

# 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
Opportunities for Learning Baldwin Park	Valerie Brennan - Principal	E: <a href="mailto:vbrennan@oflschools.org">vbrennan@oflschools.org</a> P: (626) 224-3491

## General Information

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

Being a non-classroom based school helped ease the transition tensions of moving toward distance learning, but still presented challenges for our students. In order to mitigate those challenges, we took a comprehensive approach to meet students' needs in a virtual setting. We have followed all CDE guidelines and recommendations for general education students and students with disabilities as we continue to offer access to general instructional support and services and special education services during distance learning. Students also have access to an independent study curriculum. They are able to both pick up and drop off physical curriculum at our learning centers and may access the curriculum through our online learning platform, Edmentum. Teachers are available for one-on-one support to students through online meeting platforms and have created digital resources to assist students through the independent study curriculum. Small Group Instruction classes meet virtually and continue in small groups and one-on-one tutoring support with the teacher as needed. In response to the distance learning transition prompted by COVID-19, all students have access to Chromebooks to complete work at home and have been recommended resources for low or no cost internet services. School psychologists see students virtually and via phone appointments to meet the requirements of IEPs and 504 plans for students with disabilities and provide any necessary crisis interventions and threat assessments. We recognize the challenging times students and families face, both socially and economically, due to the COVID 19 pandemic. With this in mind, our Postsecondary Counselors are also available for virtual or phone appointments for general education counseling services as well as foster youth and Homeless support and resource referral services. As a result of the COVID 19 pandemic, we had to rethink our independent study program’s physical learning environment, which also prompted us to re-work some traditional educational roles. Our students are familiar with working in an independent setting, which includes receiving instruction from multiple modalities. Flexibility and choice of digital or physical curriculum have always been an option for students prior to Covid-19 and remain a choice during the pandemic.

The LEA faced several challenges at the onset of the pandemic and transition to distance learning. One challenge that the LEA faced during the beginning of the pandemic was enrolling students and handling necessary enrollment paperwork. The LEA quickly enacted a new enrollment process that allowed a family to do a remote enrollment orientation and digitally submit essential enrollment documents. In cases where a family could not access technology, the staff was still available in person at the school site to safely perform an Orientation and collect paper documents. Another challenge the LEA faced was the collection of student completed work and assessing subject mastery. The LEA adopted new virtual procedures for submitting student work, grading and evaluating student work, and digital storing of completed work. If a student could not access technology and continued to complete paper-based work, staff were at school sites to collect the completed work and digitally upload it for a teacher to review and grade. Career and Technical Education Courses offered are now solely provided through virtual learning platforms. Changes to college and career readiness offerings were also promptly changed. Career Chats, which include opportunities to meet with professionals in high-demand industry sectors are now offered through virtual meetings. Workforce certifications, including food handler's cards, CPR, and babysitting and childcare certificates, are now facilitated virtually as well. At the time, our Charter was not providing Chromebooks to students for use outside of school but quickly addressed distance learning needs by assigning Chromebooks to all students requiring one in order to continue completing coursework and making progress toward graduation.

## Stakeholder Engagement

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

Opportunities for Learning Baldwin Park is committed to working collaboratively with all stakeholders to ensure student success. As such, the LEA has solicited input from students, parents, and staff members through surveys, conversations, and informal and formal meetings. A Learning Continuity Plan Survey, specific to distance learning, was shared with stakeholders in July 2020, in both English and Spanish. Links to the online survey were provided via both email and our School Messenger system. A letter accompanying a hardcopy of the survey was also distributed and mailed to parents and guardians to include families who may not have easy access to the internet. Along with the mailed copies, parents were given multiple options for completing the survey: they were given links to the online survey and a hard copy, which they could complete and mail back or call their assigned learning center and share their responses. Learning centers were also available for stakeholders to respond to surveys on-site if they did not have a computer or internet at home. The feedback received from the distributed survey was used to help shape educational programming decisions and aid in developing the Learning Continuity Plan, which is further outlined throughout this document. The LEA also solicited input from students and families during our Achievement Chats and Open House events that were virtually hosted by learning centers in June 2020. During these events, students and parents were given an opportunity to choose the modality that worked best for them to successfully complete independent study assignments: physical student activity workbooks, all virtual curriculum, or some combination of the two. Staff members also have additional opportunities to provide feedback during weekly center meetings, weekly leadership meetings, and quarterly all-staff 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 all learners' succeed. They were able to collaborate with school leadership to create the Learning Continuity Plan and were provided an opportunity to review any updates or changes to those goals. The Special Education and English Learner departments also meet regularly to review data tracking the Charter's school improvement plan goals and collaborate and learn on how to best support learners. Staff members can also discuss and help shape the Learning Continuity Plan plan through collaborative conversations that take place during Planned Learning Community (PLC) meetings and department meetings. During center

and leadership meetings, staff are provided updates on the Charter's School Improvement Plans and student academic goal progression and are able to collaborate on how to best support student achievement.

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

Opportunities for Learning Baldwin Park is committed to collaborating with all stakeholders, ensuring that all parties have access to important school information and that their voices are heard on such matters. During this pandemic, the Charter's Governing Board has provided remote participation options 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 Opportunities for Learning Baldwin Park region will have at least one learning center open and available with the board meeting agenda and board package posted, so that stakeholders may have access. 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, 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 through our School Messenger platform and letters mailed home containing meetings access information for all interested stakeholders.

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

Stakeholder engagement events and surveys provide the Charter with essential information so that we can convert stakeholder needs into school goals. Throughout distance learning, due to COVID-19, we've solicited feedback from various parties and received valuable input for the development of our Learning Continuity Plan. Regarding technology and connectivity, 36% of student and parent 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. A common trend in feedback through parent conversations in Achievement Chats, Open House events, and the survey is that many parents were unaware of the availability of Chromebooks for their child(ren). Thus, the LEA has determined that we need to communicate Chromebook availability more effectively to all stakeholders. When addressing mental health, wellness, and engagement with stakeholders, the need for counseling services, student activities, and teacher-student connectedness. The feedback that especially stands out on the survey is that about 22% of students and parents feel there is a need for more virtual opportunities for students to interact and engage with their peers. Along the same lines, students and parents indicated a need for increased teacher-student connection and engagement. Another 20% of students and parents surveyed felt strongly that counseling or therapy would benefit students during distance learning, especially in addressing support with depression and anxiety. Parent members of our District English Learner Advisory Committee (DELAC) also suggested providing opportunities for students to engage in activities that increase their motivation and social engagement. Notable feedback regarding the mitigation of learning loss heavily influenced the way the LEA chose to address supports and interventions during distance learning. More than 25% of responses provided by students and parents point to a desire for increased tutoring and instructional time for students. A majority of staff responses in both the survey and department meetings also suggest the addition of support staff to provide more opportunities for instructional interventions. Other survey responses and meeting input from staff members also shaped 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, 35% of staff members indicated 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. Another common response in both the Learning Continuity Plan feedback survey and one on one feedback is that staff members want

professional development related to stress management and strategies for balancing work and home life during the COVID-19 pandemic. 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. Feedback from students and parents regarding access to technology revealed a need for better communication about device availability for students, and that many parents are struggling to maintain reliable internet service for their child. These two items are addressed in the Access to Device and Connectivity section of this plan. Stakeholder feedback also 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, opportunities for student engagement with the school community, and counseling support provided to all students. The results of the Learning Continuity Plan survey also draw attention to the need for providing additional instructional time for students and have incorporated this into the Pupil Participation and Progress section of the Plan. While the LEA has taken multiple steps to ensure CDC guidelines are met and safety is a top priority at our learning centers, stakeholder feedback suggests that we need to improve communication regarding COVID-19 safety precautions being implemented, and we have incorporated this in the In Person Instructional Offerings section of the Plan. The Distance Learning Professional Development offerings outlined in this plan were considerably shaped by both survey and in-person feedback from staff expressing a desire for tools and strategies related to distance learning instruction and engagement, as well as resources for balancing work and home life during the COVID-19 pandemic.

## 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.]

#### **Opportunities For Learning - Baldwin Park 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. As requested by responses to the stakeholder feedback survey, the LEA has also 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 a contact-free drop off of completed work, pick up new curriculum, or complete an assessment if they do not have reliable internet at home. All instruction remains 100% distance learning. In phase two of reopening, our learning centers will reopen with modifications. Each person on campus will be required to wear a face-covering and maintain a minimum of six feet of distance between each person at all times. Regular hand-washing and 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 to be kept at home and continue to engage in 100% distance learning for health reasons or simply out of an 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 hand sanitizing will also be mandatory. Face masks, hand sanitizers, and gloves will be made available to staff and students. Additionally, OFL 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.

## 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.	\$ 3,265,828	Y
Professional Development: Instructional staff will be provided professional development to better equip them in providing individualized, standards-aligned, and data-driven instruction.	\$ 191,666	Y
School Safety: Safety equipment, such as personal protective equipment, will be provided to ensure compliance with State and local reopening protocols.	\$ 10,000	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 our program's design and the availability of independent study coursework, which includes common core and next generation science standards alignment, 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 daily, during regular 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 remain flexible and sensitive to each student's new at-home schedule, Small Group Instruction teachers are also available during virtual drop-in office hours and for one on one, or small group, support by appointment.

In order to support instructional staff so that they are able to meet the needs of all learners at this time, the LEA 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, among others. We are also offering physical supplies and digital resources that students may need for optimal learning while they are not on campus. These supplies include calculators, pens and pencils, notebooks, highlighters, post-its, backpacks, etc. 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, and continue to build 21st century skills. Postsecondary counselors are working with all seniors to provide remote community service opportunities as well. 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 StudentTrac, our student information system, which provides real-time unit completion data and progress reports. `

## 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 Charter 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. Additionally, we address connectivity issues by providing hotspot internet service to students who don't have reliable access at home. It is clear from our stakeholder engagement survey feedback that some parents and guardians aren't aware that a Chromebook is available for their child. The LEA is working on communicating access to technology better through phone calls home, letters, email, and digital media in both English and the home language of students whose parents and guardians speak a language other than English.

## 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.]

The LEA measures participation and time value of pupil work completed through live chats and synchronous instruction by tracking the frequency of 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. Independent study courses are offered in both physical units and digital curriculum provided through Edmentum courses. Physical units, Student Activity Workbooks, have both review activities and performance tasks nested within them to help the teacher track student pacing. As students complete the Student Activity Workbooks, teachers evaluate each student's pace through the unit and mastery of the activities assigned in order to measure participation. 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. As teachers facilitate the independent study curriculum, they can track student progress through the course and assess whether or not students are meeting the embedded learning targets. In doing so, teachers are able to gauge the participation level of each student with the curriculum. Additionally, this provides the teacher with information as to where to intervene and support the student where there may be an indication that learning loss 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 can 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 LEA will also measure pupil participation by monthly monitoring and evaluating 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 their graduation goals. Similarly, each student's logged digital attendance is monitored each month using our student information system. Evaluating student progress and attendance is important in assessing whether an intervention is necessary to increase student participation and combat learning loss early on. In response to stakeholder input indicating a desire to increase opportunities for students to receive additional instructional time, the LEA is also offering additional support minutes as needed so that learning is accelerated and loss is mitigated as much as possible.

## **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 recognizes the importance of holistically equipping 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 LEA offered professional development on various edtech tools for both facilitating live meetings, virtually assessing student learning, and providing digital resources to students, including digital tools for simultaneous collaboration with students, real-time digital feedback, digital study guides, graphic organizers, assignments, and assessments. In addition to training on how to use Google Meet and Zoom, staff members learned how to comprehensively use Google Classroom in order to provide all students with access to these digital resources. 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 LEA also recognizes the changing role of Postsecondary Counselors during distance learning as well 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. Logistical changes prompted the Charter to consider professional development and guidance on ways in which to maintain efficacy and fidelity in how we facilitate virtual instruction through online platforms and administer benchmark assessments to students. Instructional staff members were provided professional development on virtually proctoring the Renaissance Star assessment, so that the integrity of that process was maintained in distance learning. Instructional staff members were also offered professional development on Edmentum, so that they were able to continue to provide a vast list of course offerings to students who were unable to complete the physical curriculum in Student Activity Workbooks. Additionally, English Learner Specialists were offered training on iLit for distance learning, designated English Learner curriculum, so that they could provide high quality virtual instruction and content delivery to English Learners as well. The LEA tracks staff participation in all professional development participation opportunities and in some cases uses surveys to monitor whether or not the needs of staff members are met through the workshops or training offered. We also measure effectiveness of professional development over time through student achievement data, ability of staff to carry out what is learned and whether or not an indicated need has been satisfied.



## 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 LEA 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. 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. Similarly, math tutors, English tutors and Intervention Specialists are now providing virtual instructional 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 within the constraints of COVID-19 precautions, including social distancing, wearing personal protective equipment, and with a clear wall between them and the student. School Psychologists are also now offering services outlined in IEPs and 504 plans virtually and over the phone. Similarly, Postsecondary Counselors are now providing general education counseling services and social emotional support groups virtually and over the phone. In response to distance learning, 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.

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 pupil paperwork, while school offices and registrars of previous schools have been closed due to COVID-19. Although learning centers are open for safe and limited paperwork drop-off and chromebook use, a majority of families are still requesting virtual orientations and enrollments; school personnel are accounting for this accordingly. Assistant Principals of learning centers have also taken on a larger role in truancy intervention. Since the transition to distance learning, Assistant Principals have increased the frequency of contact with students and families through phone calls, virtual meetings and home visits in order to prevent students from disengagement. Assistant Principals also make up part of the Covid-19 Task Force which was established to identify which students or staff members have tested positive for COVID-19 and to ensure that our school follows reporting and social distancing protocols according to the county in which the student or staff member resides. Staff members at all levels have been asked to assist with contactless distribution of supplies and curriculum to students as well as school meals.

## 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.]

By design, 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, especially in the way of referral services to low and no cost community programs. Postsecondary Counselors are also ensuring that foster youth and students experiencing homeless students are attending mental health and academic counseling as needed, especially as their circumstances may have been exacerbated by COVID-19. 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. Many of our Low-Income, foster youth and students experiencing homelessness also have limited access to one healthy meal per day. When basic needs, such as nutritionally dense food, are lacking, especially for Low-Income, foster youth and students experiencing homelessness, they are not able to perform as well in school as their peers. We are providing meals through the National School Lunch Program that are nutritionally balanced and free to all students and families. We are also providing nutritious snacks and non-perishable food items to students and families who need them. We are equipping students with resources such as textbooks, workbooks, other course materials, technology, and educational software, to especially ensure the mitigation of obstacles inhibiting full engagement in coursework for low income, foster youth and students experiencing homelessness. This is most important 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.

Special Education Specialists and School Psychologists will continue to review IEPs regularly and upon enrollment to evaluate the need for records review, adjustment of services and readiness for success on state assessments, including CAASP and ELPAC 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. In alignment with IDEA, the LEA 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 English Language instruction virtually by way of SIOP model language lessons, utilization of SDAIE strategies, facilitation of Achieve 3000 - Literacy Advancement, and iLit curriculum designated specifically for English language acquisition.

## 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 to help strengthen their understanding and implementation of effective distance learning strategies.	\$160,614	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.	\$ 68,528	Y
Virtual Career and Technical Education Courses: Students will have virtual access to industry-recognized coursework and certifications through career and technical education programs.	\$ 203,445	Y

## Pupil Learning Loss

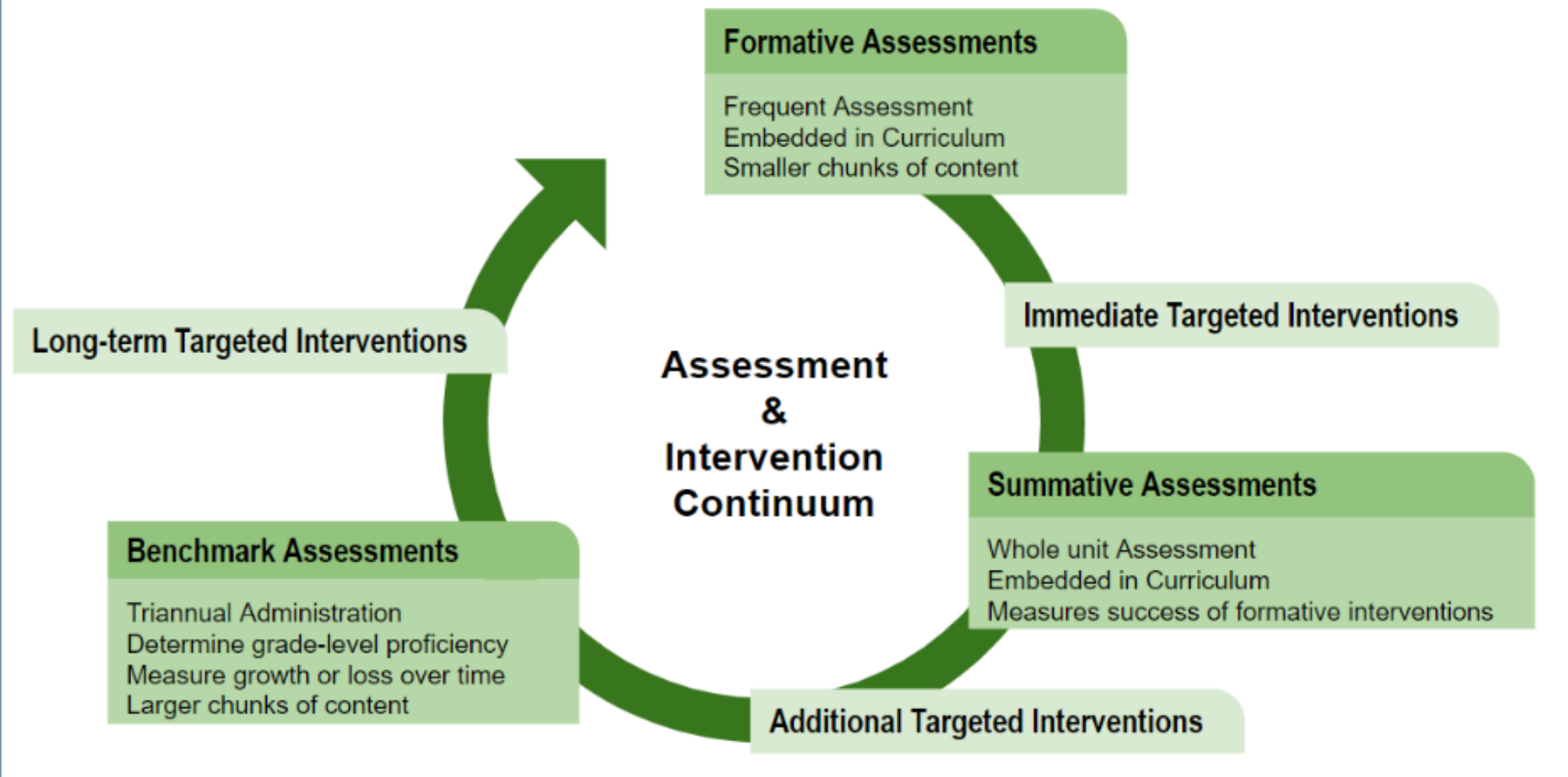
[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The LEA will continue to use multiple tools to assess learning loss during the 2019-2020 and 2020-2021 school years, 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. Renaissance Star reports provide detailed information that indicates what each student still needs to know in order to perform at grade-level so that instructional staff has the necessary data to tailor interventions and coursework to accelerate learning in those respective areas.

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, as a result of formative assessment performance, was successful. 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. Regular intervals of formative and summative assessments will occur across all coursework, so that learning loss is addressed and recovered.

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, Freckle Math, Achieve 3000, ERWC. 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, respectively. Other supports to remediate learning loss include meeting with subject-specific tutors or Intervention Specialists in order to regain skills and competencies lost during distance learning. 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 may assign additional literacy coursework, such as Achieve 3000 with an emphasis on Literacy Advancement, or enroll students in designated ELD curriculum, iLit to support language development. 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. 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. Special Education Specialists adjust learning goals based on assessed learning loss or growth, and provide targeted tools and supports for students with disabilities. 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. Strategies implemented, so that students with disabilities to access the content, include segmented assignments, where assignments are chunked into smaller more digestible pieces, and annotated instructions, where Special Education Specialists assist students in identifying key requirements outlined by assignment prompts. 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. 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 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, ERWC, and Accelerated Math, designed to develop and strengthen skills necessary to access grade appropriate curriculum.	\$ 835,195	Y
Tutoring and Intervention Staff: Students will have access to Intervention Specialists and Tutors to support with math and English accessibility and completion.	\$ 824,487	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 recognizes the need to support the mental health and social and emotional well-being of both students and school employees, and will continue to provide resources to students and professional development opportunities to staff. Student mental health and well-being is regularly monitored through several faculty-led services and events, in addition to social-emotional check-ins during virtual instruction appointments. 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. The Charter has hosted a virtual pet meetup, where students showcase some aspects of their personal lives by introducing their pets to their peers. We have also hosted weekly Social Lounge meetups, where students engage in conversations related to current social topics and share thoughts with their peers. The LEA is also offering a weekly Revolutionary Workshop series to students, where they explore who they are and the world in which they live. This workshop includes restorative circles; mindfulness with trauma; and connecting with one’s self through yoga. In response to stakeholder survey input, the LEA is committed to continuing to provide opportunities for students to engage with their peers and increase their sense of connectedness to the school community. Resources provided to students include online self-care videos where students learn how to monitor their own mental wellbeing and practice self-care routines. School sites have also provided students and families with Wellness Packs which include items that promote stress reduction: a coloring book, a word search and puzzle book, colored pencils, a stress ball, and a Rubik’s cube.

The LEA is supporting the emotional well being of staff by providing self-care activities, events and resources. One of the activities offered to staff is a self-care workshop, where staff learn how to use tools for reflection and the ability to make space for social-emotional growth. Employees are also offered virtual yoga and dancing events where they release stress through guided physical activity and have an

opportunity to interact with colleagues in meaningful ways, outside of work. Staff members are also provided with virtual wellness tools and resources, including grounding exercises, self-care, and coping with stress. Additionally, employees have been offered access to participate in a virtual diversity and inclusion workforce group. The LEA also plans to offer staff access to an Employee Assistance Program. The Employee Assistance Program Your EAP offers assistance when employees need help with work and home issues ranging from family, relationship and parenting issues; child and elder care needs; emotional and stress-related issues; conflicts at home or work; alcohol and drug dependencies; and health and wellness issues. Licensed mental health professionals are available for confidential consultations and appointments to address unique needs of school employees. School employees will also be provided a professional development opportunity for suicide and trauma awareness to ensure we are appropriately responding to the impacts of COVID-19 on our school community. The wellbeing of staff members is monitored through weekly one on one check-ins with school leadership and informal peer check-ins.

## **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 has implemented a three-tiered reengagement plan to provide support and outreach services to pupils 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 and tools available to 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 reengagement. 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 Reengagement Plan & Strategies

1 Day Absent  
and/or missing  
assignments

- Teacher contacts parent/guardian
- Teacher collaborates with parent/guardian and student to prevent learning loss

2 consecutive  
absences and/or  
missing  
assignments

- Teacher contacts parent/guardian & schedules a meeting
- Teacher collaborates with parent/guardian, student, teacher, Postsecondary Counselor, and the Assistant Principal
- Tier 1 Interventions for re-engagement are implemented
- If phone, text, or email are unsuccessful, a letter is sent home requesting a meeting

4+  
consecutive  
absences  
and/or  
missing  
assignments

- Teacher contacts parent/guardian & schedules a meeting
- Teacher collaborates with parent/guardian, student, teacher, Postsecondary Counselor, Assistant Principal, and School Psychologist
- Tier 1 Interventions to support student re-engagement continue
- Tier 2 Interventions are discussed and considered
- School Psychologist connects with the parent/guardian and students to determine if there are mental health issues, homelessness, health or social services needs
- If phone, text, or email are unsuccessful, a home visit is conducted

## 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.]

The charter recognizes the economic impact of COVID 19 and that many families have lost income or are working fewer hours. Some students who were helping support families with retail, restaurant and entry level work have also lost jobs. Minding the required safeguards recommended by the CDC, learning centers are open for free disbursement of nutritionally dense fresh and shelf stable meals to students and families in need. The meals are available for pick up during operating hours, Monday through Friday, to any student or family in the Charter. Any food remaining past the recommended serve date is discarded per USDA guidelines. Additionally, learning centers are offering nutritionally dense, shelf-stable, breakfast and snack items to all students and families in the Charter. 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. In order to ensure social



distancing takes place, students sign up for food pick up appointments; the appointment sign ups are monitored so that all pickups are staggered appropriately. Staff members at each distribution site regularly disinfect surfaces and wear the appropriate personal protective equipment necessary to keep other staff, families and themselves safe.

## 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 continue the healthy meal program to ensure that all students have access to at least one healthy meal per day.	\$ 256,983	Y
School Nutrition	Nutritious, shelf-stable, breakfast items and snacks will be offered for students to pick up at learning centers.	\$ 245,000	Y
Mental Health and Social and Emotional Well Being	Students will have access to Post-Secondary Counselors who provide general education counseling services.	\$ 1,060,055	Y
Mental Health and Social and Emotional Well Being	Students will be provided virtual and in-person experiential learning and school engagement activities that focus on emotional well being and social-emotional skills.	\$ 642,458	Y
Pupil and Family Engagement and Outreach	The Charter will host virtual stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to solicit feedback and determine resources and support services necessary for student achievement.	\$396,181	Y
N/A	iLit designated English language development curriculum will be offered in order to improve literacy and English Language acquisition.	\$12,500	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
23.02%	\$ 10,086045.00

## 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 have access to fully credentialed teachers to help aid in progression in core subject areas.
- Professional Development: Instructional staff will be provided professional development to better equip them in providing individualized, standards aligned, and data-driven instruction.
- Distance Learning Professional Development: 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)

**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 Opportunities for Learning Baldwin Park credit deficient, especially in core courses. Low-Income and Foster Youth students are no exception to this trend in enrollment, and are at even greater risk of learning loss due to the hardships experienced during COVID-19. Low-Income and Foster Youth students are faced with additional social, emotional and language barriers that impact their engagement in learning. In order to receive the appropriate specialized instruction required for academic English language acquisition, English Learners must have access to highly qualified and fully credentialed teachers who understand and can apply appropriate instructional strategies for English Learner success. Additional barriers for Foster Youth, Low Income and English Learners have been a lack in in-person instructional support

and resources, which plays a role in both their efficacy to ask for support and ability to access the content through in-person instructional modeling and guidance.

These actions are principally directed toward Low Income and Foster Youth students in that highly qualified, fully credentialed teachers are able to bridge subject matter content and students' skill levels in order to close the opportunity gap for students most at-risk. This will be effective in meeting the requirements of increasing and improving services for Low-Income 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 as necessary for English Learners. 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. Additional professional development for teachers provides opportunities for data-driven, evidence-based, instructional strategies to be implemented in the classroom in order to address the specific needs of these students as it pertains to any gaps incurred by lack of time in school or resources as it applies to Foster Youth that are often transient, in order to keep up with demands of core content curriculum.

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

- Tutoring and Intervention Staff: Students will have access to Intervention Specialists and Tutors 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)

**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 face additional barriers in that they are often very 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 do not have resources for additional support to bridge the learning between school and home, and require specialized interventions to address any gaps in learning during distance learning due to COVID-19, and provide students with 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 and creating a timely and intentional plan for intervention is important to addressing the areas of highest academic need for English Learners and Foster Youth students, and creating a positive virtual learning environment so that these students can thrive.

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.

**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 Career Technical Education.
- Virtual Career and Technical Education Courses: Students will have virtual access to industry-recognized coursework and certifications through career and technical education programs.
- 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) 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 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.

These actions are principally directed toward Foster Youth, Low-Income and English Learners in that they provide each subgroup with both core content and workforce related 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 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. Career and Technical

Education is effective in meeting the requirements of increased and improved services for these subgroups by aiding in both content specific language acquisition and exposing students to workforce experience they may not otherwise have. College and Career Readiness is effective in meeting the requirements of increased and improved services for these subgroups by ensuring they have the tools, resources and information necessary to succeed in a secondary and postsecondary setting, regardless of any language, academic or personal obstacles. 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:**

- Pupil and Family Engagement: The Charter will host virtual stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to solicit feedback and determine resources and support services necessary for student achievement.

**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:**

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 who are most at-risk which tend to be our subgroups. Traditional communication methods perpetuate existing barriers in school connectedness so it is important to engage families in multiple ways.

This action is 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 continue the healthy meal program to ensure that all students have access to at least one healthy meal per day.
- School Nutrition: Nutritious, shelf-stable, breakfast items and snacks will be offered for students to pick up at learning centers.

**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:**

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 equipment, such as personal protective equipment, will be provided 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) 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:**

- Counseling Services: Students will have access to Post-Secondary Counselors who provide general education counseling services.
- Experiential Learning and Engagement: Students will be provided virtual and in-person experiential learning and school engagement activities that focus on emotional well being and social-emotional skills.

**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.]

**Action(s):** iLit designated English language development curriculum will be offered in order to improve literacy and English Language acquisition. iLIT training will be provided to designated instructional staff to ensure the course is taught effectively and as it was designed. Instructional staff working with English Learners will attend professional development that includes instructional strategies and interventions specifically targeting English Learners achievement. The use of Renaissance Star Reading assessment Lexile data for English learners and students with disabilities provides the information necessary to target specific instructional interventions for each student. Unduplicated students performing below grade level will be assigned an evidence-based intervention, such as Achieve 3000, Accelerated Math, Freckle Math, or ERWC. Unduplicated students will have access to fully credentialed teachers to help aid their mastery of common core state standards

The iLIT Program has been proven to be an effective instructional program and led to accelerated growth in literacy skills among the group of students who piloted the program in the 2019-2020 school year. iLIT is also a tier 1 ESSA approved intervention for English Learners. English Learner students need to develop the necessary skills to achieve English Proficiency for high school coursework, as well as postsecondary education and workforce readiness. English Learners benefit from individualized support from highly qualified instructors for both designated and integrated English Language Development instruction. Thus, iLIT, evidence-based literacy interventions, evidence-based math interventions and subgroup individualized support and instruction will be allocated proportionately to our student subgroups in accordance with the 23.02% requirement as compared to services provided to all students. The charter will be working toward an increase of reclassification rates for our English Learners, and through the implementation of iLit, the charter strives to see an improvement in Lexile measures among our English Learners. The LEA also strives for improved progress in English and math completion and student achievement through the implementation of evidence-based interventions with English Learners.



**Action(s):** Foster Youth have access to fully credentialed teachers to help aid their mastery of common core state standards. Foster Youth performing below grade level will be assigned an intervention, such as Accelerated Math, Freckle Math, Direct Instruction classes, or other evidence-based math interventions. Postsecondary Counselors provide Foster Youth students with targeted resources and referrals to assist with both academic and social-emotional support.

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. When foster students have access to interventions and supports uniquely tailored to meet their needs, they are more likely to find success across content areas and gain skills required to complete work independently at home. Foster students who work with fully credentialed teachers, who are able to provide appropriate learning tools, are more likely to have access to both the curriculum and skills required for postsecondary education and the workforce.

Thus, subgroup individualized support and evidence-based math interventions will be allocated proportionately to our student subgroups in accordance with the 23.02% requirement as compared to services provided to all students. The Charter aims to ensure that Foster Youth who have been enrolled at least 30 days meet with their Post-Secondary Counselor once a semester to review academic performance and progress, post-secondary plans and workforce opportunities. The Charter strives to meet the academic, social-emotional, and supplemental resource needs of Foster Youth so that they are able to make academic progress as their peers.