

Learning Continuity and Attendance Plan Template (2020–21)

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
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| Options for Youth San Juan | Derek Newell- Principal | dnewell@ofy.org - (916) 202-8779 |

General Information

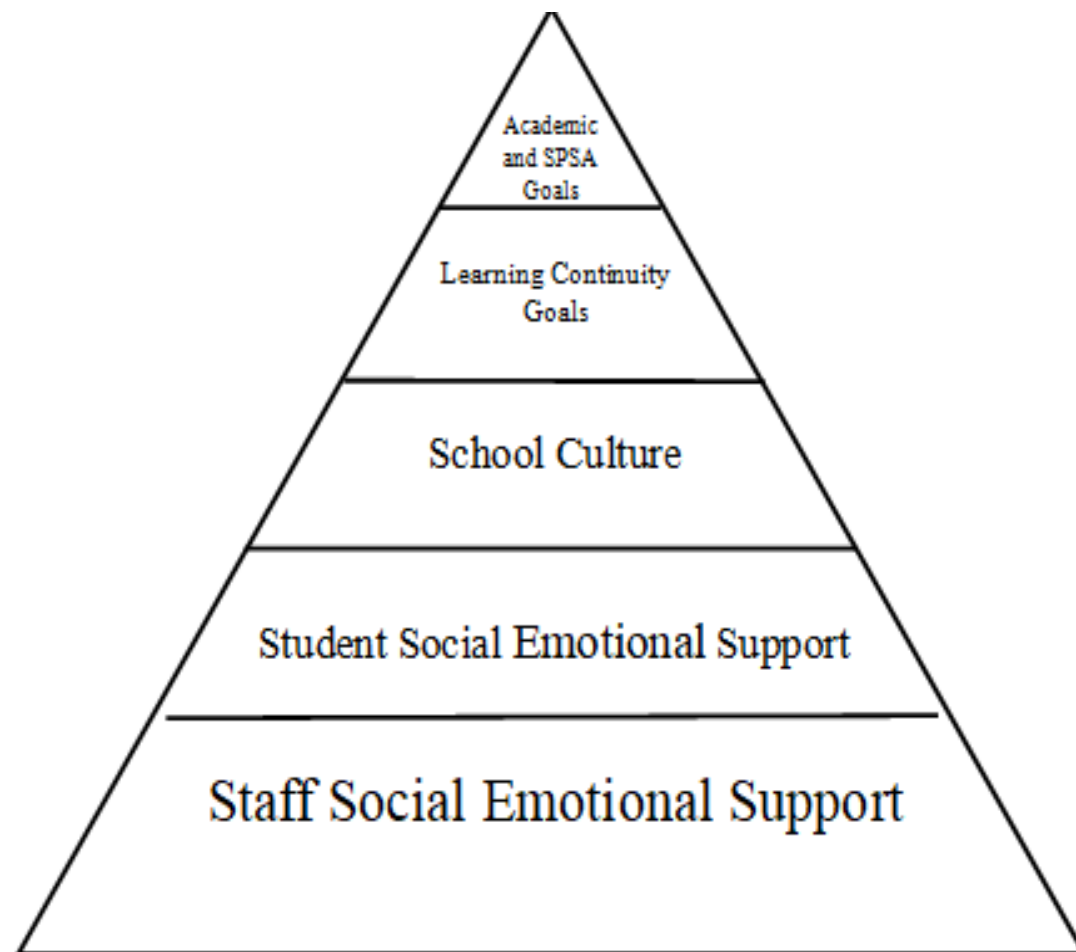
[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Options for Youth-San Juan is an academic recovery program that utilizes a blended learning format designed for at-promise students between the ages of 14-24. Our blended learning format includes an independent study curriculum which can be done through student activity workbooks or our online curriculum platform and direct instruction classes. Students are enrolled in courses leading toward: a high school diploma; re-entry at grade level to their traditional school; or alternative educational placement choice. Enrollment in the program is continuous and voluntary. Students, teachers, parents, and administrators work collaboratively to design and implement an individual learning plan for all students to meet their academic and post-secondary goals. Options for Youth San Juan made a quick transition from in-person learning to at home learning. All of our support staff and teachers are working to adapt their roles to being at home. All students are working from home through our online curriculum, Edmentum, and continue to meet with their credentialed teacher twice a week through online virtual meetings for instructional support and assessments. Chromebooks and other technological devices are provided to students who do not have access to those resources.

As a direct impact of Covid19, direct instruction classes are currently being taught through virtual meetings and google classroom. Students are offered additional instructional support with tutoring opportunities through online virtual meeting platforms with tutors in English, Math and Foreign Language. School Counselors meet to support all students, especially seniors and our Foster Youth population, with phone calls and virtual meetings to: provide support and motivation towards graduation, discuss post-secondary education plans and opportunities, and to review what to expect in regards to their postsecondary plans and the impacts COVID has had on colleges/universities. Students with Disabilities receive their Specialized Academic Instruction (SAI) minutes, counseling minutes and other services by meeting with their Special Education Specialist, the School Psychologist, and the Paraprofessionals virtually. Individualized Education Program (IEP) meetings are conducted virtually and/or through phone calls with all necessary stakeholders. English Learner (EL) students are offered regular EL support with their EL Specialist virtually.

Overall, our Charter was not as impacted as other brick and mortar schools since we are an independent study school, had an online curriculum (Edmentum), and had a good base of technology for our students. However, one of the greatest impacts of COVID in relation to our independent study model is the relationship building between the students and the staff. At Options for Youth, we focus on building positive relationships with our students. When meeting virtually, teachers and students struggle to motivate and cultivate relationships with students. One way, we build relationships is through our Pathways trips, sports program and Field trips offered at the centers. Due to COVID we are no longer able to offer these trips which impacts our students' motivation. We are greatly impacted in this area, because of

this we need to shift our focus to finding ways to support the mental health of our students and staff to help foster relationships and engage students in their learning.



Stakeholder Engagement

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

Options for Youth San Juan is committed to working as a team with teachers, parents and students to ensure student success. As such, Options for Youth San Juan has provided the following options to engage students and parents and obtain their input: A Learning Continuity and Attendance Plan Survey was sent in July 2020 and ended mid August 2020 in both English and Spanish to receive feedback from parents, students, and staff. Survey links were provided through email and through text via School Messenger so that surveys can be accessed to help increase participation. Teachers also reminded students to complete the survey during their appointment times and

sent out the link via Remind. School counselors were asked to promote the survey to students and parents by calling and sending text messages to students and families personally. The feedback provided will be used to help shape educational programming decisions and help in development of the Learning Continuity and Attendance Plan.

Achievement Chats are held twice a year. In June 2020, all stakeholders met to collaborate on the academic goals of students and make a plan for Fall 2020. At this time, teachers were able to talk with parents and students about distance learning and elicit feedback from those parents who do not have access to the internet on how to support students. During achievement chats, teachers promote extracurricular activities, Small Group Instruction courses, and College Cohort programs such as CREW and OWL Scholars.

Options for Youth also have two parent committees. Our District English Learner Advisory Committee (DELAC) meets virtually quarterly to discuss concerns and provide feedback, learn about useful topics and resources for English Language Learners and provide input in charter programs. This committee is open for all English Language learner families to attend. Parents and students are provided with an agenda and call in numbers by their English Language Specialist. Our School Site Council, meets virtually quarterly to discuss concerns and provide feedback, learn about useful topics and resources for our students, and provide input in charter programs. Committee members are voted into a two year term.

Staff also have opportunities to provide additional feedback during weekly center meetings and quarterly all-staff meetings. Prior to staff and leadership meetings, staff has access to a center meeting google doc where they can ask questions, address concerns, and talk about center and charter wide programs and instruction. During center and leadership meetings, staff are able to collaborate on how to best support students and any of the concerns addressed on the center meeting google doc. These meetings, along with all-staff meetings, provide a chance for staff to be informed of changes and updates in educational law, professional development, and updates on various educational topics. Staff are further able to discuss and help shape the Learning Continuity and Attendance Plan through professional development and department meetings.

The Special Education and English Learner departments have also been invited to leadership meetings to provide their input on the Charter's school improvement plan and student academic goal progress and what support they need to ensure the success of all learners. They were able to collaborate with school leadership on the creation of the Learning Continuity Plan and were provided an opportunity to review any updates or changes to the plan.

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

Options for Youth San Juan 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. Each Options for Youth San Juan school site will have the board meeting agenda posted, so that stakeholders may have access. Additionally, translators are available at each board meeting, so that participants speaking languages other than English are not denied access. Information regarding all of these opportunities to access meetings is sent to parents and students via email and phone call through our School Messenger platform with available translation support.

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

Options for Youth San Juan released a survey to elicit feedback from all stakeholders over the month of July 2020. The following themes and trends were present throughout the survey:

| Staff | Student/ Parent Feedback |
|---|---|
| <ul style="list-style-type: none"> ● Staff stated they wanted Professional Development about: <ul style="list-style-type: none"> ○ How to cope with Anxiety/ Depression ○ Student Expectations ○ Motivating Students ● 96% of staff stated their role has changed due to COVID-19 ● 76% of staff feel students need more access to devices and connectivity and suggested access to hot spots. ● Staff stated the need for additional support staff (tutors, counselors, school psychologist) to support students ● Staff suggested the following for ways to engage students in learning: <ul style="list-style-type: none"> ○ Student groups ○ Virtual activities (field trips, sports, career chats, etc.) ○ Resources for supporting students with mental health and academic ○ Engage Parents in distance learning and support services for them | <ul style="list-style-type: none"> ● 72% stated students have not experienced learning loss ● 37% stated students struggled to adapt to distance learning ● 56% stated we have enough programs to combat learning loss ● 24% stated students are struggling with anxiety ● 20% stated students are struggling in lack of interest in Distance Learning ● 93% stated surveys are the best way to provide feedback ● 90% stated they do not need support with internet or technology ● 46% stated they feel comfortable sending their students back to school ● 27% stated they are very likely to participate in food program ● Parents/Students stated they would like to see more: <ul style="list-style-type: none"> ○ counseling appointments ○ more positivity through awards nights, messages, student groups ○ more checking in staff |

A common trend regarding technology and connectivity was that 76% of staff survey responses indicated a need for the charter to provide technology in the form of Chromebooks and to increase resources for student internet access, such as hotspots. Thus, the LEA has determined that we need to communicate Chromebook availability and support connectivity more effectively to all stakeholders.

When addressing mental health, wellness, and engagement with stakeholders, the common trend amongst stakeholders was the need for counseling services, student activities, and teacher-student connectedness was apparent throughout the staff, student and family survey responses.. The feedback that especially stands out on the survey is that about 24% of students and parents feel students are struggling with anxiety.

Additional feedback gathered from survey responses and meetings from staff members also helped shape the Charter's professional development offerings in response to distance learning. The most meaningful feedback from staff members has been a desire to participate in professional development pertaining to instruction and social-emotional wellness during distance learning. In the Learning Continuity Plan feedback survey, 96% of staff members indicated they had felt their job and responsibilities had changed and a desire for professional development related to educational technology, online learning tools, and student engagement resources in order to improve student achievement during distance learning. The LEA continues to use the most significant and common stakeholder feedback to reflect on our

current practices and adjust as needed to provide continuity of instruction and meet the entire school community’s needs during distance learning.

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

Stakeholder engagement surveys and events influenced the development and design of the LEA’s Learning Continuity Plan. Based on the student and parent input provided, Options for Youth San Juan increased the availability of mental health support and self-care resources to help with anxiety, depression and lack of motivation. Also, OFY implemented additional counseling check in with the School Psychologist and Post Secondary Counselor weekly. Monthly Mental Health resources are also sent home via the School Messenger System and posted on Social Media to provide parents and students resources that they can use at home to promote healthy habits and routines. In addition, Options for Youth San Juan is increasing opportunities for students to connect with peers through student groups, e-sports, and post-secondary workshops. School ceremonies will also continue to be offered to celebrate student accomplishments and promote school connectedness. Additional tutoring opportunities will be accessible through the addition of dedicated intervention teachers, paraprofessionals, and support staff during the 20-21 school year. Based on the student and parent input provided, Options for Youth San Juan increased the availability of mental health support and self-care resources to help with anxiety, depression and lack of motivation which can be found outline in the Mental Health and Wellness section of the learning Continuity Plan and the Additional Actions to Implement the Learning Continuity Plan table.

Based on the teacher and staff input, Options for Youth has created additional Professional Development opportunities offerings in frequency and topics to allow staff more flexibility when participating and an increased offering of on-going training opportunities based on their needs. Additionally, Options for Youth is hiring additional staff to support students including School Psychologists and Tutors. Options for Youth Leadership and Staff will develop opportunities to re-engage students in their learning by looking into incentives such as student store swag, providing meals and snacks to families, gift cards, e-sports, and virtual student groups. Based on the staff input provided, Options for Youth San Juan increased the availability of professional development to help with mental health and student engagement which can be found outlined in the distance learning professional development section of the Learning Continuity Plan and the Actions Related to In-Person Instructional Offerings table.


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.]

Options for Youth San Juan will provide continuity of instruction through the following:
As a non-classroom-based charter school in-person learning is not required pursuant to our charter petition. However, the LEA has implemented a four phase plan for reopening our learning centers for in-person instruction and has shared the following four phase plan with students, families and staff. In phase one of reopening, which began on July 1st, students are only permitted at learning centers to engage in contact-free pick up of technology or resources. All instruction remains 100% distance learning. Starting September 8th, staff will be working on site two times a month and working from home for the rest of the month. Staffing at sites will be staggered to limit the amount of staff on site. By having staff on site, the charter is available to better support distribution of materials and resources. In phase two of reopening, our

learning centers will reopen with modifications. Each person on campus will be required to wear a face covering, complete a temperature check, and maintain a minimum of six feet of distance between each person at all times. Regular hand-washing and/or hand-sanitizing will also be mandatory, and LEA staff will disinfect high-touch surfaces every two hours. Students will be expected to return to campus, for hybrid learning, one to two days per week. Instruction will be provided both virtually and in-person. Phase three of reopening will include having students back on campus full time for both in person independent study facilitation and small group instruction, but in-person student activities will continue to be limited. Phase four of reopening will include on-campus curriculum facilitation, small group instruction and resuming full student activities. Commencement dates of phases two through four are yet to be determined, and will be done so based on state and local safety guidelines. In the event that a family prefers their child be kept at home and continue to engage in 100% distance learning for health reasons or simply out of abundance of caution, the LEA will continue to provide that option.

Position along continuum subject to change based on local and state guidelines



| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|----------------------------|---|---|--|--|
| School Site Descriptors | School sites physically closed to all students and families | Schools reopen with modifications. Students will wear PPE | Schools reopen at full capacity with precautions (CDC) | Schools sites open with no restrictions (back to normal) |
| Learning Model Descriptors | 100% Distance Learning | Hybrid Model (1-day or 2 day) | On-campus learning/ SGI/limited student activities | On-campus learning/ SGI/ resume full student activities |

In an effort to keep all staff, students and visitors safe, regular hand-washing and/or hand sanitizing will also be mandatory. Face masks, hand sanitizer, and gloves will be made available to staff and students. Additionally, Options for Youth staff will disinfect high-touch surfaces, including desks, door handles, and computers every two hours. Students or staff who do not comply with these new policies will be sent home. If a student is ill, they will be asked to stay home. If staff members become aware that a student is ill while on campus, we will contact parents and guardians immediately to arrange for the student to be dismissed until he or she is well.

In the Learning Continuity Plan Survey, many parents and students expressed their concern about returning to the school sites. Options for Youth is aware of the social emotional well being of both staff and students in returning to the school sites and took this into consideration in the development of our reopening phases. As we reopen sites, all stakeholders will be informed of the policies and protocols put in place to create a safe learning environment. The staff understands students learn best in an educational environment where their basic needs are met. If there are concerns about returning to school sites, school leadership and staff will assess each students' needs and learning goals and create a learning plan to fit the students' individual needs.

Throughout the phases of reopening, Options for Youth will continue to support students and address learning loss through cycles of assessments. Students complete Renaissance Star Testing every three months to assess their reading and math skills. If a student has

decreased their score from the previous administration or scores at an urgent intervention level, teachers will address the learning loss by implementing intervention strategies such as Achieve 3000, Accelerated Math (Freckle Math), tutoring, Small Group instruction, etc. Students learning is also assessed daily through our online curriculum platform with formative and summative assessments. Students work through tutorials with writing prompts, mastery tests, and end of unit tests. Teachers track students progress and work completion to determine what additional supports are needed.

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

| Description | Total Funds | Contributing |
|---|---------------------|--------------|
| Basic Services: Students have access to fully credentialed teachers to help aid in progression in core subject areas. | \$252,825.75 | Y |
| Professional Development and Distance Learning Professional Development: Instructional staff will be provided professional development to better equip them in providing individualized, standards-aligned, and data-driven instruction. Additionally, School staff will be provided opportunities for professional development to help strengthen their understanding and implementation of effective distance learning strategies. | \$84,275.25 | Y |
| School Safety: The charter will ensure that anyone entering the school site follows social distancing guidelines and signing in/out policies. Additional school safety training will be provided for staff. The LEA will also follow social distancing guidelines, allow flexible appointments for students, and give the students PPE as recommended by CDE. | \$33,710.10 | Y |

Distance Learning Program

Continuity of Instruction

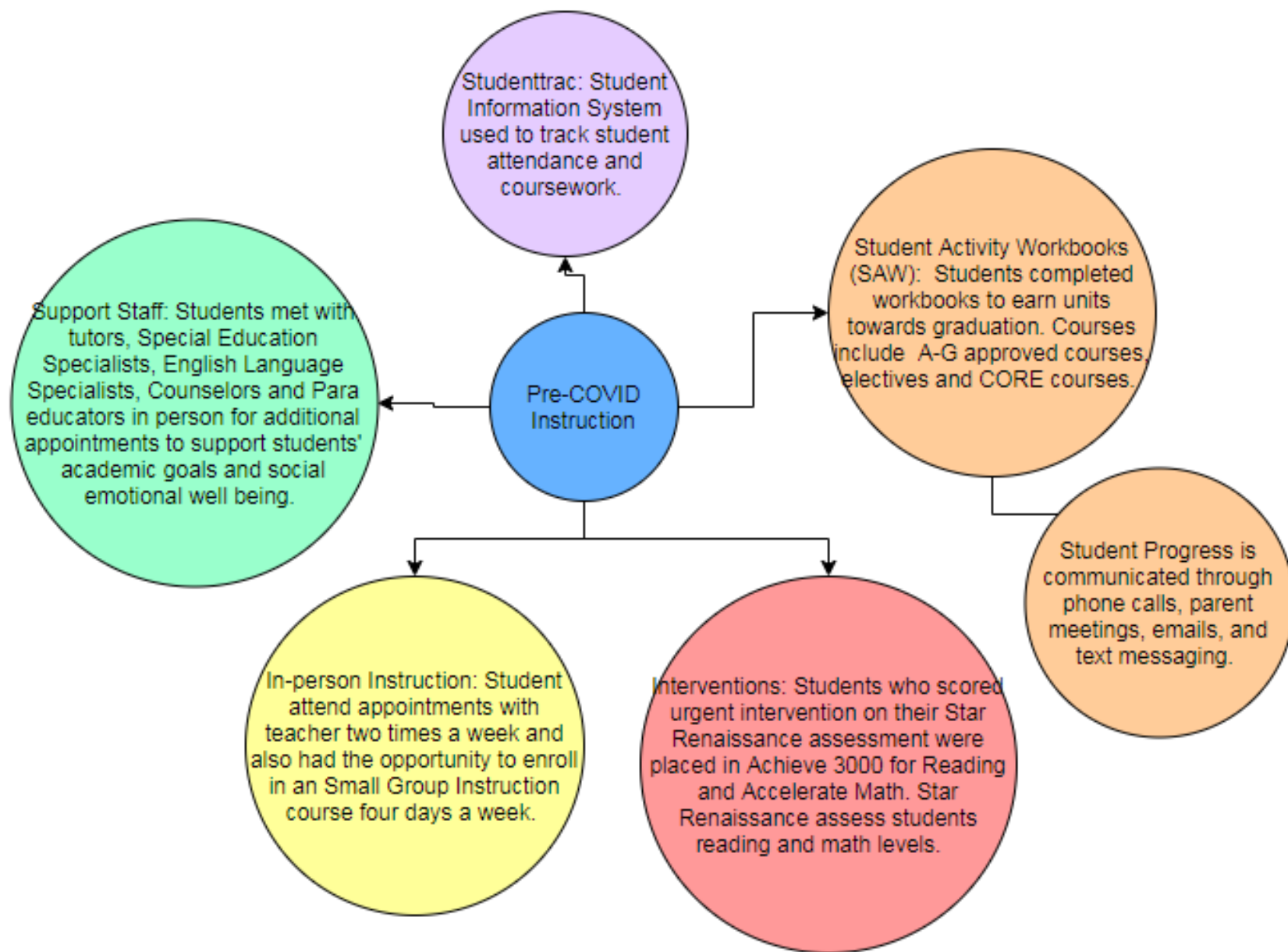
[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional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

Our non-classroom based program model affords students flexibility through the design of our program and the availability of independent study coursework, which includes common core and next generation science standards alignment, Specialized Designed Academic Instruction in English (SDAIE) instructional strategies, and opportunities for formative and summative assessments. Instructional staff members are available to facilitate independent studies courses, provide intervention support, and virtually tutor students Monday through Friday, during normal hours of operation: 8:00 am to 5:00 pm. Small Group Instruction has transitioned to virtual meeting platforms and teachers appropriately differentiate instruction to maintain rigor and course integrity through distance learning.

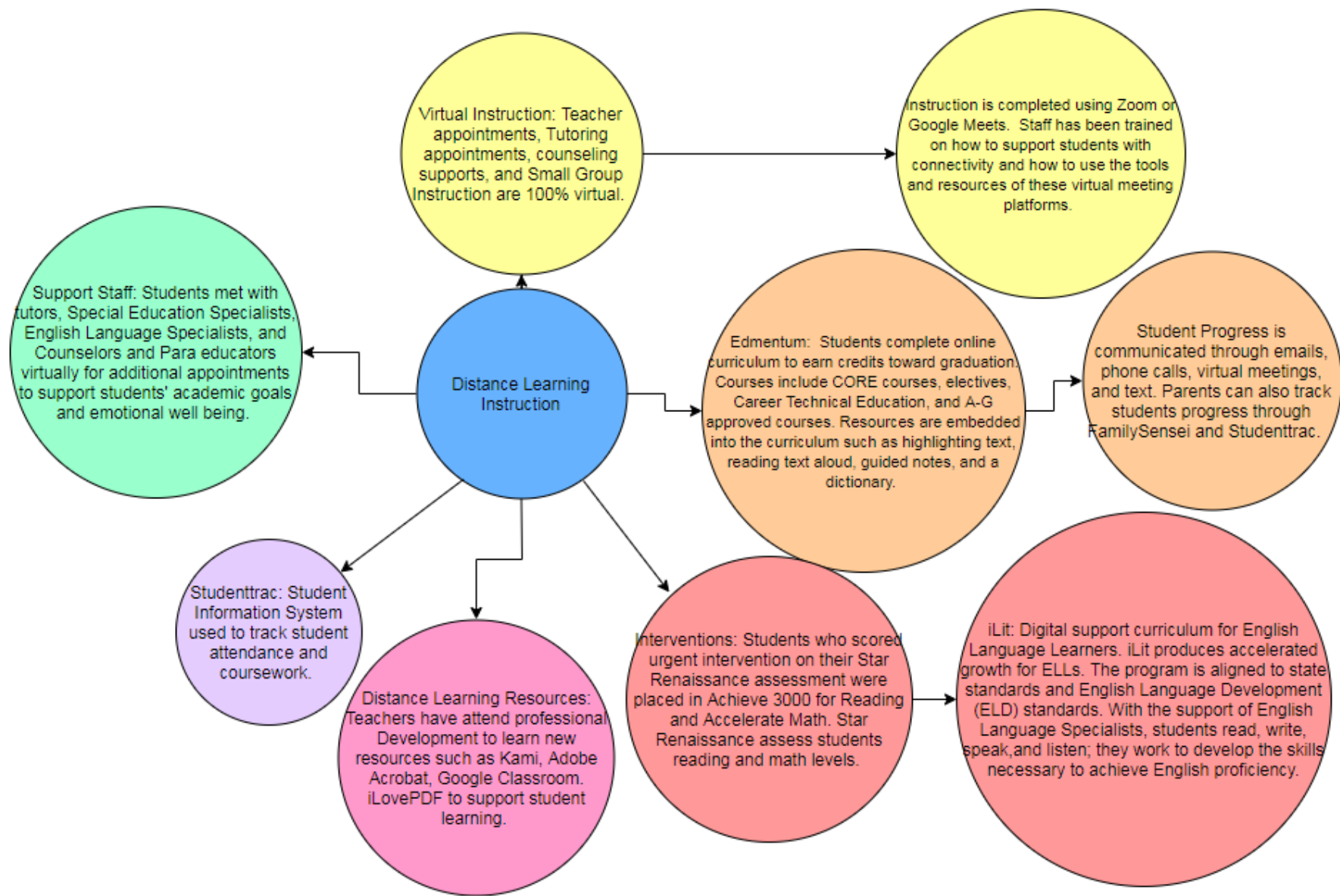
In order to support instructional staff so that they are able to meet the needs of all learners at this time, Options for Youth has provided access to professional development opportunities related to educational technology and instructional best practices for virtual learning, including student engagement and social emotional learning strategies. This professional development has included training on Edmentum digital

curriculum, various virtual meeting platforms, and virtual instruction tools. We are also offering physical supplies and digital resources that students may need for optimal learning while they are not on campus. Digital resources available include educational technology apps, supplemental curriculum supports, study guides, social emotional tools and community resources available. We are continuing to distribute chromebooks to all students who need them, so that they may have full access to curriculum and instruction. In an effort to maintain continuity in communicating student progress to parents and guardians, in addition to phone calls, emails and virtual conferencing, parents have access to the Parent Portal through Edmentum, our online curriculum platform, which provides real time unit completion data and progress reports.

This chart shows the continuity of instruction and resources available to students Pre-COVID 19:



This chart shows the continuity of instruction and resources available to students with the transition to Distant Learning:



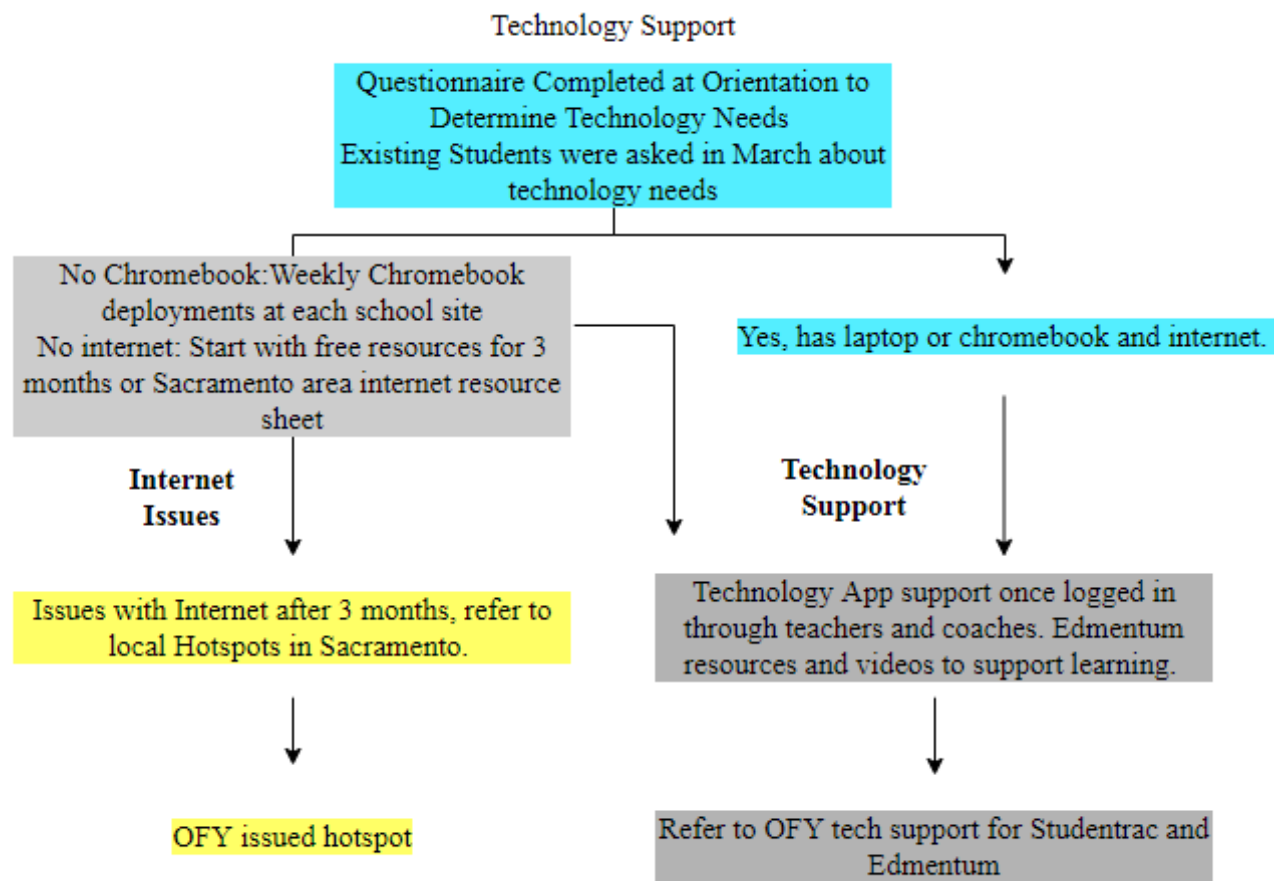
Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In order to ensure access and connectivity for all pupils, the Options for Youth has made Chromebooks available to all students who need one. We have also shared local resources for low and no cost internet access with students and families. At the beginning of distance

learning, enrolled students and families were asked what their technology needs were. If a student needed access to a chromebook, students were provided with one through multiple deployments of materials. Internet access resources were provided for free internet for three months. Once the three months were completed, students were provided with low cost resources and in some cases a OFY hotspot. If the students' needs change during distance learning, teachers assist with connecting students technology and the internet. During the transition to distance learning, staff and students were provided with technical support and tutorials to help with learning new platforms.

For students and families who are enrolling during distance learning, center coordinators ask students what technology and connectivity they have. If students are in need of assistance, we offer weekly deployments of chromebooks and a list of resources for the internet. As students begin working on our online platforms, there are several videos and tutorials to help students learn how to use Edmentum, our virtual meeting platforms and Studenttrac.



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.]

Options for Youth measures participation and time value of pupil work completed through live chats and synchronous instruction by tracking each student's ability to master the standards taught in the curriculum. Standards mastery is measured formatively and summatively in both our independent study curriculum and small group instruction. Edmentum courses provide teachers with real-time participation minutes as students complete courses. Teachers are able to log in through the teacher account and access student participation data, which includes time spent on a particular activity and mastery of formative and summative assessments throughout each unit. Through tracking student participation levels and assessments, the teacher is able to intervene and support the student where there may be learning loss that has happened or is currently taking place while also helping to increase participation and progress through the coursework.

In small group instruction classes, teachers are able to gauge participation and time value of student work through both asynchronous and synchronous lesson formats. Asynchronous lessons are provided to scaffold learning offered in virtually delivered synchronous lessons. Teachers are able to measure student participation and learning achieved in asynchronous lessons through formative assessments completed post lesson, whether it is during a virtual meeting or as an independent assignment.

The charter will also measure pupil participation through monthly monitoring and evaluation of each student's credit attainment and digital attendance completion. Each month, a report of student progress is reviewed to determine if each student is earning the appropriate number of credits to reach his or her graduation goals. Prior to distance learning, students worked 6-8 hours a day on Student Activity Workbooks (SAW's) to complete one unit minimum per week. Each school month students work to complete a minimum of 4 units per academic month which would be completing 40 units per school year. Teachers and students aim to complete 6-8 units per academic school month to maintain traditional school pace and completion of 60 units per academic year. For distance learning, students should be working 6-8 hours a day on our online curriculum to complete a minimum of one unit per week. Each student's logged digital attendance is monitored each month using our student information system. Attendance to teacher appointments and support staff virtual meetings are tracked through staff attendance logs on google sheets. Evaluating student progress and attendance is important to assessing whether or not intervention is necessary to increase student participation and combat learning loss early on.

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.]

The charter continues to equip staff with the appropriate tools for effectively serving students and families during distance learning. Professional development and resources offered were tailored to address some of the most pressing issues as we transitioned to and continue to offer a distance learning program. In addressing how to continue offering high quality instructional support in our independent study program, the charter offers professional development on various edtech tools for both facilitating live meetings, virtually assessing student learning, and providing digital resources to students. Staff complete Edmentum courses to familiarize themselves with the platform and to be able to better assist students with the digital platform.

In addressing how small group instruction teachers would continue to provide engaging lessons that address both social emotional learning and assessing for mastery of course standards, the charter continues to provide professional development on designing interactive live virtual lessons, increasing student engagement, and edtech tools to maximize each student's social emotional capacity and support social emotional wellness throughout instruction.

The charter also recognizes the changing role of Postsecondary Counselors during distance learning and has provided professional development opportunities for meeting the needs of students and families and continuing to provide college and career resources in addition to academic counseling, postsecondary guidance, career exploration, and community resources and engagement opportunities in a virtual setting.

Additionally, English Language Specialists attend weekly Professional Learning Community meetings with the English Language Development Coach to support distance learning for English language learners. After each PLC, feedback is given through a survey and are also provided with an opportunity to present topics for the next PLC. English Language Specialists participate in staff guided meetings one-on-one with the Coach weekly. The English Language Department offered training on iLit for distance learning which is a designated English Learner curriculum, so that they could provide high quality virtual instruction and content delivery to English Learners.

To monitor and track professional development, the charter has developed a tracker to see what staff is attending each training session. Also, after the training, a survey is sent out to get feedback and to better our practices in coaching and training our staff.

| Instructional Professional Development | Tech Professional Development | Social Emotional Professional Development |
|---|---|--|
| <ul style="list-style-type: none"> ● Edmentum- All teachers had the opportunity to complete two edmentum courses over the summer to become familiar with the curriculum. ● Virtual Training on how to collect student work samples, keeping notes/ records of student attendance and progress for new teachers. ● Direct Instruction Virtual PLC's for Math, Science, and English teachers. ● Virtual instruction training to all direct instruction teachers on research based instructional practices for distance learning. ● All Staff has access to earn instructional badges via our professional development website. ● All staff inservice professional development on: Strategies for Special Populations, Student Engagement, Edmentum Best Practices, I think Community building. ● iLit training and PLC's for English | <ul style="list-style-type: none"> ● Video tutorials to use GeniusScan, ILovePDF, and DocHub for collecting student work virtually offered by the instructional coach to all staff. ● Virtual training to new teachers on how to use Edmentum, Zoom and Google Meets offered by the instructional coach to all staff. ● Virtual Training for google classroom and google forms by our professional development team for all teachers. ● Virtual Edmentum Best Practices 4 part series training. All staff were invited. ● Virtual training for student engagement using Flipgrid, Jamboard, and Peardeck offered by our professional development team for all teachers. ● Tech Tuesday emails from our instructional coach for all staff. | <ul style="list-style-type: none"> ● Weekly Game Night Check in for direct instruction teachers by our instructional coach. ● Guest Speakers during virtual meetings to address how to connect one on one with students through distance learning. ● Monthly resources from our Special Education support provider highlighting topics such as Suicide Prevention, PTSD, Drug and Alcohol Awareness, and Pride month. ● Counselors provide weekly tips for staff at center meetings to support their own social emotional well being in addition |

Staff Roles and Responsibilities

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

When the charter initiated distance learning, the leadership teams and staff at each learning center met to collaborate and modify responsibilities based on student needs and operational changes. Although the curriculum used by the charter was already tailored to meet most of the constraints of distance learning, the biggest shift needed was in services and supports that were previously offered in person at the learning centers. Instructional staff members changed the ways in which they facilitated curriculum and provided resources as they are now required to provide increased academic, social-emotional, and motivational support through virtual video conferencing, phone calls, and text messaging, rather than in person. Our credentialed teachers transitioned to Google Meet or Zoom appointments with their students based on their appointment times at the learning centers, prior to distance learning. All Instructional and Support Staff adopted Google Voice numbers to make them more directly accessible to students and parents. Teachers also modified the ways in which they assessed work and provided feedback by grading key assignments through virtual discussions, collaborative apps and scanned copies of completed coursework. Starting in July 2020, all of the students' work is submitted through Edmentum and graded using the provided rubrics on the online platform. Our Small Group Instructors shifted to 100% virtual platforms over Zoom or Google Meets. They continued to instruct students through scheduled synchronous weekly class sessions. Google Classrooms is broadly used to manage work, communication, and assignments. Some teachers switched to adapting Edmentum courses as their direct instruction curriculum. ERWC teachers had to recreate their lessons to adopt a newer curriculum that was friendly to virtual learning. Furthermore, Small Group Instruction teachers began implementing intentional community building routines to support the social emotional needs of the classes.

Math tutors, English tutors, Spanish Tutors, and Intervention Specialists are now providing virtual instructional support. Tutors are contacted by the teacher or through open office hours where students work through their online curriculum with individualized support.

Special Education Specialists changed the ways in which IEP and Triennial review meetings were conducted by offering virtual and teleconference meeting options, rather than traditional in-person meetings. School Psychologists are now conducting assessments virtually or over the phone as outlined in IEPs and 504 plans.

English Language Specialists are now providing virtual instructional support for all English Language Learners. English Language Specialists had to adapt all resources and tools to support virtual learning by creating e-binders for students, creating online curriculum and lesson plans, and also building in support for english language learners in the new Edmentum curriculum.

Postsecondary Counselors are now providing general education counseling services and post-secondary support virtually and over the phone. Counselors work closely with seniors, foster youth, and homeless students to support them with resources and planning on the next step after high school.

Instructional Coaches were also prompted to pivot from coaching and training related to on-site instruction to curating resources and training applicable to a virtual learning environment. Coaches were available during office hours, evening, and on weekends to support teachers and staff through all of our digital platforms, lesson planning and provide support for best practices. Additionally, coaches provided social emotional support for teaching staff through weekly check-ins, game nights, and hosting meetings with guest speakers.

Non-Instructional Staff have been required to accommodate the needs of families while ensuring state and local compliance standards are met in regards to enrollment and intake paperwork. Additional steps have been made to remain diligent about acquiring appropriate intake paperwork, while school offices and registrars of previous schools have been closed due to COVID-19. Our center coordinators have worked to create an orientation process that is all virtual with a video, zoom meeting and walking new students and families through our program. In addition, our maintenance of students' records has gone all digital. All student work samples and documents have been uploaded into our student information system to ensure staff has access to important information while working from home.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

All students are afforded the same educational offerings, and students within our subgroups require more specialized services and attention in order to be successful and it is vital that we provide access to specialized academic support staff, including tutors, Math Intervention Specialist, English Learner Specialists and Coaches, Intervention Specialists, and Postsecondary Counselors to support their individualized needs. Unduplicated students and families traditionally have greater barriers to school connectedness and postsecondary options, which have only been exacerbated by COVID-19. By offering multiple ways to access resources for academic planning and progress improves student and parent connectedness.

Postsecondary Counselors are meeting with **foster youth and students experiencing homelessness** over the phone and virtually to provide resources and counseling. There is a recognition across the charter that early intervention is especially important with these students, as placement and housing may change more frequently and we want to make sure they are equipped with the tools necessary to succeed academically and socially. We are providing chromebooks and internet resources for our unduplicated pupils, as many of them do not have access to such technologies and resources outside of school. In order for students to access intervention support services and resources, they need access to these materials to support their academic success. Since our curriculum and coursework expectations are the same for all students, it is necessary for them to have access to basic resources in order to actively engage in school and complete coursework and assessments. Postsecondary Counselors are equipped with resources and training to best support the basic needs of our foster and homeless youth. Our homeless liaison attends monthly meetings to be up to date on what is going on in the Sacramento region.

Special Education Specialists and School Psychologists will continue to review IEPs regularly and upon enrollment to evaluate the need for records review, modification of services and readiness for success on state assessments. Special Education Specialists will also continuously evaluate services for students with disabilities to make certain all necessary and appropriate supports are in place for maximum student achievement. **Supports for Students with Disabilities** include online tools and resources, chunking of packets to create daily academic goals, use of embedded Edmentum tools, study guides and guided notes. The charter also continues to implement Child Find as a way to identify and evaluate students who may need special education or related services.

English Learner Specialists will continue to provide integrated and designated instruction virtually to our **English Learners** by way of SIOP model language lessons, utilization of SDAIE strategies, addressing Academic Learning Plan goals and delivery of iLit curriculum designated specifically for English language acquisition. iLit is an interactive computer based program aimed specifically at increasing students' literacy and writing skills supplemented with speaking and listening components via virtual meetings with English Language Specialists. Students are provided with reading passages at their academic level and are taught new vocabulary words and literacy concepts that are tied to novel overarching for the semester. The content is aligned with English Language Development standards and common core standards. iLit also provides a newcomer curriculum aimed at improving vocab, grammar, writing, and literacy skills and collaborating virtually.

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. | \$33,710.10 | 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 Career Technical Education. | \$294,963.38 | Y |
| EL Support - The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and the development of Academic Learning Plans twice a year. | \$168,550.50 | Y |
| Post Secondary Counselors will meet with Foster youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social-emotionally developing course or activity. | \$50,565.15 | 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. | \$286,535.85 | Y |

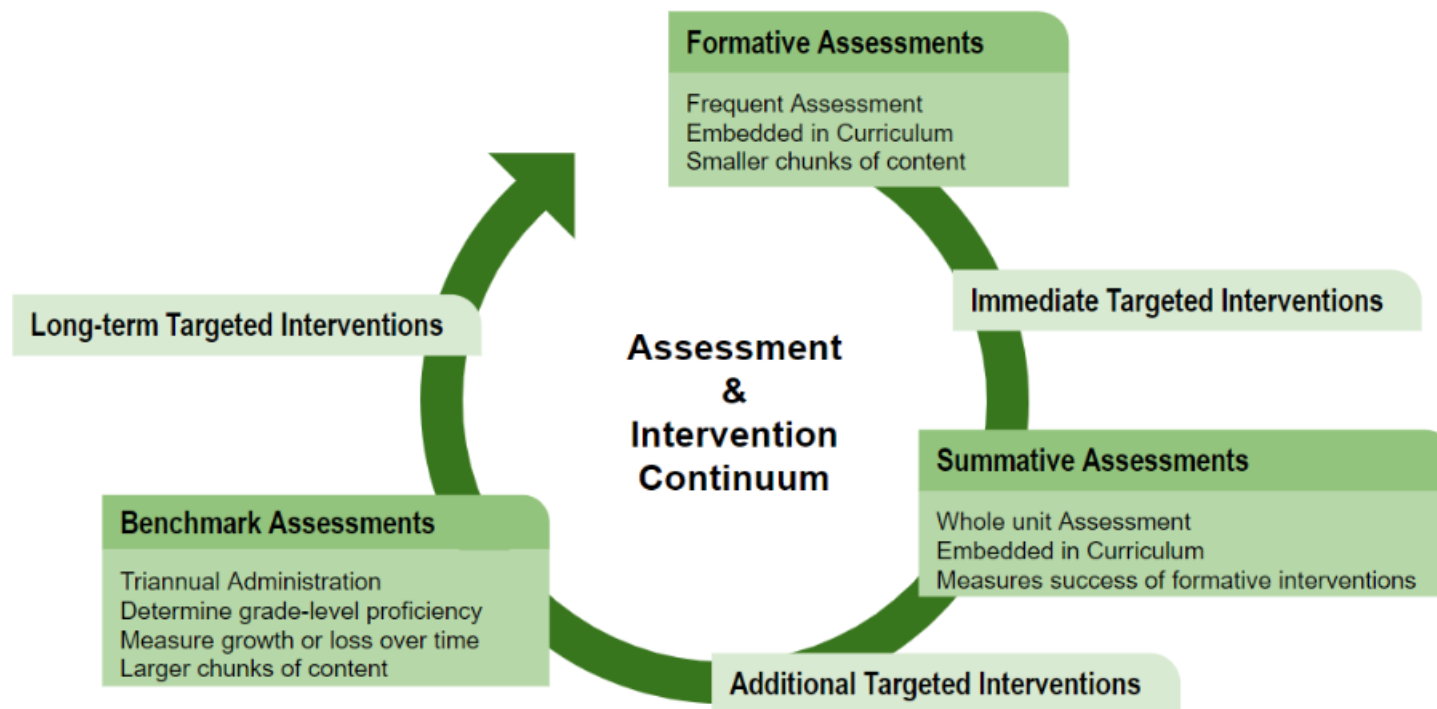
Pupil Learning Loss

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

The charter will continue to use multiple tools to assess learning loss as a result of COVID-19. One of the tools we are using to evaluate loss of learning is the Renaissance Star benchmark assessment. The Renaissance Star assessment provides a clear measurement of grade-level learning in English Language Arts and Mathematics. Through Renaissance Star score reports, the Charter is able to assess each student’s Lexile measure; growth from the previous assessment; growth percentile compared to peers; and whether or not a student is performing at his or her expected achievement level in each subject area.

Other tools we are using to measure learning loss are the formative and summative assessments embedded in our independent study and small group instruction curriculum. The formative assessments in the curriculum provide teachers with frequent feedback throughout course units. As students complete formative assessments, teachers are able to identify areas of growth and where learning loss may have occurred. Using these checks for understanding throughout each unit, teachers have an increased ability to determine what the student needs to know and provide immediate intervention and instruction. Summative assessments provide similar information to teachers at the end of each course unit, and allow teachers to assess whether or not the intervention provided. English Learner Specialists will continue to assess learning loss of English language development through formative assessments embedded in SIOP model language lessons, and assessments in Achieve 3000 and iLit courses.

As learning loss is determined, students will be provided with intervention support, and then re-assessed to measure the effectiveness of those interventions and determine what other resources may be necessary to fully recover academically. English Learner Specialists are assisting students in meeting English language development goals through focused instruction and support as well by providing access to integrated instruction through independent study curriculum as well as designated instruction through iLit curriculum. Special Education Specialists are also providing specialized academic instruction and related services outlined in student IEP and 504 plans.



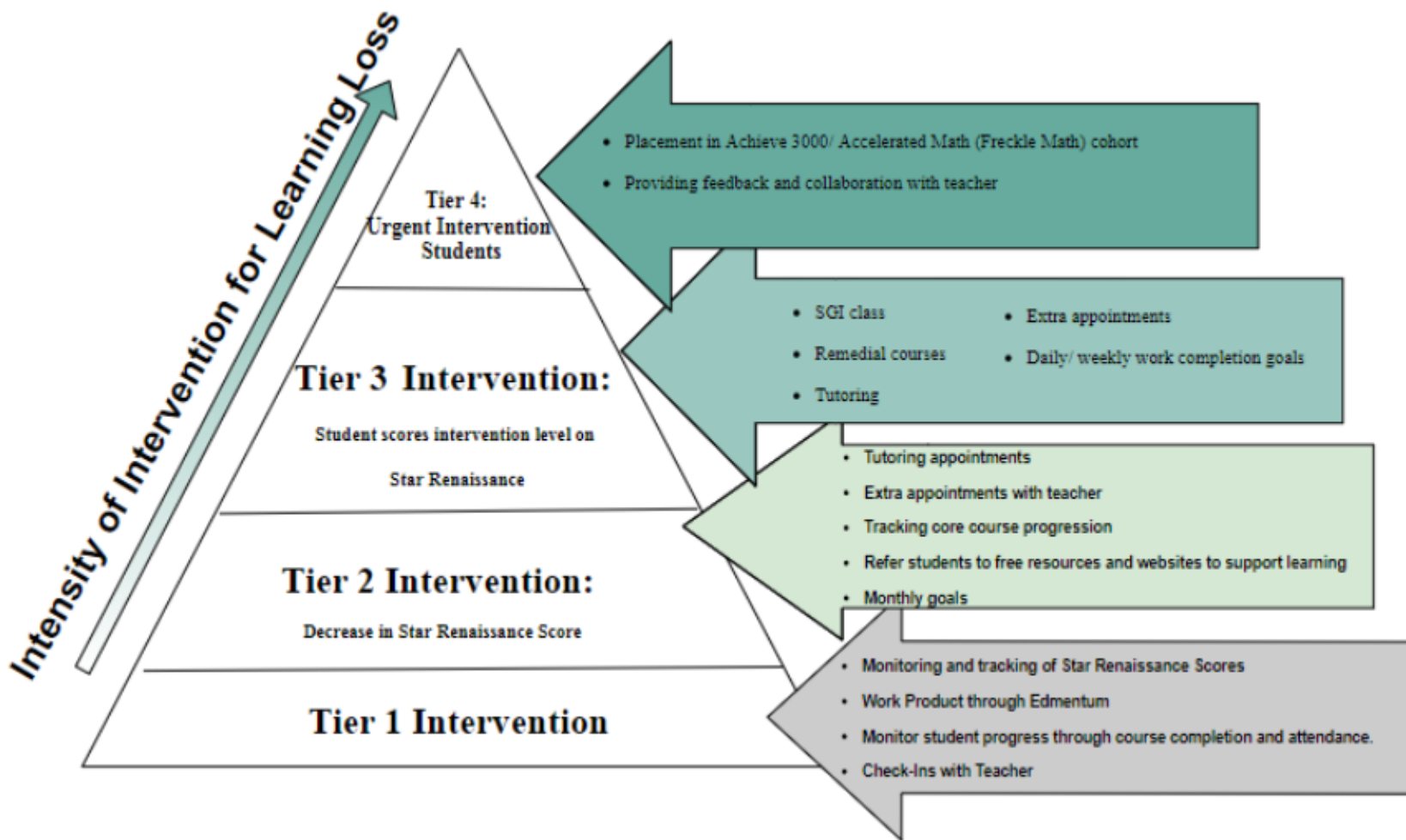
Pupil Learning Loss Strategies

[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.]

If learning loss is detected through our assessment cycles, the Charter will provide appropriate interventions according to the subject area and extent of each pupil's needs. These interventions may include enrollment in an evidence-based course, such as Accelerated Math (aka Freckle Math) and Achieve 3000. Teachers may also supplement courses to improve acquisition of basic skills in English Language Arts and Math, such as a Writing Skills course or Math Modules course. Other supports to remediate learning loss include meeting with subject-specific tutors to receive individualized support and feedback.

English Learner supports differ from supports offered to all students in that they are specifically designed to increase language acquisition as a means of increasing access to the content. English Learner Specialists also use iLit, which is an evidence-based designated English Language Development curriculum, proven to improve Lexile measure, comprehension and literacy in English Language Learners. English Learner Specialists also deliver language lessons that include Sheltered Instruction Observation Protocol (SIOP) model strategies, which include research-based methods of instruction explicitly targeted toward meeting the academic needs of English Language Learners. In addition, the English Language Department has adopted a Student Support Log to track student progress, interventions weekly, communication with all stakeholders. The Academic Learning Plan has also been updated to include specific supports by subject area and instruction specific supports for independent study and direct instruction for English language learners. This Plan is reviewed two times a year with families, teachers and students to monitor students learning throughout the semester and develop learning goals.

Special Education Specialists adjust learning goals based on assessed learning loss or growth, and provide targeted tools, strategies and supports for students with disabilities. Interventions that differ for students with disabilities, compared to all students, include the use of learning resources and modifications for access. Modifications made for students with disabilities to access the content include segmented assignments, where assignments are chunked into smaller pieces and more individualized support to accomplish learning goals. In serving both English Language Learners and students with disabilities, the person providing intervention and the teacher of record will work together to monitor student progress through formative assessments, summative assessments and monthly progress monitoring reports. 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.



Tiered Interventions for Learning Loss for Special Populations

| | English Language Learners | Foster Youth/ Homeless | Special Education | Low Income |
|------------------------------------|--|--|---|---|
| Tier 1: All students in population | <ul style="list-style-type: none"> • 2hr-long Weekly Appointments with English Learner Specialist in addition to weekly appointments with IS Teacher (2x) • Monthly Calendar planning • Academic Learning Plan (ALP) with goals, designated supports, and accommodations. • EL specific curriculum taught during weekly EL appointment • Rephrasing and/or simplifying instructions/assignments. • SIOP and SDAIE strategies • Extended time on assessments (STAR Ren, coursework is as needed) • E-binders • Student Support Logs • Priority Enrollment in Direct Instruction Courses | <ul style="list-style-type: none"> • Weekly Appointments with Teacher • Appointment with Counselor • Connecting with Community Resources and school site clothing closet • Meal Program and Snacks | <ul style="list-style-type: none"> • Weekly Appointments with Teacher and Special Education Specialist (SES) • Weekly check in appointments with GE teachers • Regular communication with GE teachers regarding student progress via hangouts • Regular communication with parents/students regarding student progress via texts/phone calls/emails • Creating text threads with parents, students, GE teachers, and other support providers • Paraeducator Support • Monthly Calendar planning • Individualized Educational Plan (IEP) supports • Providing accommodations listed in the IEP • Weekly Progress on IEP goals • Priority Enrollment in Direct Instruction Courses | <ul style="list-style-type: none"> • Weekly Appointments with Teacher • Regular communication with parents/students regarding student progress • Monthly Calendar planning |
| Tier 2: Some students | <ul style="list-style-type: none"> • Extra Appointments with teacher or EL Specialist • Study schedules | <ul style="list-style-type: none"> • Extra Appointments with teacher • Individualized support from tutors | <ul style="list-style-type: none"> • Extra Appointments with teacher, Paraeducator and/ or SES | <ul style="list-style-type: none"> • Extra Appointments with teacher |

| | | | | |
|-------------------------|---|--|---|---|
| | <ul style="list-style-type: none"> ● Semester unit plans ● Recurring Individualized support from tutors ● Chunking of assignments ● Text to speech support for curriculum and assessments (as needed) ● Reminder texts | <ul style="list-style-type: none"> ● Chunking of assignments ● Monthly Calendar Planning and Goals ● Flexible Scheduling ● Assisting with setting up community resources | <ul style="list-style-type: none"> ● Flexibility with appointments times (changing appointments to different times based off what works best for student) ● Introducing online tools to provide support (i.e. online graphing calculator, summaries of readings to focus on key concepts, etc) ● Individualized support from tutors ● Chunking of assignments ● Extra communication of progress and plans/chunked assignments to student/parent/guardian ● Providing study guides ● Printing Support of Guided Notes | <ul style="list-style-type: none"> ● Flexibility with appointments times (changing appointments to different times based off what works best for student) ● Introducing online tools to provide support (i.e. online graphing calculator, summaries of readings to focus on key concepts, etc) ● Individualized support from tutors ● Chunking of assignments ● Extra communication of progress and plans/chunked assignments to student/parent/guardian |
| Tier 3: Case by Case | <ul style="list-style-type: none"> ● Translation support / tools ● Printing Support of Guided Notes ● Designated Supports on assessments (as needed for state testing) ● Targeted Modified Assignments ● Referral to School Counselor/ School Psychologist ● Virtual Meetings with all stakeholders to communicate progress | <ul style="list-style-type: none"> ● Weekly support from Counselor or School Psychologist ● Virtual Meetings with all stakeholders to communicate progress | <ul style="list-style-type: none"> ● School Psychologist/ School Counselor support ● Progress Reviews with all stakeholders ● Remedial Courses to support learning goals and core course completion | <ul style="list-style-type: none"> ● School Psychologist/ School Counselor support ● Virtual Meetings with all stakeholders to communicate progress ● Individualized Incentives and Goals ● Remedial courses to support learning loss and core course completion |

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.]

Options for Youth will assess the effectiveness of the services and supports provided through multiple 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 student's 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.

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, and Accelerated Math (aka Freckle Math), designed to develop and strengthen skills necessary to access grade appropriate curriculum. | \$286,535.85 (duplicate) | Y |
| Tutoring and Support Staff: Students will have access to Tutors and support staff to support with Math and English accessibility and completion. | \$286,535.85 (duplicate) | Y |

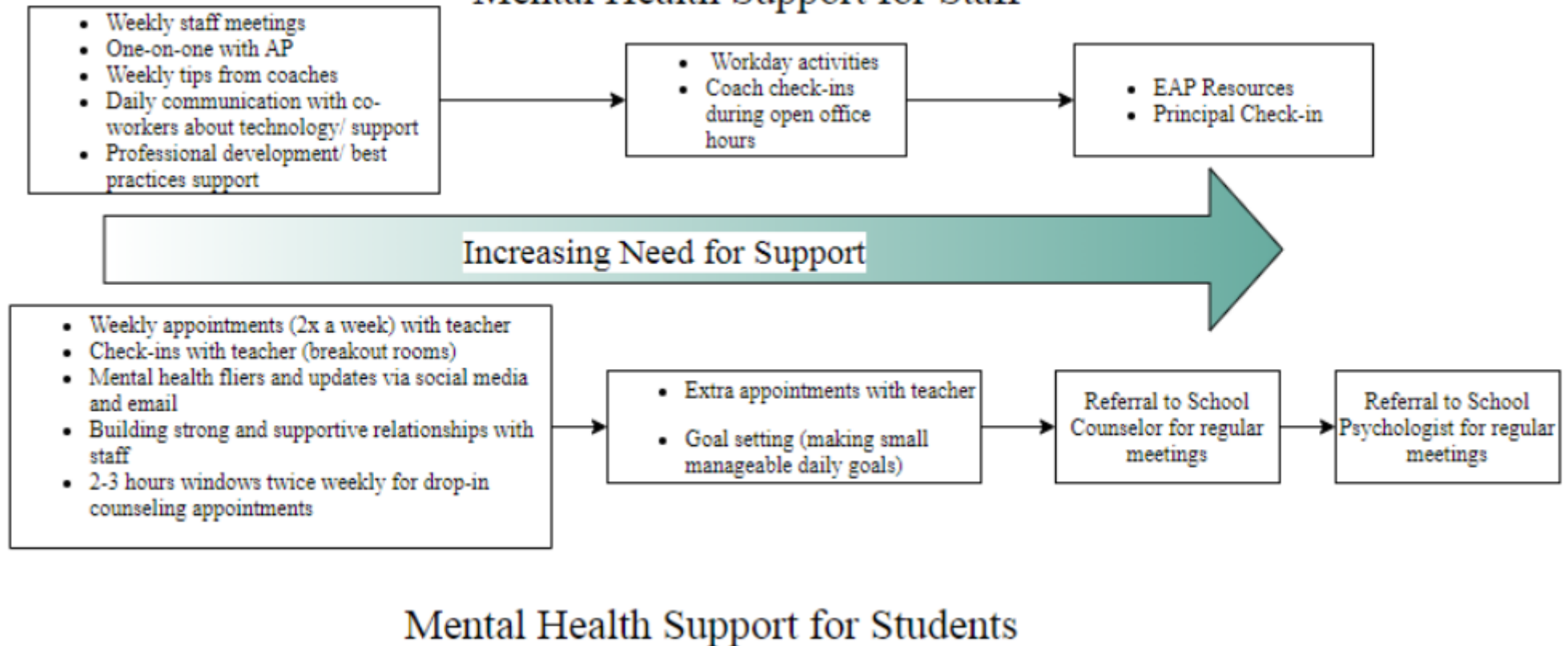
Mental Health and Social and Emotional Well-Being

[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.]

Options for Youth San Juan will promote the social and emotional well being of pupils and staff throughout the year by identifying students' unique needs through the child find process, offering school based counseling support services, school psychologist office hours for check in as needed, providing monthly mental health awareness information resources, and counselors to promote post secondary interests. School counselors have implemented Mindful Mondays and Together Tuesdays to check in with students for drop in counseling. The intention is for the student to drive the meeting and to give students a safe space to express, ask for academic help, learn breathing exercises, and how to manage time. School Psychologists and Postsecondary Counselors are trained and available to provide appropriate counseling services and monitoring in the areas of academics, behavior and social emotional issues. School Psychologists are also available for suicide assessment and post-trauma services. The LEA is also monitoring and supporting social and emotional well-being of pupils by providing virtual opportunities to engage with the school community through group events that focus on social interaction, reflection, and wellness.

Options for Youth San Juan will offer staff access to the Employee Assistance Program (a support program that offers free counseling and resources to employees) and provide professional development for suicide awareness and trauma to ensure at promise youth are supported due to the impacts of COVID-19 on the school community. During weekly staff meetings, school counselors kick off the meetings with breathing meditation exercises to help staff cope and learn about alternative strategies for stress relief. In turn, staff can teach students these techniques during student appointments. Staff is also encouraged throughout the workday with hourly challenges to get active. Every hour the school counselors remind everyone to get up and complete an exercise such as stretches, lunges, squats, etc. Our human resources department promotes mental health and awareness and offers online lunch time workouts to boost mental health including yoga, kickboxing, and pilates. These workouts are also recorded so staff can do them at an alternate time.

Mental Health Support for Staff

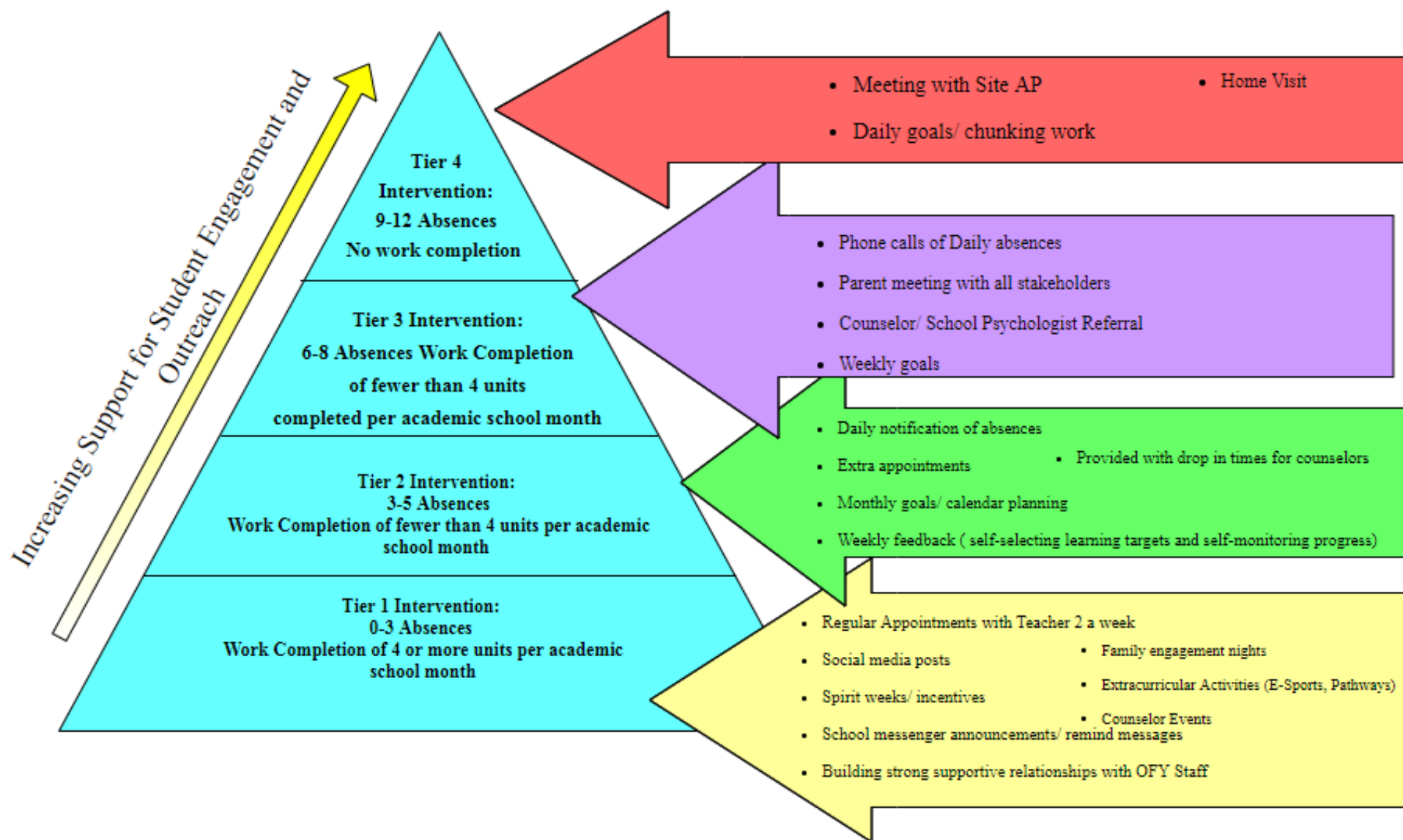


Pupil and Family Engagement and Outreach

[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 pupil engagement and outreach, and is implementing a tiered re-engagement plan to provide support and outreach services to pupils who are absent from distance learning. Student engagement is determined by attendance to meetings with their teacher and support staff and also by work completion. As student engagement decreases, staff increases the supports in place. Teachers begin tracking interventions to meet students' individual needs to best support their engagement in their learning through an intervention log or google tracker. The charts below outline the charters tiered re engagement process for students who are on the verge of being identified as chronically absent and are in need of intervention to re engage into our program. Options for Youth San Juan ensures each student falling behind and showing signs of disengagement is provided with interventions and follows a process of documentation to ensure we are doing all we can to re engage our students.



Student Tiered Intervention Log

| | | | | | |
|----------------------|---------|---------------------|---------|--|--------|
| Student Contact Info | Phone | Parent Contact Info | Phone | Teacher | Grade |
| | Email | | Email | add additional teachers if applicable: | E-Date |
| | Address | | Address | | |

Please identify any areas of concern and important information about the student's situation below.

| | | | | | |
|---|---|--|--|--|---------------------------------------|
| <input type="checkbox"/> Chronic Absences | <input type="checkbox"/> Chronic Tardiness | <input type="checkbox"/> MIA | <input type="checkbox"/> Overcrowded housing | <input type="checkbox"/> Homeless | <input type="checkbox"/> Foster Youth |
| <input type="checkbox"/> Unit completion | <input type="checkbox"/> Not logging enough hours | <input type="checkbox"/> Learning challenges | <input type="checkbox"/> Mental Health Struggles | <input type="checkbox"/> Physical Health Struggles | <input type="checkbox"/> Probation |
| Other important school related info: | | | Other important student context related info: | | |

In order to send in an evaluation for dismissal for a student you must employ the following interventions at minimum.

| | | | | | |
|--|---|---|--|---|--|
| Tier 2 Interventions | <input type="checkbox"/> Communicated progress home including information about absences and work product <input type="checkbox"/> Plan w/ student: weekly goals, monthly plans, learning targets <input type="checkbox"/> Extra Appointments with tutors, counselors, teacher <input type="checkbox"/> Parent Meeting via zoom held-Date: | Tier 3 Interventions | <input type="checkbox"/> Daily phone calls home about progress (log in's in EDM, unit progression, check ins via Zoom) <input type="checkbox"/> Daily appointments for chunks of time for more "face time" <input type="checkbox"/> Referral to counselor or psychologist (SPED) <input type="checkbox"/> Weekly goal setting | Tier 4 Interventions | <input type="checkbox"/> Daily Goals with chunking the work <input type="checkbox"/> Meeting with site AP <input type="checkbox"/> Home visit <input type="checkbox"/> Meeting with counselor |
| If a student is MIA or has 0 units by week 2 | | If all Tier 2 interventions were used and student has not.... | | If all Tier 3 interventions were used and student has not.... | |

Please fill in notes below as applicable. If you have a separate note taking document please hyperlink it into the box below.

| | | |
|-----------------------------|--------------------------|-------------------------------|
| Teacher Interventions Notes | Tutor Intervention Notes | Counselor Interventions Notes |
| | | |
| SPED Intervention Notes | EL Intervention Notes | DI Teacher Intervention Notes |
| | | |

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 in-person learning is not required pursuant to our charter petition. When we started distance learning, Options for Youth San Juan did not provide meals to families but did provide families with a list of locations around the Sacramento Area to obtain meals for their students. However, starting in September 2020, Options for Youth San Juan will be offering meals to students through a weekly distribution. Every week families will be notified of meal items and complete an interest form for picking up 5 days worth of food and snacks. The interest form will be sent out via school messenger through text and email. Students can still receive meals if the interest form is not filled out. Once a week, food handlers will be available for distribution of meals of the week's meals. In order to ensure social distancing takes place, students will remain in their vehicle and staff will deliver food to the car. Staff members at each school will regularly disinfect surfaces and wear the appropriate personal protective equipment necessary to keep other staff, families and themselves safe. The LEA is also providing community resources for free and reduced cost meals to students and families to meet any of their additional needs at this time.

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 charter will provide students with a nutritious lunch option and healthy snacks for students. | \$92,702.78 | N |
| Social Emotional Well Being | The LEA will provide students with opportunities to engage in virtual field trips, SEL curriculum, E-sports, student council, and student events. Programs will be modified as recommended by CDC and state recommendations regarding COVID-19 pandemic. | \$286,535.85 (duplicate) | 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 |
|--|--|
| 13.67% | \$ 1,667,573.00 |

Required Descriptions

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

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

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

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

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

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

Students come to Options for Youth San Juan credit deficient especially in core subjects. Low-Income struggle to have access to resources and support to aid in distance learning and closing the gap in their academic skills. Foster Youth are faced with additional challenges on top of being credit deficient. Students face social emotional barriers and access to resources and support. In order to receive appropriate instruction for English Language acquisition, English learners must have access to highly qualified and fully credentialed teachers who can apply the appropriate instructional strategies or our English Learners success. Students with Disabilities need to have access to a Special Education Specialist and Paraeducators who can help with goals and support students through courses. These actions are principally directed towards Low Income, English Learners, Students with Disabilities and Foster Youth students in that highly qualified, fully credentialed teachers are able to bridge subject matter content and students' skills levels in order to close the opportunity gap for students most at-promise.

Additionally, professional development for teachers provides opportunities for data driven, evidence-based, instructional strategies to be implemented through distance learning to address specific needs of these students as it pertains to any gaps. This will be effective in meeting the requirements of increasing and improving services for Low-Income, English Learners, Students with Disabilities and Foster Youth students as highly qualified, fully credentialed teachers, who receive professional development in standards-aligned and data driven instruction, play a critical role in helping students fully access curriculum across content areas so that they gain the skills to work more independently at home even if they lack the resources or additional support outside of school. Highly qualified, and fully credentialed, teachers have access to the tools and resources required to scaffold assignments, apply interventions, and differentiate instruction. Highly qualified, fully credentialed teachers have content knowledge that allows for greater facilitation of instruction to foster a positive learning environment, which is essential for these subgroups of students as they may not have had a positive home and school connection.

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

- **Evidence-based Intervention Curriculum:** Students will have access to evidence-based and/or state recommended designated curriculum, such as Achieve 3000, ERWC, and Accelerated Math, designed to develop and strengthen skills necessary to access grade appropriate curriculum.
- **Tutoring and Support Staff:** Students will have access to Tutors and support staff to support with Math and English accessibility and completion.

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

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

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

Foster Youth and Low-Income students face additional barriers which impact their academic performance, such as gaps in time spent in an academic setting and a disconnect between school and home support and lack of tools and resources to support distance learning. English Learners and Students with Disabilities face additional barriers that impact their academic performance, such as academic language acquisition and identified learning disability. Identifying opportunity gaps and creating a timely and intentional plan for intervention is important to addressing the areas of highest academic need for English Learners, Foster Youth, Low-Income, and Students with Disabilities. These actions are principally directed toward our English Learners, Low-Income, Students with Disabilities 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. This will be effective in meeting the requirements of increasing and improving services for English Learners, Low-Income, Students with Disabilities 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.

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

- **Evidence-based Intervention Curriculum:** Students will have access to evidence-based and/or state recommended designated curriculum, such as Achieve 3000, ERWC, and Accelerated Math, designed to develop and strengthen skills necessary to access grade appropriate curriculum..
- **Tutoring and Support Staff:** Students will have access to Tutors and support staff to support with Math and English accessibility and completion.
- **Broad course of Study:** All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.

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

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

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

Foster Youth are typically more transient and may experience a loss of time in school or stable housing, which can lead to lack of access to consistent instruction or academic achievement and postsecondary planning. Low-Income students face the additional barrier of lacking resources for additional tutoring and post-secondary planning support outside of school. English Learners require additional support in English Language acquisition through exposure to relevant, standards-aligned curriculum and instruction. Students with Disabilities require additional support in core course material through additional support with tutoring and specialized scaffolding. These actions are principally directed toward our English Learners, Low-Income, Students with Disabilities and Foster Youth students in that it provides each subgroup with core content curriculum in order to bridge any gaps created by previous barriers to access. 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 post-secondary education, the workforce, and independent living. Standards alignment guides the goals that educators must work toward in order to help students find success in school and beyond. This will be effective in meeting the requirements of increases and improved services for these subgroups by aiding in ensuring they have the tools, resources, skills, and information necessary to succeed in a secondary and post-secondary setting, regardless of any language and academic obstacles.

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

- **Social Emotional Well Being:** The LEA will provide students with opportunities to engage in virtual field trips, SEL curriculum, E-sports, student council, and student events. Programs will be modified as recommended by CDC and state recommendations regarding COVID-19 pandemic.

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

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

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

English Learners, Low Income, and Foster Youth Students and families traditionally have greater barriers to school connectedness due to a language barrier and/or lack of resources and support to participate in programs for social emotional well being. COVID-19 has impacted students' learning environments and their day to day life. English Learners, Low Income, and Foster Youth Students lack the resources and support to promote their well being to cope with the pandemic and engage in distance learning. This is principally directed toward Foster Youth, Low Income and English Language Learners in that they provide access to the social emotional well-being resources to ease the burden of additional obstacles these students face. Social Emotional Well being activities are effective in meeting the requirements of increasing and improving services for these subgroups by specifically creating resources, support services, and engagement opportunities to meet the unique needs of these students as they navigate through the challenges of distance learning, lack of school connectedness, and loss of peer interaction.

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

- **School Safety:** The charter will ensure that anyone entering the school site follows social distancing guidelines and signing in/out policies. Additional school safety training will be provided for staff. The LEA will also follow social distancing guidelines, allow flexible appointments for students, and give the students PPE as recommended by CDE.

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

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

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

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:

- **School Nutrition:** The charter will provide students with a nutritious lunch option and healthy snacks for students.

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

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

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

Low-income students face home environments where their basic needs are not met. Foster Youth students are a transient population where there is not a stable home environment and school is a place where basic needs can be met. The pandemic has made this more apparent as families are struggling to find work and provide nutrient based meals daily. This action is principally directed toward Low-Income and Foster Youth in that when basic needs, such as nutrition, 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. Covid has served to further widen this gap. It is effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth by providing accessibility of meals and snacks to support learning 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 Language Learners (EL)

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

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. 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: English Learners (EL)**Action(s):**

- **EL Support** - The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and the development of Academic Learning Plans twice a year.

The iLit program has been proven to be an effective instructional program and led to accelerated growth in literacy skills. iLit is a tier 1 ESSA approved intervention for English Learners. English Learner students need to develop the necessary skills to achieve English Proficiency as well as post-secondary education. English learners benefit from individualized support from highly qualified instructors for both designated and integrated English Language Development instruction. Thus, EL support will be allocated proportionately to our student subgroups in accordance with the 13.67% requirement as compared to services provided to all students.

Student Group: Students with Disabilities**Action(s):**

- **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.

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

Advanced Education offerings and supporting students with their college courses while in high school. For the class of 2023 and beyond students are required to graduate on an A-G planning guide. Increasing our graduation requirements will better support students for their post-secondary goals and becoming life-long learners as well as increasing preparedness for Smarter Balanced testing. Thus, access to individualized support will be allocated proportionately to our student subgroups in accordance with the 13.67% requirement as compared to services provided to all students.

Student Group: Foster Youth

Action(s):

- **Post Secondary Counselors** will meet with Foster youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social-emotionally developing course or activity.
- **Technology:** Students will have access to Chromebooks, internet, and other technology resources to support accessibility during distance learning.
- **Evidence-based Intervention Curriculum:** Students will have access to evidence-based and/or state recommended designated curriculum, such as Achieve 3000, ERWC, and Accelerated Math, designed to develop and strengthen skills necessary to access grade appropriate curriculum.

When Foster Youth students enroll in our program, they may have experienced a loss of time in school or gone without stable housing, which can lead to lack of access to consistent instruction or academic achievement and postsecondary planning. Foster Youth students face the additional barrier of an increased disconnect between school and home support, which can also impact their academic performance. Thus, Post Secondary Counselors Support for Foster Youth, technology, social emotional well being resources and intervention curriculum will be allocated proportionately to our student subgroups in accordance with the 13.67% requirement as compared to services provided to all students.

Student Group: Low-Income

Action(s):

- **Technology:** Students will have access to Chromebooks, internet, and other technology resources to support accessibility during distance learning.
- **Evidence-based Intervention Curriculum:** Students will have access to evidence-based and/or state recommended designated curriculum, such as Achieve 3000, ERWC, and Accelerated Math, designed to develop and strengthen skills necessary to access grade appropriate curriculum.
- **School Safety:** The charter will ensure that anyone entering the school site follows social distancing guidelines and signing in/out policies. Additional school safety training will be provided for staff. The LEA will also follow social distancing guidelines, allow flexible appointments for students, and give the students PPE as recommended by CDE.
- **Social Emotional Well Being:** The LEA will provide students with opportunities to engage in virtual field trips, SEL curriculum, E-sports, student council, and student events. Programs will be modified as recommended by CDC and state recommendations regarding COVID-19 pandemic.

Low-Income students often face personal issues or logistical problems that will hinder their progress towards graduation. By providing technology and school safety resources, low income will have the tools necessary to attend virtual meetings and in-person meetings when the

transition occurs. Low income students struggle completing coursework due to gaps in enrollment or falling behind academically. For Low income students who have experienced learning loss, evidence based interventions will provide individualized support to increase their skills. Lastly, low income students face many additional challenges at home which affect their academic learning and are in need of resources and tools to help with their social emotional well being. Thus, Technology, Interventions, providing school safety, and social emotional well being resources will be allocated proportionately to our student subgroups in accordance with the 13.67% requirement as compared to services provided to all students.