialists and Paraprofessionals to help their mastery in Common Core state standards.	\$700,000	Y

Pupil Learning Loss

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

Pupil learning loss will be assessed through various methods on weekly, monthly, semesterly, and an annual basis. In order to measure learning loss the LEA implements the Renaissance STAR assessments which allows the Charter School to assess learning loss or development in the areas of ELA and Math. Teachers will have access to this data to evaluate and assess students' skill growth and compare that to students in their grade level around the nation. The LEA believes that the Renaissance STAR assessments provide a valuable, objective tool that can measure the learning status of our students. This computer-adaptive assessment tool allows for the measurement of student skill levels at three testing sessions per year to show skill growth over time. The placement tests give the instructor a diagnosis of the reading and math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in English and math. The testing window takes place in (1) Sep, (2) January, and (3) May. By testing the entire student body, the Charter School is able to track the learning status of the student population as a whole, as well as, our unduplicated student groups. In addition, the Renaissance STAR Assessments allow the Charter School to design formative and summative assessments that align with the school's specialized curriculum.

In addition to assessing learning status through Renaissance STAR assessments, the LEA will utilize data collected from our online assessment system that assesses student learning on each academic unit completed. Teachers monitor student online assessment completion on a daily basis through their use of their working record log. After each academic month student support teams go through intervention evaluations for each student that assess both attendance, progression, and potential learning loss. Utilizing the data tools embedded in our educational software to identify learning status through length of task and assessment completion and mastery.

Progression, maintaining that we hold students to the appropriate graduation pace will be assessed on a monthly basis.

The LEA will utilize the Achieve 3000 educational software to further assess the lexile levels of our EL student group. EL specialists will assess students utilizing the Achieve 3000 software at the beginning, middle, and end of the semester to measure continuous lexile growth.

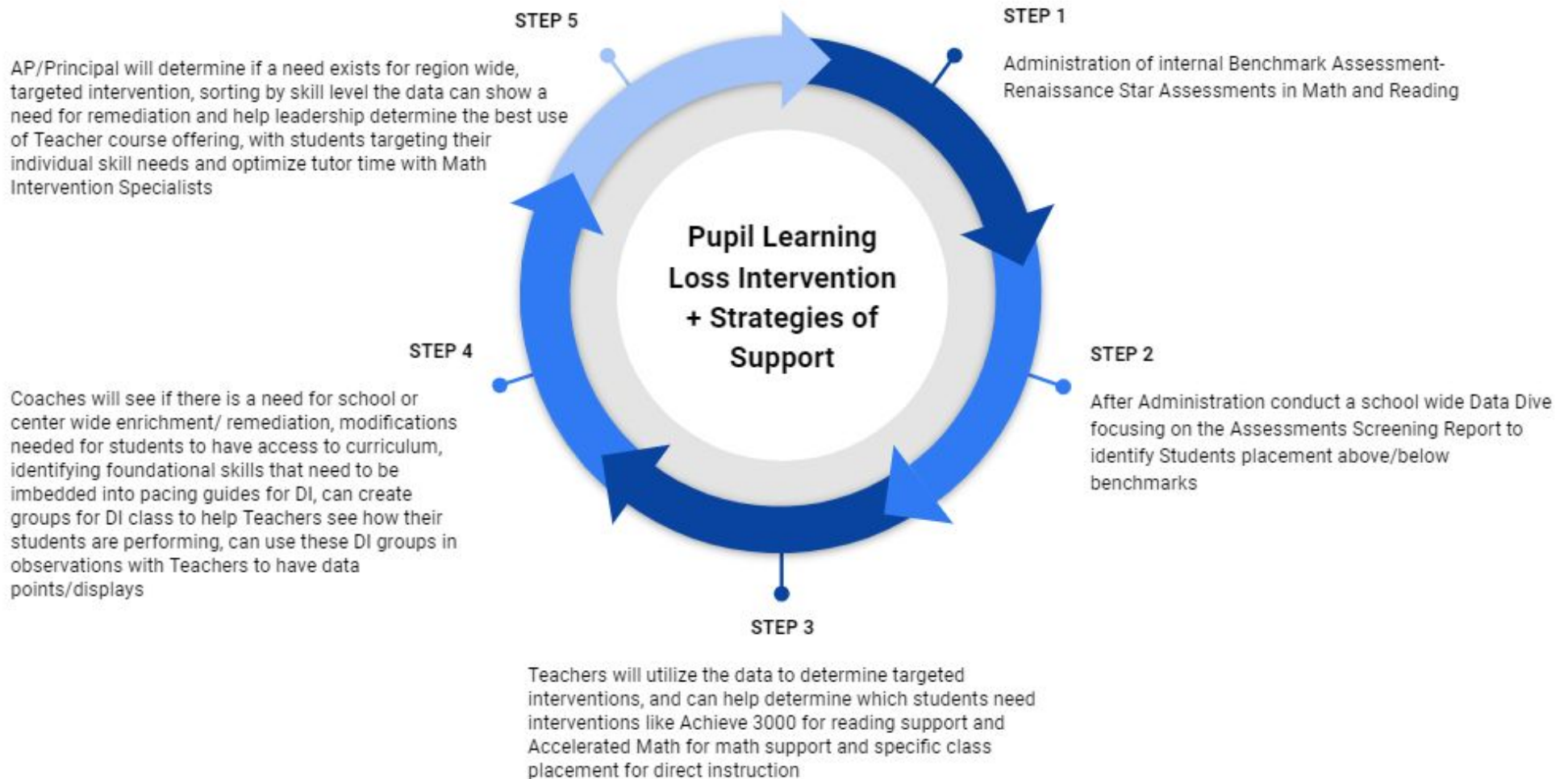
Pupil Learning Loss Strategies

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

The LEA will identify students who have experienced significant learning loss due to school closures in the 2019-20 school year and students who are at a greater risk of experiencing learning loss due to future school closures through Renaissance STAR Benchmark Assessments. Renaissance STAR assessments are used to gauge comprehensive skill growth which are nationally normed and aligned with CCSS. The implementation of the Renaissance STAR assessments allows the School to delve into the data, evaluate curriculum, and compare students' skill growth to that of students at other OFY schools and around the nation. This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. The test gives the instructor a diagnosis of the reading

and math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in English and math.

After each Renaissance Star administration we conduct data dives including all instructional staff. Data Dives provide our instructional staff the opportunities to engage in productive dialogue about data and to build a collective capacity to identify appropriate supports for each individual student.



The chart above illustrates the strategies the LEA will implement to assess learning loss and facilitate accelerated learning for all students. The LEA will also incorporate the following strategies and actions to encourage and support continuity of learning:

- Rethink the amount of courses the student has open
- Chunking of units/tasks to set weekly goals for individual students
- Encourage students to approach their school work prior to deadlines and end of the school month
- Individualized plans focused on student needs and gaps
- Continuous wellbeing check-ins with students; continuous focus on social-emotional wellness goals
- Individualized support through tutoring

In addition to the strategies listed above, our English learners will be provided additional support to prevent learning loss, promote lexile growth, and ensure continuous language development. Achieve 3000 literacy is provided to our English learners with EL Specialist facilitation. This program allows us to provide English Learners with activities that support literacy growth that are differentiated to each student's lexile level. Additionally individualized appointments with EL specialists will be provided to students twice per week to ensure progress towards the goals on the students' individualized learning plans. EL individualized learning plans are continuously monitored and adjusted as needed. EL specialists assist students in accessing the various text to speech and speech to text tools embedded in our online platforms.

Our students with disabilities will receive progress reviews on a continuous basis meeting the time requirements established prior to the transition to distance learning. We will hold progress reviews through our digital platform and in person when equitably appropriate. Our Special Education Specialists have held progress reviews at an increased rate to ensure their instructional needs are being met through distance learning. If learning loss is identified, accommodations or revisions to the IEP are considered to address the learning loss, support classes like AMath and achieve are considered to better support closing the learning gap. We have offered additional individualized support with our paraprofessionals. Interventions that differ for students with disabilities, compared to all students, include the use of learning resources and strategies for access. Learning resources used with students with disabilities include visual reminders, choice boards and modeled examples. Our SPED department has ensured proper sharing of the IEP at a glance with instructional staff that works closely with students.

Our foster youth will be provided with additional individualized planning sessions when learning loss is identified. The homeroom teacher and the School Counselor will collaboratively work together with the student to ensure that the individualized learning plan is adjusted to accelerate learning and continue momentum towards educational goals. Additional interventions and tools, such as access to community resources, food, and counseling may be required to remove any additional barriers faced by low-income, foster youth and students experiencing homelessness. These strategies are in place on a continuum of intervention and assessment in order to determine if learning is accelerated and adjust efforts for recovery as necessary.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The LEA will assess the effectiveness of the services and supports provided through multiple methods at frequencies appropriate to those methods. Formative assessments are used daily throughout course completion and interventions assigned, and indicate whether interventions and instructional strategies are working within a limited amount of content. Summative assessments happen weekly as

students complete curriculum units and provide a measure of whether or not services and interventions are working within a larger amount of content. Core course completion and progress monitoring in monthly reports not only measure pupil engagement with the coursework but also determine each students' ability to complete work and recover credits at an appropriate pace. Finally, the triannual administration of the Renaissance Star benchmark assessment provides achievement data to indicate if learning loss has been recovered over a longer period of time and pinpoints what gaps still exist that need to be addressed with further intervention.

The charter can measure the effectiveness of the strategies implemented by monitoring student progression on a monthly and semesterly basis, SGP increases/declines in Star Ren, monitoring school wide graduation data, EL reclassifications rates, and online Assessment test score trends. In addition we will monitor the amount and frequency of intervention meetings and plans as well as attendance trends to ensure we are combating learning loss early on.

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

Description	Total Funds	Contributing
Evidence-based Intervention Curriculum: Students will have access to evidence-based and/or state recommended designated curriculum, such as iLit, Achieve 3000, ERWC, and Accelerated Math, designed to develop and strengthen skills necessary to access grade appropriate curriculum.	\$ 35,000	Y
Intervention Staff: Students will have access to Intervention Specialists to support with math and English accessibility and completion.	\$ 110,000	Y
Professional Development: Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction while in the distance learning format. Coaches will train teachers how to best utilize intervention platforms and evaluate impact on student learning.	\$120,000	Y

Mental Health and Social and Emotional Well-Being

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

The LEA will propagate quarterly needs assessment surveys to all full-time pupils and analyze results with the purpose of providing tailored services that align with the student population's needs. Staff will also participate in needs assessment surveys. The LEA will promote the social and emotional well being of pupils and staff throughout the year. In response to the feedback obtained by stakeholders, OFY-SG will continue to explore all supports and offerings to promote mental health and the social and emotional well being of our students. Mental health counseling is offered by both our school counselors and our school psychologists. Our teachers and instructional staff will intentionally check-in on the well-being of our students at each appointment. OFY-SG has ensured that the suicide hotline and crisis procedures are applicable to our distance learning environment. School counsellors have provided both staff and students an all-in-one resource guide that can be accessed 24 hours a day.

The Child Find process will help the LEA to identify students' unique needs, school based counseling support services will continue to be offered, the school psychologist will have office hours for check ins as needed, SST meetings will be held when needed, monthly mental health awareness information resources will be provided, universal screening tools which include access to basic needs, computers, internet, and community based referral recommendations will be utilized, and student advisors will promote post secondary interests and transitions. Staff will continue to have access to the Employee Assistance Program which is a free resource that provides access to counselors/therapists as well as resources pertaining to stress management, child and elder care, parenting support, special needs help, mental health, and overall wellness. Additionally, school leadership regularly checks in with staff members on an individual basis to offer support and resources when needed. The LEA in partnership with its HR vendor, 9dot, provides ongoing information about employees' rights and available benefits related to COVID 19, and offers weekly self-care workshop options that focus on mental and emotional well-being such as virtual yoga/pilates, medication, cardio boxing, and dance classes. The LEA will facilitate (virtual until further notice) workshops that focus on increasing the social and emotional well-being of all students. The LEA will facilitate student groups that support the mental health and social and emotional well-being of pupils (Partners for Special Education/ SEL Muttigree Curriculum). The LEA will host pupil events that encourage and nurture relationship building, goal-setting, and celebrating pupil accomplishments (OFY Game Days, OFY Community Service Events, OFY Career Chats, OFY Senior Cohort, OFY Grad Bash & OFY Senior Awards, OFY Fun Friday, OFY Senior Social Hour). We can offer social emotional groups that promote wellness, physical fitness, study skills: homework cafe, relationship building, and mental health needs.

The LEA will provide staff with professional development opportunities that focus on trauma informed care and mental health (Red Cross Psychological First Aid Certificate, Red Cross Psych First Aid Certificate or through Partners for Special Education and/or Skyrocket vendor that offers SPED and teaching and learning PDs and SPED consultations). Additional PDs will be provided and include Diversity and Inclusion information, suicide awareness and prevention, and crisis training to ensure that at promise youth are supported due to the impacts of COVID-19 on the school community, resources for staff on how to support and work with students with exceptional needs during COVID-19 closures. These professional developments will be offered via Regional In-Service meetings, center meetings and Professional Learning Communities. We began offering weekly wellness workshops for staff, each Tuesday. These have included yoga, pilates and cardio boxing.

A morning minute video campaign was also started in early May in order to have the Principal and school leadership send messages to students that include topics related to self-care. This campaign is ongoing and we have asked teachers and support staff to create a video themselves or share an idea for one based on what they identify is needed to support students during COVID. Our Post-Secondary Counselors have also begun Mindful and Motivational Mondays, What's Up Wednesdays, and Feel Good Fridays. We have also continued student council online via Zoom meetings twice a month. Student Council members have created additional events to promote student connection, such as Music Lounge and video newsletters. Additionally, these members have sent out surveys to students to find out how students are doing right now and what ideas they have for creating further connection.

School Counselors will continue supporting all students, especially seniors and our Foster Youth population with phone calls and video chatting to ensure students are engaged and to increase motivation towards graduation and to discuss post-secondary education plans, opportunities and to review what to expect in regards to their postsecondary plans and the impacts COVID has had on colleges/universities.

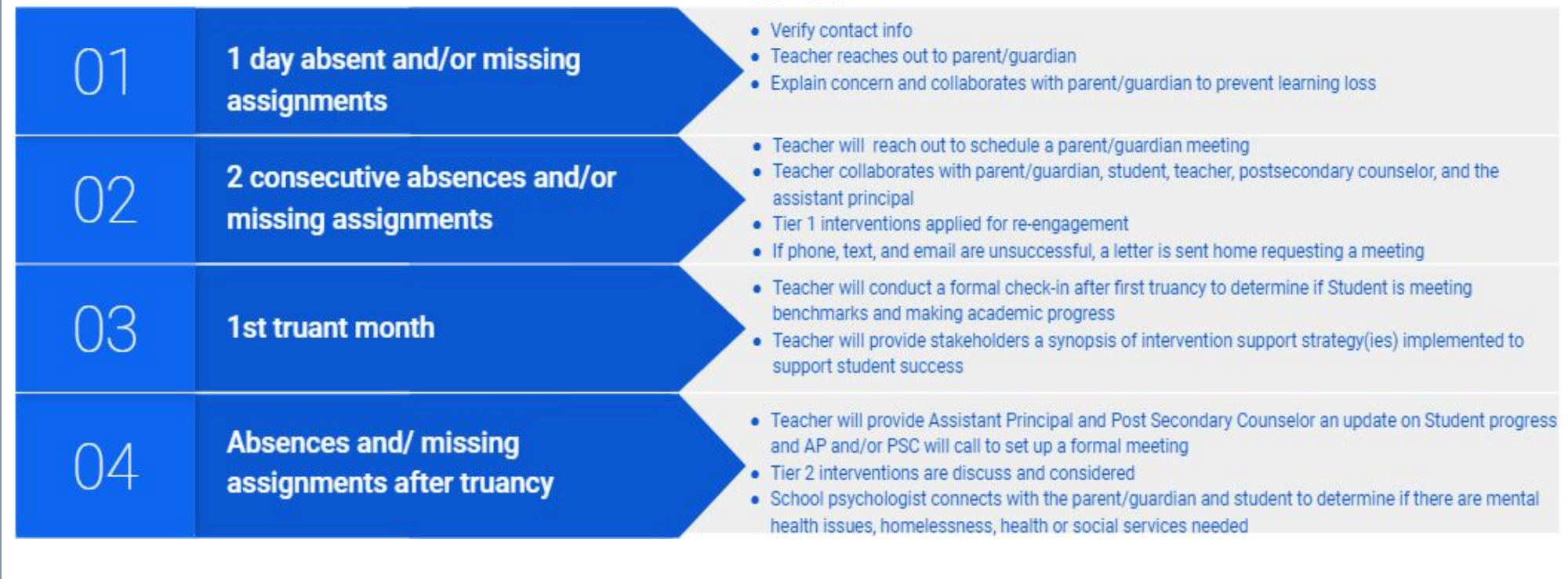
Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

The LEA recognizes the need for increased efforts to address student engagement and outreach, and has implemented a four-tiered reengagement plan to provide support and outreach services to students who are absent from distance learning. In our tiered approach we work to involve all stakeholders in providing outreach for students who are not meeting attendance and/or assignment requirements. When a student is absent for one day or missing one day's worth of work, the teacher collaborates with the student and parent/guardian to discuss the importance of attendance and to provide tools that ensure the student maintains academic progress. At two consecutive absences or missed assignments, a meeting is scheduled that includes the teacher, student, parent/guardian, Postsecondary Counselor and a school administrator. In this meeting, appropriate tier 1 interventions are discussed and implemented to support reengagement. If a parent/guardian is not reachable through a phone call, text message or email, a letter will be sent home. If a student reaches four consecutive absences or missed assignments, the teacher schedules another stakeholder meeting, with the additional support of the School Psychologist. In this case, the tier 1 interventions continue and tier 2 interventions are discussed as a possible addition for re engagement. The School Psychologist also works closely with the student and family to determine what additional barriers may exist and support may be needed. This includes determining risk of homelessness or a need for mental health and social services, and connecting families to additional community resources that may be able to provide additional assistance. If a parent/guardian is not reachable through a phone call, text message or email, a home visit will be conducted. All attempts to reach parents and meetings held will include translation in the parent/guardian's first

language to ensure all stakeholders have access to the process of re engagement for the student.

Tiered Intervention Plan to Support Reengagement



School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

As a non-classroom based charter school, Options For Youth-San Gabriel is not required to provide food services. However, the School acknowledges that students may be facing food insecurities due to the financial hardships resulting from the current pandemic and will offer nutritionally adequate meals for students. The LEA will provide meals once a week for all pupils to pick up and take home following all health and safety guidelines by the CDE and Department of Health. Students will be able to pick up five lunches on this day along with heating instructions in English and Spanish for warming the meals. Families are then able to prepare meals on their own throughout the week.

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

Section	Description	Total Funds	Contributing
School Nutrition	The LEA will provide a meal program to ensure that all students have access to one healthy meal per day.	\$28,900	Y
School Messenger	Communication tool to keep all stakeholders informed of current phased reopening status, resources, and any urgent announcements.	\$ 3,000	Y
Mental Health and Social and Emotional Well Being	Students will be provided virtual and when possible in-person experiential learning and school engagement activities. The focus will be on emotional well being, and social-emotional skills. The LEA will also bring in community based resources to present directly to our stakeholders regarding access to mental health services.	\$ 30,000	Y
Counseling Services	Students will have access to Post-Secondary Counselors who provide general education counseling services.	\$300,000	Y
Pupil and Family Engagement and Outreach	The LEA will host virtual stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to solicit feedback and determine efficacy of current resources and support services, and assess the need for additional services for student achievement. The Enrollment Specialist will support student re-engagement and family outreach through social media postings and 1-1 contact with families.	\$90,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.38%	\$ 1,414,646.00

Required Descriptions

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

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

- Basic Services: Students will have access to fully credentialed teachers to help aid their progression in core courses
- Distance Learning Professional Development: School staff will be provided opportunities for professional development through our Coaches to help strengthen their understanding and implementation of effective distance learning strategies.
- Professional Development: Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction while in the distance learning format. Coaches will train teachers how to best utilize intervention platforms and evaluate impact on student learning.

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

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

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

Many students that enroll at Options For Youth - San Gabriel tend to come to our program credit deficient, especially in core courses. Foster Youth (FY) and Low-Income(LI) students follow this trend since they may not have access to instructional support and resources in their homes. FY and LI students also often have gaps in knowledge and are at a greater risk of experiencing learning loss due to hardship as a result of the COVID-19 pandemic. FY and LI students may face additional social and emotional barriers that impact their ability to engage in learning that need to be addressed so that the student can focus on their academic goals. These actions are principally directed towards and effective in meeting the needs for the unduplicated students listed as these student groups require access to appropriately trained teachers who have the skills to make academic content accessible and can support them in developing appropriate plans to ensure that they are on track to achieve graduation and post-secondary goals. EL students are faced with language barriers that may impact their engagement in their academics. This subgroup of students requires access to appropriately credentialed teachers who understand the instructional strategies required for English language acquisition and can support students in achieving academic success. The impact of these obstacles may have been exacerbated due to the shift to Distance Learning that results in more challenges for students reaching out for support and asking questions when meetings and instruction are not in-person. These actions are principally directed towards our Foster Youth, Low-Income, and EL students by ensuring that all students have access to highly qualified and appropriately credentialed educators, who are able to implement appropriate strategies for students of all skill levels and in turn support these students in accessing content knowledge. In addition to the highly-qualified instructor guiding these students in their independent studies work, LI, FY and EL students will also have

access to highly-qualified instructors in English, math and science direct instruction classes. Tutors will be able to support them with independent studies work as well as their assigned highly-qualified instructors. This will be effective in increasing and improving service for LI, FY, and EL students, as having access to highly qualified and appropriately credentialed teachers will ensure that students are provided the support needed to progress towards their academic goals. Highly qualified and appropriately credentialed teachers are equipped with the appropriate tools and instructional strategies to scaffold instruction, apply interventions, and differentiate instruction, as needed. English Language Specialists regularly participate in professional development opportunities to learn about tools and strategies that can be incorporated into their practices to differentiate instruction and support English Language Learner academic success. Special Education Specialists have the necessary tools to develop individualized learning plans for students and regularly attend professional development opportunities where they learn to implement standards-aligned and data driven instruction. Throughout the school year, teachers will review student-data, such as Star Renaissance results (administered three times throughout the school year), to inform instructional planning and the LEA provide professional development surrounding evidence-based student re-engagement instructional strategies specific to Distance Learning.

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

-Intervention Staff: Students will have access to Intervention Specialists to support with math and English accessibility and completion.

-Evidence-based Intervention Curriculum: Students will have access to evidence-based and/or state recommended designated curriculum, such as iLit, Achieve 3000, ERWC, and Accelerated Math, designed to develop and strengthen skills necessary to access grade appropriate curriculum.

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

- Foster Youth (FY)

-Low-Income (LI)

-English Learners (EL)

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

Foster Youth students face additional barriers in that they are often transient and relocate several times throughout the school year, this ultimately impacts their academic performance, such as gaps in time spent in an academic setting, especially during distance learning, and a disconnect between school and home support. Low-Income students often lack the resources to bridge the learning between school and home. Low-Income students require specialized interventions to address any gaps in learning during distance learning due to COVID-19, and need to be provided tools to use when completing assignments independently. English Learners also face additional barriers that impact their academic performance, such as academic language acquisition and the decreased use of academic language during distance learning. Identifying learning loss early on, creating a timely and intentional plan for intervention, and providing a positive virtual learning environment, is important to addressing the areas of highest academic need for English Learners and Foster Youth students.

This action is principally directed toward our English Learners and Foster Youth students in that it provides us with timely score feedback,

and allows for immediate instructional planning and intervention implementation to target students who need the most support. Lexile measure, as a reading comprehension indicator, has a direct correlation with student success in an independent study program that relies heavily on reading to access the content. Benchmark assessment data provides us with a snapshot of both student achievement and student growth throughout the school year so that we can continue to tailor instructional choices to each student's present needs. This will be effective in meeting the requirements of increasing and improving services for English Learners and Foster Youth students as they are provided individually tailored instruction and interventions based on literacy and math skill areas in which they are most deficient, in order to accelerate learning and improve overall access to the content in the independent study curriculum. Interventions for English Learners and Foster Youth students also bridge the gap between school and home support and provide an extra layer of scaffolding for access to curriculum content when they are not engaged in instruction with their credentialed teacher. Evidence-based intervention curriculum is effective as it provides students with access to content that has been tested and proven to address learning loss and improve student achievement.

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

-Broad Course of Study: All students will have access to a broad course of study, whether digital or textbook/paper, that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Social Sciences.

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

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

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

Foster Youth are typically more transient and may experience a loss of time attending virtual instruction or in stable housing, which can lead to lack of access to opportunities to reach full academic achievement and college and career planning. Low-Income students face the additional barrier of lacking resources for additional tutoring and postsecondary planning support outside of instructional time during distance learning. English Learners require additional support in English language acquisition through exposure to relevant, standards-aligned curriculum and instruction. This is especially true for those whose parents do not speak academic English language and cannot support students academically at home due to language barrier.

This action is principally directed toward and is effective in increasing services for our Foster Youth, Low-Income and English Learners in that they provide each subgroup with core content related curriculum in order to bridge any gaps created by previous access barriers. Common Core and other state college and career readiness standards define the skills and knowledge that students need to have in order to be prepared for postsecondary education, the workforce, and independent living. Standards alignment effectively guides the goals that educators must work toward in order to help students find success in school and beyond the classroom, especially during distance learning.

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

-Pupil and Family Engagement and Outreach: The LEA will host virtual stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to solicit feedback and determine efficacy of current resources and support services, and assess the need for additional services for student achievement. The Enrollment Specialist will support student re-engagement and family outreach through social media postings and 1-1 contact with families.

-School Messenger: A mass communication tool to keep all stakeholders informed of current phased reopening status, resources, and any urgent announcements.

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

-Foster Youth (FY)

-Low-Income (LI)

-English Learners (EL)

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

Foster Youth come to school with special sets of circumstances, especially if they've experienced multiple placements or learning loss due to COVID-19, that may allow them to be placed on more appropriate planning guides to meet their academic needs. During distance learning, English Learners, Low Income, and Foster Youth students and families traditionally have greater barriers to school connectedness and access to all available academic and postsecondary options. Barriers to school connectedness due to COVID-19 can lead to chronic absenteeism and increased dropout rate for those student subgroups who are most at-promise. Traditional communication methods preserve existing barriers in school connectedness so it is important to engage families in multiple methods.

These actions are principally directed toward English Learners, Low Income and Foster Youth in that it offers these students and their families multiple ways to access resources for student achievement and have conversations about academic progress that improves student and parent/foster connectedness to the school community during distance learning. Hosting virtual stakeholder engagement events is effective in meeting the requirements of increased and improved services for these subgroups because they provide more flexible options for parents and students, who are facing additional barriers to school connectedness, to engage with the school community during distance learning. Administering surveys, while utilizing flexible technology (in the students' home language as well), to elicit feedback from students and parents provides a platform for all stakeholder voices to be heard, including families with the greatest barriers to engagement.

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

School Nutrition: The LEA will provide a meal program to ensure that all students have access to one healthy meal per day.

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

-Foster Youth (FY)

-Low-Income (LI)

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

Many of our Low-Income and Foster Youth students already have limited access to at least one healthy meal per day and with the additional financial burdens placed on families during COVID, this problem has increased. When basic needs, such as nutritionally dense food, of Low-Income and Foster Youth are not met, they are not able to perform as well in school as their peers with fewer barriers. Meals offered through the National School Lunch Program provide nutritionally balanced, low-cost or free lunches to all students. This action is principally directed toward Low-Income and Foster Youth students in that meals included in the National School Lunch Program provide adequate nutrients and nutritional education that may be lacking in their daily lives, especially when faced with hardships brought on by the pandemic. Providing nutritionally dense meals and food items will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth by making, reduced cost or free, nutrient dense meals accessible each day school is open and during distance learning.

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

School Safety: Safety measures such as PPE and sanitization procedures to ensure compliance with State and local reopening protocols.

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

-Foster Youth (FY)

-Low-Income (LI)

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

Foster Youth and Low-Income students historically have limited access to medical care and, with the increased risks associated with COVID-19, they are at even higher risk of being exposed to the virus and not receiving the timely care needed to mitigate the associated effects. Due to financial burdens placed on Foster and Low-Income youth, they may have limited access to personal protective equipment at home, which further increases their risks associated with contracting COVID. This action is principally directed toward Foster Youth and Low Income students as it is vital we keep them safe and lowering their risk of contracting COVID-19 while visiting our learning centers, especially given their sometimes limited access to expedient medical care. Personal protective equipment and other safeguards are vital to reducing exposure to the virus and limiting the risk of spreading it among the school community. School safety personal protective equipment is effective in meeting the requirements of increasing and improving services for Foster Youth and Low Income students by providing them with safety equipment they may not otherwise be able to access and ensuring they are protected from the risks associated with contracting COVID-19.

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

-Post Secondary Counselors and Homeless Liaison: All seniors will meet with their credentialed teacher and Post-Secondary Counselor for

strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data. The post-secondary counselors and homeless liaison will ensure all Foster & Homeless youth students have semesterly meetings with the Post-Secondary Counselor to review academic progress, post-secondary plans, and monitor their social-emotional development.

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

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

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

The COVID-19 pandemic has led to some FY and LI students needing to work as opposed to it being an option prior. These students may need support in the job application process. Furthermore, FY may not have a mentor to guide them through their educational and post-secondary goal planning. Students need to have the opportunity to regularly meet with mentors to be exposed to post-secondary opportunities and be exposed to several post-secondary options. Low-Income students may not have exposure to a wide array of post-secondary opportunities and they need guidance/support in developing post-secondary plans. FY and LI students typically have limited exposure to a broad range of careers and fields of study because of limited access to post-secondary resources and opportunities due to financial hardships and transient conditions. EL students require exposure to relevant, standards-aligned instruction and content specific language to support their English Language acquisition.

This action is principally directed towards foster youth, low-income, and EL students in that it provides each subgroup with workforce related curriculum, resources for dual enrollment, and exposure to various career/educational pathways and resources for access to these pathways, as these students typically encounter barriers that limit their exposure to post-secondary opportunities, like college or technical trade programs. Career and Technical education is effective in meeting the requirements of increasing and improving services for foster youth, low-income, and EL students by offering content specific language acquisition and by exposing these subgroups to a broad range of careers that they have not otherwise experienced. Additionally, these actions are principally directed toward Foster Youth, Low Income and English Language Learners in that they provide access to the additional counseling and emotional well-being resources to ease the burden of additional obstacles these students face. Counseling services and virtual engagements activities are effective in meeting the requirements of increasing and improving services for these subgroups by specifically curating resources, support services, and engagement opportunities to meet the unique needs of these students, especially in the way of specialized referral resources through counseling.

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

-Mental Health and Social and Emotional Well Being: Students will be provided virtual and when possible in-person experiential learning and school engagement activities. The focus will be on emotional well being, and social-emotional skills. The LEA will also bring in community based resources to present directly to our stakeholders regarding access to mental health services.

-Counseling Services: Students will have access to Post-Secondary Counselors who provide general education counseling services.

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

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

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

Foster Youth and Low-Income students have a greater likelihood of actively experiencing trauma brought on by the financial, social, and emotional burdens exacerbated by the pandemic. Foster Youth and Low-Income students who experience daily hardships typically rely on school engagement opportunities to develop an increased sense of efficacy and motivation to stay academically engaged and connected to the school community. English Learners are at risk of loss of school connectedness brought on by both language barriers and the decreased access to the school community, which breaks down those barriers. Counseling services and virtual experiential learning activities support the social emotional wellbeing of students as they navigate through the challenges of distance learning, lack of school connectedness, and loss of peer interaction.

These actions are principally directed toward Foster Youth, Low Income and English Language Learners in that they provide access to the additional counseling and emotional well-being resources to ease the burden of additional obstacles these students face. Counseling services and virtual engagements activities are effective in meeting the requirements of increasing and improving services for these subgroups by specifically curating resources, support services, and engagement opportunities to meet the unique needs of these students, especially in the way of specialized referral resources through counseling and peer engagement activities to supplement academic social supports that may be lacking at home.

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

-Technology: Students will have access to Chromebooks, internet, and other technology resources to support accessibility during distance learning.

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

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

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

Foster Youth students who experience frequent changes in housing placement may not have access to their own technology or other accessibility devices which allow them to continue to be academically engaged during distance learning. Low-Income students often do not have the resources to acquire the technological equipment and capabilities necessary to participate in distance learning. English Learners

require access to technology for supplemental support they typically receive in an in-person setting including digital resources, virtual connection to instruction, and online tools for language acquisition. English Learners need access to the resources made available through technology so that they have equitable opportunities to succeed at the same level as their English fluent peers. Virtual connectivity and accessibility to content during distance learning is crucial to mitigating learning loss and providing continuity of instruction during distance learning.

This action is principally directed toward Foster Youth, Low Income and English Language Learners in that it bridges a gap for students who may not have the means to access virtual tools and connectivity, and for students who depend on virtual tools to support learning so that they are able to achieve at the same level as their peers who do not have the same barriers to achievement brought on by COVID-19. Providing access to technology is effective in meeting the requirements of increasing and improving services for these subgroups in that it provides them with the tools they need to fully access curriculum and instruction through distance learning, regardless of financial constraints, connectivity issues or lack of access to academic support outside of school.

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

Student Group: Foster Youth

Action(s): Post Secondary Counselors and Homeless Liaison:

The post-secondary counselors and homeless liaison will ensure all Foster Youth students have semesterly meetings with the Post-Secondary Counselor to review academic progress, post-secondary plans, and monitor their social-emotional development. These meetings are meant to ensure that students work in conjunction with a team to develop a plan that includes access to the necessary resources a student needs to be successful. Counselors will connect students with appropriate resources based on each student's individual needs including information about GED and CHSPE preparation, mental health resources, employment assistance, internet assistance, and shelter. FY students may also qualify to be placed on an alternate planning guide based on AB 216 graduation requirements and counselors will discuss this option with students. Thus, Foster Youth Services will be allocated proportionately to our Foster Youth student subgroup in accordance with the 17.38% requirement as compared to services provided to all students.

Student Group: Low-Income Students

Action(s): Parent Involvement & Stakeholder Engagement, Mental Health and Social and Emotional Well Being, School Nutrition Program, Technology

The charter will host various virtual stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to seek feedback in the development and growth of our program. A school climate survey will be administered to further gauge student, parent, and staff perceptions of the school environment. Students will be provided opportunities to engage in virtual programs including virtual college tours, SEL curriculum, student council, and student events. Access to nutritious meals will be available for all students for free or at a reduced cost. The charter will provide students with necessary access to appropriate educational technology resources so that they are able to take digital courses and utilize research based digital intervention tools, which is especially vital during distance learning. Thus, the Intervention Process, Parental Involvement & Stakeholder Engagement, Social Emotional Learning, the

School Nutrition Program, and Educational Technology resources will be allocated proportionately to our student subgroups in accordance with the 17.38% requirement as compared to services provided to all students.

Student Group: English Language Learners

Action(s): Intervention Staff, Evidence-based Intervention Curriculum

Achieve 3000 and iLit courses will be assigned to English Language Learners as a designated English Language Development instructional curriculum. The LEA will provide English Language(EL) Specialists with annual professional development to keep them up-to-date on current policies and practices. Additionally, EL Specialists will attend a series of iLIT professional development sessions to equip them with the necessary tools to incorporate instructional strategies and interventions specific to the needs of EL students. EL Specialists use the Lexile data from Renaissance Star testing along with other achievement data to help develop students' Academic Learning Plans(ALP) that includes individualized support for students to reach their language development goals.

The iLIT and Achieve 3000 instructional model has proven to be engaging and accessible for both students and teachers while also leading to accelerated growth in literacy skills for EL students. iLIT and Achieve are also a tier 1 ESSA approved intervention for English Learners. EL students need support in developing the necessary skills to achieve English language proficiency to be able to complete grade-level coursework, attain workforce readiness, and be prepared for post-secondary education exposure. English Learners benefit from individualized support provided by highly qualified teachers in both designated and integrated English Language Development Instruction. Thus, iLIT and EL Specialists will be allocated proportionately to our student subgroups in accordance with the 17.38% requirement as compared to services provided to all students. The LEA will work towards increasing English Learner reclassification rates through the implementation of intervention curriculum and individualized support provided to EL students from the EL Specialist.