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.

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General Information

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

The COVID-19 pandemic has caused major impacts on the larger family of NOVA Academy. Many of the students have parents who were suddenly out of work, thereby increasing the stress on the families as a whole. Many families struggled to make sure their students had food each day, especially those who relied on the school lunch program for multiple children. Some families also faced the inability to continue to pay for certain services, such as the internet. This lack of internet service caused families to need hot spots from the school and search for others around their community. Students without internet access were not able to attend distance learning lessons in a synchronous fashion. Many students faced a complete lack of access to their social network of friends and the extended school family.

Stakeholder Engagement

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

At the beginning of the pandemic shutdown, the parents and students were issued the original Local Control and Accountability Plan survey, titled "Coachella 2020 Family-School Relationship Survey for LCAP" in both English and Spanish for parents, and the "Coachella Student Climate Survey 2020" for students. Unfortunately, those surveys were sent out only a few days before March 13th. The normal LCAP survey results show a 95% participation rate, whereas this survey only had 73% of the student population respond. The student survey results were greater in number, over 160 students answered, which shows a stronger engagement through digital sources for the students over the parents. Part of this can be attributed to the students having to be online often for their distance learning. Families were contacted on a daily basis for the first week, and very regularly thereafter through multiple contact methods, such as Loop Communications connected to the school's SIS, emails, personal phone calls. Further communication was completed through the school Instagram and Facebook accounts, thereby connecting parents in yet another manner. An additional effort was made to correct contact information for each student and family in the school. This resulted in larger and more comprehensive email listings as well as better phone contact numbers for both voice calls and text messages. The "School Reopening Survey for Families" survey was sent out to families in the same manner, but with the updated and expanded email lists.

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

All families were given ample opportunities to participate in public meetings and public hearings through a distance method via video conferencing links. Some events, such as the graduation, were broadcast via Instagram and Facebook Live options through the school accounts. Parent Universities and informational meetings were also conducted with parents and families able to attend via video conferencing with where the presentation was given in English as well as translated into Spanish.

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

While the original "Coachella 2020 Family-School Relationship Survey for LCAP" survey solicited only 6 English and 8 Spanish responses, the "School Reopening Survey for Families" survey received 30 English and 31 Spanish responses. In the original LCAP survey, the responses all were positive with families stating that they felt that the school was a place where their students could belong, have friends, and succeed both academically and socially. The second survey indicated that parents were concerned with their students' health, with many stating that they would be happy with a mixture of distance and limited in-person learning for their students. Many parents indicated concern with the learning that their students were participating in with the majority stating that they were only somewhat confident that their child made sufficient academic progress this spring. However, almost as many parents said that they were very confident that their students had learned, thereby indicating a middle ground possibility and need for learning loss mitigation. Additionally, families who attended public hearings and information meetings were pleased with the information given. Student answers to the "Coachella Student Climate Survey 2020" show a positive learning environment as well as school culture before the pandemic.

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

Parent concerns with food, internet connectivity, and student learning shaped the Learning Continuity and Attendance Plan. Students who are eligible for a free or reduced lunch will receive lunches for their attending students. This has now been increased to also include all siblings in the family and those who might not qualify. This essentially extends the program to all students connected to the school. This will be provided in a drive-thru fashion, Grab-and-Go, for all families twice weekly, depending on the length of the school week, so that students are able to receive benefits. The application for the program is available in English and Spanish for all families. This application can be accessed online for a no-contact process, as well as in paper for those with limited internet access. Additionally, families can contact the front office for assistance and completion of the application over the phone. Students are all provided with a Chromebook that has been updated with the latest information and browser connections, thereby moving the school into a 1:1 student and device school. Students with limited access to the internet are also being given access to hotspots from the school. Teachers were given access to a year-long digital curriculum through APEX Learning and were given the opportunity to complete professional development training for this curriculum. This curriculum allows teachers and students to begin asynchronous learning and teaching in the event of infection from COVID-19.

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.]

Whenever possible, classroom-based instruction will be offered through a multi-cohort hybrid learning model connected with flipped-classroom learning for many students. This approach will allow us to ensure a safe environment for our students and staff, wherein a reduced number of students are present for onsite instruction per day and alternate days throughout the week. This will include designated onsite-only/ online-only classes. Additionally, when students are on campus, the campus will accommodate physical distancing between students and staff through identified walk-ways with specified traffic flow directions (provided through signs, reminders, and modeling). Students and staff will have their temperature checked via a forehead thermometer (wiped down and cleaned with a disinfecting wipe that is disposed of in a biohazard container specifically designated for this purpose) or a thermal imaging device designed to give a visual and audible warning when a fever is seen in a person.

All classrooms have a reduced number of seats spaced 4-6 feet apart in order to accommodate social distancing needs. These seats are also surrounded on two sides with clear barriers (one in front of the desk and one on the right-hand side of the desk, with the students being able to enter and leave the desk from the left-hand side). These barriers allow students to see the teacher and their peers but keeps them protected. Similar barriers are present at the teacher's desk so that students can approach the teacher but still be guarded throughout the process. Additionally, barriers are present on the office desks so that visitors, consisting of parents, guardians, and government officials (county, district, or health), and the office staff are able to be distanced and separated by these barriers.

Students and staff would also wear masks. The school will provide students with two masks each, with additional masks available when needed. The school-provided masks are material and the emergency masks are the paper medical masks. Each classroom has been outfitted with a hand-sanitizer dispenser as well as extra bottles of spray sanitizer. Additional sanitizing equipment, such as student-friendly spray bottles, single-use cloths, washable cloths, and electronic wipes are available in each classroom. This is in addition to multiple boxes of tissues at the ready, latex gloves, hypo-allergenic gloves, and Clorox-style wipes. Student restrooms have been labeled as single-stall use or limited number use (for the larger ones with more than 6 feet between stalls), with ample hand washing supplies. Door openers have been provided to staff to allow them to open their doors without the use of the handle. Elbow door openers have also been provided to each classroom. Students will also have access to a sitting area with greatly reduced chair numbers in the cafeteria space as well as ample seating outside, spread out across the whole lunch area and grass section, with shade and protection from the sun.

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

Description	Total Funds	Contributing
Barriers - Purchase of the sneeze guards for the front office staff, the students in the classroom, and the teacher's desk.	$53,425	Y

Cleaning Materials - Purchase of cleaning cloths, disinfecting wipes, hand sanitizer, and dispensers.	$3,602	Y
Personal Protective Equipment (PPE) - Purchase of face masks for staff and students and disposable gloves.	$2,728	Y
Thermometers - Purchase of digital thermometers and forehead thermometer and biohazard waste container for the disinfecting wipes used on the thermometers.	$2,277	Y
Signage - Purchase of standing signs and sticker signs for doors, walkways, and windows.	$881	Y
Lunch Area Project - Purchase of astroturf, landscaping, benches, umbrellas, and other area enhancements to provide more outdoor space for students to be spaced out more during lunch.	$32,216	Y
Hands-Free Tools - Purchase of staff hands-free devices and elbow door openers.	$936	Y
Campus / Student Safety - Payment for the supervision of students during drop-off and pick-up as well as through the times students are on campus.	$35,498	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.]

Per the "Distance Learning Expectations Policy" issued April 3, 2020, and updated August 9, 2020:

"All classes (with the exception of college courses not supervised by NOVA faculty) will meet virtually via video conferencing during their scheduled 55-minute or 40-minute timeslots, as outlined in the attached "Distance Learning Bell Schedule & Class Dates 2020-2021" (Appendix A). All class sessions must consist of synchronous live interaction for the duration of the class period and must include both attendance taking and start-of-class/end-o-class routines (i.e. "do now/warm-up" and "exit ticket activities")."

"The NOVA distance learning program will provide its students with educational opportunities and continuity to the greatest extent practicable during the temporary school closure."

Families are expected to help their students through their learning since the students are not in the physical classroom or able to be guided in person by their teachers. This includes, but is not limited to, a safe place in which to work during class times and after school activities have ceased for the day.

While not originally an online program, NOVA Academy has chosen to commit to the organization-wide adoption of the structure, consistency, and reliability of a proven online licensed course program, specifically, APEX Learning with standards-aligned enhancement and supplementation with teacher curated materials and activities. Live instruction events will mix with online learning and resources to give students robust access to their learning experience and materials. Faculty will utilize Google Classroom and Canvas as Learning Management Systems through the different learning environments of distance learning, hybrid/ blended learning, and face-to-face learning.

Access to Devices and Connectivity

The LEA has provided the students with Chromebooks, one per student, no matter how many students are in the family, so that they have a reliable device with which to access the internet and their learning materials and resources. Additionally, students and families who express that they do not have access to the internet or wifi internet services will qualify to be able to borrow a school-provided hotspot that has a 12-month data plan.

Per the "Distance Learning Expectations Policy" issued April 3, 2020, and updated August 9, 2020:

"Students will be provided with personal login credentials for online/virtual distance learning instruction, meetings, and school-related activities for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges."

"Students, parents/guardians, and responsible adult caregivers must comply with the NOVA Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning"

"Technological resources provided by NOVA must be used in a safe, responsible, appropriate, and legal manner in accordance with NOVA policies and in support of its instructional program for the advancement of student learning."

"Video conference meetings, aka "virtual classes," may be recorded and made available as archived copies for later viewing by students and faculty. These archived copies may include both audio and video recordings of students participating in real-time virtual classes."

Pupil Participation and Progress

Per the "Distance Learning Expectations Policy" issued April 3, 2020, and updated August 9, 2020:

"GRADING AND CREDIT POLICY: For the duration of the 2020-2021 academic year, the standard NOVA Academy Grading and Credit Policy will be in effect, regardless of whether the school is operating via distance learning, hybrid instruction, onsite instruction. Established graduation requirements will also remain in effect; however, fulfillment criteria for Physical Education requirements may be subject to revision."

"PARTICIPATION EXPECTATIONS: Students will be required to attend all scheduled live video conferencing sessions in lieu of on-campus classes during distance learning and/or hybrid instruction. As with onsite instruction, student attendance will be tracked and documented for all classes."

Student attendance will consist of their presence in the video conferencing sessions as well as their progress and work in the digital curriculum. Students with low video conferencing attendance will receive calls from support staff and teachers to check in on them and find

out why they were absent from class. This is similar to absences in face-to-face learning and using the same idea of connecting with students and their families each day. Student participation will rely on their completion of activities during the synchronous instruction as well as their off-camera work, which will account for the rigorous practice of concepts learned during their synchronous sessions.

Students will move through a tiered system of support for attendance, participation, and engagement. As students move through the tiered supports, interventions will be identified based on student needs, family dynamics, and a holistic and whole-student approach. This means that some interventions might be more aggressive for some students at an earlier stage based on their previously known behavior and reactions to prior interventions. Students going into tiers 2 and 3 will begin to have interventions and connections logged using a weekly engagement form. The use of a weekly engagement form allows for administration, support staff, and Family teachers to keep track of their students, their engagement, and their overall progress and attendance during distance learning.

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.]

A pattern of training, exploration, and implementation for curriculum and Web 2.0 tools has taken place and will continue to occur. Training in the online curriculum was initially implemented through the providers of the contracted online curriculum, but further training will be completed with the assistance of Technology Coordinators from both the Santa Ana and Coachella campuses. Additionally, training in Web 2.0 tools such as Hapara, PearDeck, and ClassDojo will enhance student safety and online learning experiences by connecting them to safe practices and the larger NOVA community. With the current LMS being Google Classroom, ongoing support and development occur from Google and the Technology Coordinators will keep up with these changes, disseminate information to the staff, and help them learn to better implement best practices. The administration will remain vigilant of the needs of staff and ensure that professional development is provided as the climate and needs of distance learning or hybrid/ blended learning changes.

Teachers have also been provided with direct access to their Technology Coordinator and a Tech Support Ticket Google Form that creates tickets for the Technology Coordinator to assess and complete in a timely manner to better assist the teachers and staff in supporting student learning. Teachers have also been provided with laptop devices so that they are able to connect to the students with a school-provided device with better access to support from the IT provider as well as with better reliability and connectivity. Teachers or staff working from home will also have access to a hotspot if required to be at home instead of working on campus.

When approached, the teachers had a number of ideas that will be considered, and some are being implemented. One is a set of trainings that are scheduled for those learning new platforms. Another is the use of a troubleshooting list for students and teachers or common problems that occur so that students can be in classes as quickly as possible and for as much time as possible.

Staff Roles and Responsibilities

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

Faculty members are to remain on the video conferencing system and available to students for the entire duration of their scheduled class period. This requires a video call that is uninterrupted and that mimics their face-to-face classroom traditional setting. Responsibilities during video conferencing times include, but are not limited to, maintaining a professional appearance through dress and grooming, maintaining

professional speech and conversational topics related to class, entering students from the waiting room into the class video conference in a reasonable time frame, being present to the class and the subject at hand, among others. Teaching faculty members will be expected to provide scaffolding and differentiation throughout the course of each learning unit and session.

Teachers will meet on Mondays for Professional Development and Professional Learning Communities to assess student progress, program effectiveness, solidify expectations, learn about their technology, express students of concern in the academic and social-emotional realms, as well as discuss and learn best practices for distance learning, hybrid-learning, and face-to-face instruction. Staff members were also given a number of additional training modules through SafeSchools to inform them of best practices in dealing with COVID-19 and other environmental needs, such as ergonomics and working from home.

Staff will also reach out to parents and students for engagement connections. These are times where positive connections through preferred methods of communication occur, as well as connections with families and students about student behavior or lack of engagement and participation in classes. Students who remain concerned after these conversations and contact attempts will be escalated to Tier 2.

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.]

On July 1, 2020, NOVA Academy - Coachella left the Riverside County SELPA and joined El Dorado Charter SELPA in order to have more input and influence in the support of the students with unique needs attending the school. Students in special education programs will no longer be serviced by Coachella Valley Unified School District (CVUSD) employees or contractors but will be serviced by NOVA Academy employees or service providers brought in by a contracted NPA. Student needs, based on IEPs and the IEP team (including teachers, parents, and the students), are the goal for the new Special Education department. This included the hiring of a full-time Education Specialist and a full-time Paraeducator. Both of these new positions will work exclusively with those in special education programs.

Stakeholders suggested one-on-one meetings and training for students with unique needs or those who are struggling with learning the technology needed for distance or hybrid learning. Students will be able to schedule such meetings based on need and will be able to participate in these meetings at their availability during the workday. Students can meet with the Special Education department (if a student with unique needs), the Academic Intervention Specialist, or the Technology Coordinator. English Learners and their families are able to get technical support help from the Academic Intervention Specialist and the Technology Coordinator through translation aid (the AIS translating for the TC), as well as teachers and peers who volunteer to help in these areas. The volume and frequency of the meetings will be based on found and expressed student need.

Students with unique needs and ELLs are given translation and accessibility assistance and support through various extensions added to the student's school-provided G Suite accounts. This includes, but is not limited to, speech-to-text, text-to-speech, translation, dictionary, note-taking and storage, sound enhancement, and visual enhancement extensions and apps. Students in the foster care system as well as students who are experiencing homelessness are eligible for the lunch program, as well as hotspots as needed. These students will be tracked for further check-ins with staff and counseling for both academic and mental health supports.

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

Description	Total Funds	Contributing
Chromebooks - Purchase of new Chromebook devices to replace old devices that are no longer updatable or providing good access to materials.	$64,763	Y
Hotspots - Purchase of data hours and the borrowing of hotspot devices for students without reliable access.	$25,563	Y
IT Services - Payment for services provided to support the expanded need of digital service to devices borrowed by students, setup, and implementation of online learning portals and digital curriculum.	$65,450	Y
Laptops for Teachers - Purchase of Dell laptops for teachers to facilitate teaching at a distance.	$11,400	Y
Software - Purchase of curriculum licenses (APEX Learning), interactive presentation licenses (Peardeck), and Zoom video conferencing licenses, as well as other software.	$27,509	Y
Professional Development - Payment for Professional Development resources in connection to teaching at a distance or through a hybrid learning program as well as supporting student learning at a distance or through a hybrid learning program.	$41,090	Y
Canvas - Purchase of software licenses for the entire campus of teachers and students.	$2,970	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.]

At the end of the previous semester (Fall 2019), students attending NOVA Academy - Coachella took mid-year benchmark assessments in English Language Arts and Mathematics. This information was used as a data point for comparison. The English Language Arts and Mathematics departments gave a beginning-of-the-year benchmark assessment, along with new tests gauging students prior knowledge and returning knowledge in Social Science, Critical Reading and English Language Development, Art, and Spanish. All teachers used prior data points for students who were previously in attendance at NOVA Academy - Coachella to compare present data. All of this allows for gauging student learning levels, including any learning loss. According to NWEA research, students will likely experience a COVID Slowdown, wherein they have a typical loss in learning comparable to the slope of a Summer Slowdown, or a COVID Slide, wherein they have a greater loss in learning comparable to the slope of a major Summer Slide (Kuhfeld & Tarasawa, 2020).

Prior to the beginning of the new school year, students were offered the opportunity to take college courses through the summer. This would give students the opportunity to continue their learning through the summer break and extend their learning time through advanced classes (Rollins 2014; 2017). Additionally, students were given the opportunity to attempt to recover credits through summer school classes. These classes were offered for multiple levels of Math, multiple levels of English Language Arts, World History, and multiple levels of Spanish. Students were also offered additional support through the administration during this time so that seniors who fell behind in the Spring and other students failed classes after gaps of time due to connectivity issues or being out of town (some out of the country). All students, no

matter what program they participated in during the rest of the school year, were offered the same opportunity to recover credits. Efforts for student credit recovery are ongoing with additional classes provided through the digital curriculum as well as enrollment in needed classes in the normal schedule.

Students in the EL grouping who have not been reclassified, or who have only recently been reclassified, are placed in either an English Language Development (ELD) or Critical Reading class. The Critical Reading class typically sees the students who have recently reclassified or those with higher-level English skills who might not have reclassified due to a metric not being able to be met. Students in the ELD class are typically those with bigger struggles including those who are more recent in moving to California and learning English.

Students who have either failed a math class, are behind in their math credits or are showing signs of struggling with the material (such as on the benchmarks) are placed in the Math Support class. This connects the students to one of the math teachers on campus who helps them solidify their understanding of basic math concepts in context. This helps students bridge the gap between what they know and where they need to be in relation to their high school level math classes.

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.]

After creating data points, teachers will use department level and cross-curricular conversations to examine the data and determine the best course of action for students. With students who show similar losses, they can be given homogeneous grouping for supports, scaffolding, and differentiation. Teachers are a major focus in creating and implementing strategies to combat learning loss for students. With teachers as evaluators on their impact in the classroom, collaborators with peer groupings, and relationship builders, students can gain faster with active plans for their engagement and learning at the forefront (Hattie, 2012; Hattie & Smith, 2020). Students with greater needs will be approached in a holistic manner wherein they gain individualized attention and support through the Special Education department (for those with documented disabilities) and the Academic Intervention Specialist. This holistic approach will take into account the trauma that each student went through by the sudden separation from their friends, many of whom are the student's chosen family (Godsey, 2020). Students with younger siblings may still struggle with having to not only participate in their own learning, but also guide, direct, and care for their younger siblings' learning, development, and general well-being including changing diapers and feeding babies and toddlers for parents with no day-care options.

Using active engagement strategies will also help those students who are at home and able to attend daily lessons. Using strategies from John Hattie's Visible Learning metadata studies, teachers, staff, and administrators will be able to address student needs at a deeper level of understanding and will be able to generate actionable plans for students. Topics such as reducing anxiety (Hattie & Zierer, 2017), consistent and active feedback for students and families (Hattie & Clarke, 2019), acceleration vs. remediation (Rollins, 2014), the benefits of an active classroom (Rollins, 2017), the difference between distance learning and crisis teaching (Fisher et al., 2020), and positive teaching mindsets (Stevens, 2020) will be discussed by teachers in connection to their students and their students' needs.

Additional efforts to meet the needs of students will focus on the Social-Emotional Learning (SEL) of the students so that their Maslow needs are met so that they can attain Bloom's levels of learning. This included added time in the distance learning process for the Family class as

well as an implementation of Habitudes for all student groups. Habitudes is a program focused on the SEL of students and growing them as life-long learners as well as leaders of others through their habits and attitudes (Growing Leaders & Elmore, 2016).

Students in the Freshman year will be introduced to Freshman Seminar classes and will make connections to their future goals and ideas, including, but not limited to, the importance of budgeting, living within your means, and the boost that higher education (college or vocational training) can give to a person's income. Get Focused, Stay Focused, will also be referred to through the other grade levels with an emphasis on looking towards the future through educational opportunities. An additional connection to student futures will take place in Senior Seminar classes where senior students work on researching colleges, scholarships, and other things connected to financial aid (and they get help in understanding the FAFSA process). Senior Seminar students also will create a senior portfolio (physical and digital) as well as participate in Senior Exit Interviews where community stakeholders interview students on topics such as the school-wide learning results and the core values for the school.

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 diagnostic and benchmark tests will return at the end of the Fall 2020 semester. This will give a year of data on some students (from the end of Fall 2019 to the end of Fall 2020). Additional information from their coursework and formative assessments will be evaluated along with the benchmarks and diagnostic data for triangulation or comparison of before the COVID shut down, before and during learning loss mitigation, and after mitigation. The evaluation of the data will take place during PLC meetings throughout the semester. After evaluation, additional gaps will be identified and a plan will be developed to fill these gaps further.

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

Description	Total Funds	Contributing
Webinars - Attendance to webinars that prepared administration to focus on reducing possible learning loss and how to better help students in distance learning.	$44	Y
Support Staff - Academic Intervention Specialist for assisting students in their learning endeavors outside of traditional class time.	$23,213	Y
LINK/ Tutorial - Purchase of instructional materials and curriculum, which includes added instructional time.	$97,888	Y
Summer School costs - Payment of additional teachers during Summer School for additional teaching staff as well as learning resources.	$11,456	Y
EL and Math Support Classes - Teacher preparation and training for students needing remediation.	$29,475	Y
Habitudes - Training and Support for teachers in dealing with student SEL needs. See expenses for Professional Development.	$0	Y
Get Focused, Stay Focused - Material support for the Freshman Seminar class teacher as well as for the other Family grade teachers to continue the ideas of the program, including the digital curriculum for other grades so that students can update or create the 10-Year Plan.	$9,615	Y

Online College Courses - Expenses for tuition, books, learning programs, and other materials needed by students for their college courses, such as Kindles and ebooks.	$30,034	Y
Senior & Freshman Seminar - Support for Senior Seminar and Freshman Seminar teachers and students, including materials for the research projects, portfolios, and exit interviews, added instructional time.	$41,447	Y
Winter Intersession - Payment of additional teachers who are needed during the Winter Intersession for additional teaching staff and learning resources/ curriculum.	$8,816	Y
Family Class - Material support for teachers and students during Family classes. This includes information about Social Emotional Development, digital citizenship, and interpersonal skills.	$138,999	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.]

Within the very first week of school, the administration sent out a survey with curated questions focused on student social-emotional learning. This survey is related to the Family program curriculum of Habitudes (Growing Leaders & Elmore, 2016), which focuses on leadership skills that are mingled with life skills that, in turn, are highly applicable to learning and development. The Habitudes curriculum is being implemented in its entirety through one Family class per grade level, and in partial fulfillment through the other classes. Students will focus on this program in their Family classes on Wednesdays or Thursdays, giving them time to discuss and journal and participate in activities regarding the images being explained in the program.

Teachers and staff focused on self SEL and student SEL during the summer PD week. Additional training and reviews will take place over the course of the semester and into all forms of learning. This is planned for both student support and staff support during and after a time of fear, panic, and emotional turmoil and trauma. Following one of our core values of the Whole Child, teachers and staff can make connections to families and students in need or pain. Additional resources will be provided to teachers as they are found.

Teachers and staff will also reach out to students and their families on a daily basis. Teachers will contact students and their families when there is a need or issue with a student's attendance, work ethic, or behavior in classes (virtual or in-person). They will also connect with families for positive phone calls and conversations when students are doing better in classes or working hard on their assignments. These connections with the home will also serve as touchpoints and connections to determine if there are additional family needs that the school can either provide services for or find sources of support for families.

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,

Outreach to families will happen on a daily basis with the first tier being for basic attendance, participation, and engagement contact. The first tier primarily consists of teachers and the Special Education Teacher and Paraeducator (for students with unique needs). Interventions will focus on a whole student approach, as well as a holistic focus for students based on needs and family dynamics. Students with higher needs will be put into higher tiers, and thereby approached in a more aggressively consistent manner (it should be noted that the aggressive part of this is to indicate how often the family contacts and outreach procedures are followed rather than the tone of the contacts). Tier 2 interventions include connections with the Academic Intervention Specialist, the School Counselor, and the Assistant Principal. Tier 3 interventions require more members of a team working with the students including, but not limited to, all of the student's teachers, their Family teacher, parents, support staff, and administrators. Weekly engagement checks are included in Tiers 2 and 3, where student engagement is logged for future reference and record for their overall needs assessment or progress.

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.]

Grab-and-Go meals are distributed on Wednesday and Friday from 8-10 am and again from 1-3 pm to allow for multiple windows for pick up. Multiple days of meals (breakfast and lunch) are provided to the families of students. Heating, storage, and care instructions are included in the packaging with all components of the meals given at the same time. Multiple modes of communication are used to inform families of this process, such as, but not limited to, social media posting, messages to student and parent emails, Loop communications, and voice recorded announcements. Additionally, information about this process, including the application for the lunch program to determine eligibility for the free or reduced lunch program, was made available through the same modes of communication, including the school website. and families could complete the application online, over the phone, or in-person (when permitted by local health ordinances and notices), thereby allowing all students eligible to be reached in this program.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Habitudes and SEL Support - Support and additional training for all teachers and staff members related to student SEL needs. See expenses for Professional Development.	$0	Y
Pupil and Family Engagement and Outreach	Translation Services - Provided so that family communications can be provided in the family's documented primary language.	$4,263	Y

Pupil and Family Engagement and Outreach	Teacher Outreach - Time in the bell schedule so that teachers can reach out to families and encourage student participation, communicate positive behavior, correct negative behaviors, and encourage overall participation and engagement in classes.	$39,019		Y
Pupil and Family Engagement and Outreach	Communication Specialist - Work with a communication specialist contracted to create communications, outreach in the community, as well as monitor and post to the school's website and social media accounts.	$27,799		Y
School Nutrition	Grab-and-Go Meal Distribution - Costs related to reliable storage and distribution of school-provided meals to students and siblings, and consulting services.	$13,494		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
100%	$845,870

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.]

Students in the foster youth, English learners, and low-income categories were considered first through the approach of research-based decisions concerning learning loss mitigation strategies. The research focused on studies where students in the underserved populations were subjects of the studies and were positively helped in the overall outcomes in the research. These students were also considered in the process of the school nutrition program distribution and enrollment process. With multiple times, families of the working poor, those who have to use public transportation, or those who have to wait for carpooling opportunities are reached and able to participate in the program. A series of surveys were conducted with families and students (each stakeholder group was given a separate survey focused on what they knew needs were for the students), and Family teachers reached out to families so that they could discover needs in the families, thereby focusing on holistically providing students with needed programs and services.

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

A student in any one of these categories is also likely to be in another one of these categories, and their Maslow needs were considered in the process. This includes the purchase of hot spot plans for internet access and usage. Students in these groups are less likely to have reliable or consistent access to internet services, so these hot spots were provided to students in this need category, thereby mitigating some of the effects of the digital divide experienced by these students. Students were also provided with a school device, even in the event where they might have a personal device at home. Knowing that some of these students might have other students in the family and a small number of devices in the home, all students were provided with a school device for access and support needs (such as through contracted IT service providers where they can aid students better through a registered device).

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