

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
Options For Youth - Acton	Wendy Gillespie, Principal	E: wgillespie@ofy.org P: (760)285-7571

General Information

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

In response to the COVID-19 emergency health pandemic, Options for Youth Acton shifted to 100% distance learning. In preparation for the shift, surveys were administered to students and staff to determine technology needs and technology was distributed accordingly. Students can schedule appointments to pick up Chromebooks and any school supplies that they might need at home. Learning centers remain open during regular school hours with limited staff at each center. Technology with specific embedded tools is available to meet the needs of students with specific disabilities. Teachers and staff reached out to students and parents/guardians to ensure that the school had the most up-to-date contact information. The LEA informed parents/guardians and students about the transition to distance learning through letters, e-mail, and text messages, which the school continues to update consistently. Teachers are continuously provided with professional development opportunities and training so that they are equipped with tools for navigating the digital platform and delivering instruction virtually. The LEA has continued to provide academic instruction for students through a digital platform. The learning centers have remained open for students to pick up school supplies (including technology and textbooks) and lunches. School psychologists have continued to complete assessments, 504 plans, IEP meetings, and Student Study Team meetings, as requested, virtually. The school is using SignNow to ensure that necessary forms can be signed digitally from home. Any interaction needed in person at the center follows recommended social distancing guidelines from the CDC and CDE. The COVID-19 pandemic has impacted Options For Youth-Acton students, staff, and the surrounding community.

The OFY-Acton staff has experienced a shift in their roles and responsibilities as the LEA’s learning model shifted to distance learning. Educators prepared and delivered instruction in an online setting, communication with families and students became more essential than ever to keep students engaged. It was challenging to maintain a regular schedule when students are waking up later in the day. Teachers have increased communication with the homes to set expectations of class times, completion of academic work, and a check-in session to ensure that social-emotional needs are met. Students continued learning in a new environment, along with many students also gaining new roles as caretakers for younger siblings or joining the workforce to help their families financially. OFY-Acton is committed to providing quality education and instructional resources for students and their families to keep learning and progressing towards achieving graduation. OFY-Acton staff’s needs are also continually assessed to equip them with the appropriate professional development and resources to support OFY-Acton students. The Charter plans to expand foodservice options by providing weekly shelf-stable meals for pick-up or

week and panty boxes every other week for families facing food insecurities due to the impact of the COVID-19 pandemic having access to nutritious meals. Additionally, OFY-Acton plans to incorporate several intervention actions to address students' social-emotional needs as stakeholders have identified that there are students who have identified feeling depressed and anxious due to the pandemic and Distance Learning.

Stakeholder Engagement

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

Principals and Administrators at Options For Youth - Acton met to develop the instructional plan and Learning Continuity & Attendance Plan utilizing stakeholder feedback from the surveys administered to students, parents, and staff. Additionally, Principals and Administrators met with the School Leadership team to discuss School Improvement Plans, student academic progression, and how to ensure that all students' needs are met during distance learning and once students return to in-person instruction.

OFY-Acton has reached out to stakeholders through surveys to receive feedback to create a robust instructional plan; teachers also provided input to teams through center meetings based on input during conversations via phone and google hangouts. Some parents reached out by phone to give feedback, emailed questions and responses through email and commented on social media postings. We encourage feedback through live interaction such as Google hangouts, phone calls (for those without internet access), texts, and social media on an on-going basis to continually increase communications with all stakeholders. Teachers have weekly updates through an update email as well as weekly center meetings. During this time, staff has open dialogue to give live feedback, ask questions, and contribute to the overall plan. This feedback has been a significant contributor to the structures created in our Distance Learning plan.

Options for Youth - Acton sent emails and text messages to families and students that included a link to an initial survey using SurveyMonkey, with the 2020-2021 school year options. Furthermore, the survey link was posted on the School's social media account and included in weekly newsletters to students. The surveys for students and parents/guardians were written in English and Spanish to ensure they would be accessible to a broader family range. Parents/guardians and adult students were asked if they planned to re-enroll at OFY-Acton, select which instructional approach they felt most comfortable with for the 2020-2021 school year, and share any concerns they might have about returning to campus. The instructional approach options provided are as follows: distance learning through the first semester, a hybrid learning model with some in-person and some online instruction, or a full return to campus.

A second SurveyMonkey survey was administered mid-July through early-August to students, parents/guardians, and staff. This second survey asked for stakeholder feedback on the types of mental health offerings they would like to see during the school year, professional development opportunities that they felt would be beneficial, how to best support pupils with specific needs, how to improve student engagement, access to technology & connectivity, and how pupil progress at OFY-Acton should be measured. This survey was available in English & Spanish. Due to these surveys' high response rate, it was determined OFY-Acton sufficiently gauged stakeholders' feelings to specific subject matters and that we had the data to make educated decisions that were best for most stakeholders.

In addition to the surveys, we mailed home letters to parents explaining our Distance Learning plan and how we will utilize a phased approach when returning to in-school instruction. Our staff also explained our phased return plan at each school site during their center

meetings. They were able to reach out to their supervisor or HR staff with any questions or concerns. Leadership staff was able to address concerns and make adjustments to staff who requested flexibility in certain areas or accommodations.

Furthermore, instructional coaches developed surveys that were distributed to teachers via email to reflect on the initial distance learning period (March 2020-June 2020). Feedback from these surveys, along with leadership input, was used to inform the development of the instructional plan for the 2020-2021 school year. Time was then designated for teachers to meet and discuss what they felt went well, areas of growth, and suggestions for the 2020-2021 school year. Additional feedback was collected from center meetings and an In-Service held in August. Highlights from the plan were also presented at the School Site Council Meeting and District English Language Advisory Committee meeting and time was allotted for feedback and questions.

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

The LEA will post the agenda, along with login information to virtual public meetings that can also be joined by calling into the meeting, 72 hours in advance on the School's website and on the School's front doors so that interested publics can join remotely. Agendas and information for all meetings will be available in English & Spanish to be accessible to a broader range of stakeholders. At the bottom of the agenda a phone number will be made available for community members to contact the school should they need to arrange for any accommodations to access the meeting (e.g., translated materials or access to the internet).

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

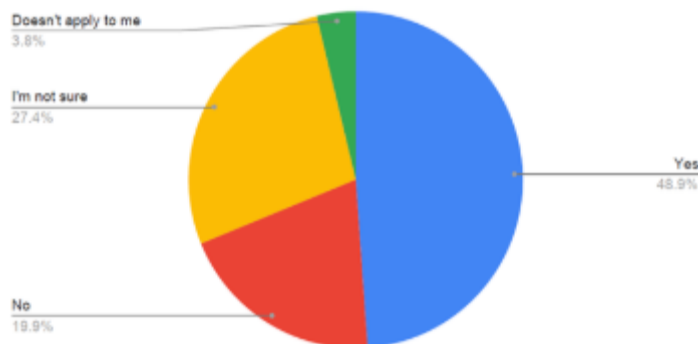
OFY Acton distributed surveys throughout the summer, beginning on July 17, 2020 and ending on August 14, 2020 to begin to plan ahead and compile critical feedback from our community to help develop our planning for the academic months ahead in response to Covid19. After our survey closed we took the time to analyze and delve into several trends, highlights and themes that emerged described below. Overall, it seemed that parents and students were both evenly split on whether or not students should continue in Distance Learning or return for in-person instruction. Most parents were concerned about the safety measures that would be put in place when students returned to campus. It was surprising that more students indicated that they would be interested in participating in the school lunch program than those that participated last school year. We felt this really highlighted the need for providing nutritious meal options for all students. About one-tenth of students indicated that they did not have access to reliable internet at home, which was alarming considering that internet is needed to access the coursework. Additionally, about 16% of students reported needing some form of mental support. Teachers felt strongly about being provided professional development opportunities to equip them with the necessary tools to meet student's social-emotional and academic needs during Distance Learning.

Parent/Guardian Feedback

When asked about enrolling students for the 2020-21 school year, 85.6% of parents/guardians indicated that they would re-enroll their students at OFY-Acton for the 2020-21 school year. 4.8% indicated they might not be re-enrolling their students-it was identified that the decision would be contingent on the LEA's campus plans. Another 3.7% of parents stated that they were undecided in their decision to re-enroll, and 4.06% stated that their student would be graduating in the summer and therefore not re-enrolling. Overall, families seemed conflicted on whether or not students should return to campus. 19.9% of parents/guardians stated they did not feel comfortable with their students returning to campus, 27.4% were unsure if students should return and 48.9% of parents indicated they did feel comfortable with students returning to campus at some capacity. For the initial survey, 37.2% of parents/guardians indicated that students should continue in

distance learning through the first semester, 35.6% preferred a hybrid learning model, and 23.7% were comfortable with a full return to campus. On the second survey, 52.23% of parents/guardians felt comfortable with students coming into the school site twice per week, 33.12% stated they were not comfortable with this model, and 14.65% were uncertain if they felt comfortable with their students coming in twice a week. Many parents/guardians shared concerns about students being able to maintain social distancing guidelines. At the same time, families wanted to know details of the screening & disinfection protocols that were in place before deciding if their student would return to campus. Some families expressed that they would not suggest additional precautionary steps that the Charter could take to make students feel safe attending school during the COVID-19 pandemic as long as the CDC recommendations (social distancing, wearing masks, frequent handwashing, and sanitizing of spaces) are followed. Other families stated they preferred students to continue in distance learning until it is safe to return to school.

Would you feel comfortable with your child resuming on-campus appointment and in-person classes?

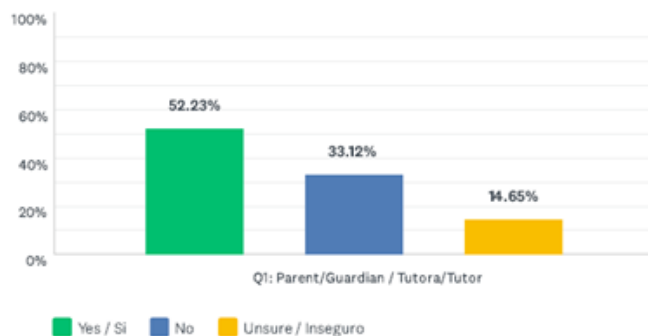


Which instructional approach would you be most comfortable with to begin in the month of August



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

Answered: 157 Skipped: 99

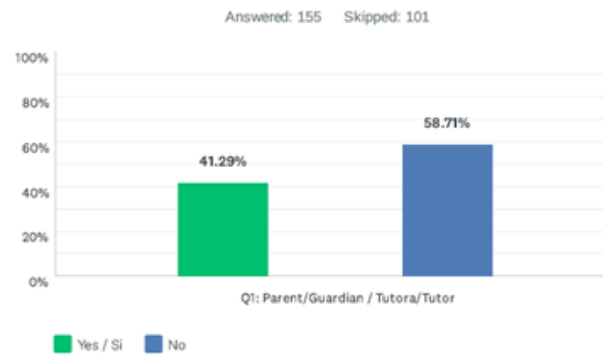
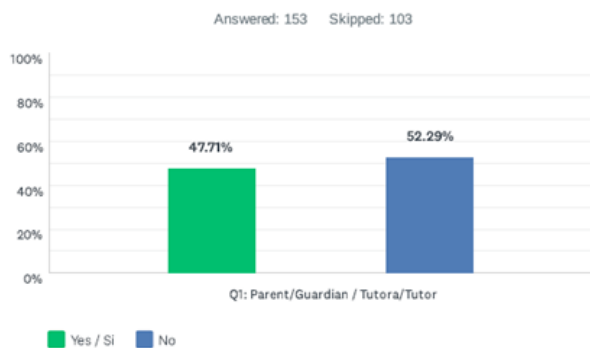


Parents/Guardians were asked if their students had experienced learning loss and how the school could help support students with learning loss. About half of parents/guardians felt that their students had experienced learning loss while the other half felt no learning loss had occurred for their students. Some parents thought that the School was already doing an excellent job of supporting students with learning

loss through effective communication with families and teachers' responsiveness to students' needs. Some families felt that school could help support students with learning loss by offering additional support, such as tutoring, increasing student-teacher contact, communicating a clear instructional plan to students and families, offering a blended learning option (online coursework, packet-based classes, allowing students to come in if needed), making sure students have the tools to complete all assignments, and having student groups.

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

Q4 Did you/your child struggle adapting to Distant Learning? ¿Favor de indicar si su hijo/a tuvo problemas adaptando al aprendizaje a través de la distancia por la computadora?



Student Feedback

54.88% of students indicated that they felt comfortable coming to school twice a week, 24.39% of students did not feel comfortable and 20.73% of students were unsure. While some students felt that as long as the school was practicing social distancing and following state guidelines, they would feel safe attending the school during the COVID-19 pandemic. There were students who thought it was safer to continue in distance learning until the pandemic is over. Students were asked if they had experienced learning loss and how the school could support students with learning loss, 69.14% of students indicated that they did not experience learning loss and 30.86% indicated that they did experience learning loss. Some students identified reopening schools, keeping in contact with students, and providing additional support as ways to combat learning loss. 43.21% of students stated that they struggled to adapt to distance learning. While most students indicated that the school has enough programs/supports that help combat students' learning loss due to COVID-19, 9.88% of students said they did not agree that the school was providing enough programs and support to address learning loss. When asked what challenges students faced in attending all appointments due to the impact of COVID-19, 43.75% of students indicated that they had anxiety, 17.5% of students stated that they had a job, 15% of students are caring for family or siblings, and 26.25% of students reported lacking interest in distance learning. As feedback for the school to re-engage students, students suggested that teachers continue checking in on students, frequent communication, group meetings and activities to have social interactions, one on one support, continuing SGI classes, and more activities for students. In regards to school meals, 17.72% of students indicated that they participated in the free meal program before COVID-19 with 63.14% of students reporting that they were very likely or somewhat likely to participate this school year. 16.46% of students reported that they are in need of mental health support and students stated they would like to see counseling, sessions for how to deal with anxiety and depression, grief counseling, and stress management. Lastly, 12.2% of students indicated that they do not have reliable internet connectivity.

Staff Feedback

Based on the collected free response feedback from the Learning Continuity Plan Feedback survey, staff would like to have Professional Development (PD) centered around stress management, self-care, supporting students with IEPs, 504 plans, trauma, depression, or anxiety, motivation during isolation, appropriate social-emotional checking in, and identifying at-risk students. Furthermore, staff recommended that clear steps and protocols be outlined for what a staff member should do if concerned with a student's mental health or potential self-harm. Also, staff would like more team-building opportunities at the school site level. OFY-Acton staff indicated that PD on how to work with multiple students simultaneously, student engagement, motivation, accountability, file management, and Google Apps would be helpful support during distance learning. Staff stated that continuity of instruction would occur through proper scheduling, offering both digital and physical curriculum, providing technical assistance, maintaining communication, evaluating students for learning loss and trauma, culture building, and providing training for parents/guardians. Support resources that staff recommended for student engagement were having cohorts, social hour, group academic appointments, student council, Esports, parent seminars, meals available for students, and health and wellness workshops. Furthermore, there was an In-Service in August and staff were given the opportunity to provide feedback about what they would like to learn more about. Most staff indicated wanting to learn more about Google Classroom, Google Hangouts, and serving the needs of diverse student populations.

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

Options For Youth - Acton recognizes that distance learning presents challenges to our students staying connected to our school and in response to feedback from parents to increase communication, the LEA has sent out phased reopening plans and regular updates to families via School Messenger. We have included an outline of our reopening plan in the In-Person Instruction offerings section of the plan. Furthermore, students also identified having more activities and opportunities for student interaction to improve student connectedness. Due to this, we have revamped our sports program to include E-Sports and virtual yoga in lieu of our previously scheduled girls' volleyball and boys' basketball seasons. Additionally, the Charter will continue to have a Student Council, workshops, post-secondary events, and virtual programs, such as Bilingual Scholars, that have been adapted to be conducted virtually. Because parents and students identified a need for mental health support, the LEA will offer a Health & Wellness group, Social Hours for students to connect with peers while monitored by school staff, and resources will be shared with all stakeholders and can be found outlined in the Mental Health and Social and Emotional Well-Being section of the plan. All stakeholders identified that internet access was a need for many students and as a result, the school plans to provide hot spots, with safe search software installed, for households who need them and we have incorporated this feedback in the Access to Devices and Connectivity section of the plan. Since almost three times the number of students than last year stated that they were either likely or very likely to participate in the meal program, in the School Nutrition section of the plan the school outlines how it decided to offer both lunches for weekly pickup and pantry boxes for families experiencing food insecurity, as needed. The Distance Learning Professional Development section included direct feedback given by Teachers that they needed professional development specific to instructional strategies for meeting the needs of students and engaging them during the pandemic and while in Distance Learning. OFY-Acton has incorporated the professional development opportunities that will be offered to staff in order to support them in meeting student needs while in Distance Learning as a part of this plan.

Continuity of Learning

In-Person Instructional Offerings

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

As a non-classroom-based charter school, in-person learning is not required pursuant to our Charter petition. However, Options For Youth - Acton will work towards returning to in-person instruction in four phases. In Phase 1, students will not be permitted to fully return to campus and strictly be 100% distance learning. During this phase, the school site will be physically closed to all parents, guardians, visitors, and students, unless an appointment is arranged. Learning centers will remain accessible to all students and families for picking up resources by appointment only. We are currently operating in this phase. In Phase 2 of reopening, schools will reopen with modifications. Every person on campus will be required to wear a face-covering and maintain a minimum of six feet of distance between every person on campus at all times. The LEA is ensuring that there are markings on the floors as a social distancing guideline and installing plexiglass barriers at work stations to aid in physical separation. Students could return to school 1-2 days per week, during Phase 2, if they feel comfortable doing so. Regular hand-washing or hand-sanitizing will also be mandatory. Personal Protective Equipment will be provided for students as needed. Additionally, OFY-Acton staff will disinfect high-touch surfaces, including desks, door handles, and computers throughout the day. While every OFY staff member is committed to carrying out these safety protocols, the Assistant Principal at each campus will be ultimately responsible for compliance. During Phase 3, the school will reopen at full capacity while abiding by CDC and local guidelines. Staff will be required to return to the school site to resume on-site activities on a limited basis. Students will have the option to continue distance learning during Phase 3. Phase 4 is when the school will be open with no restrictions, all student activities will resume, and distance learning comes to an end. Staff will resume all in-site activities and tasks previously offered before Distance Learning. Once this phase is reached, Distance Learning will come to an end.

Options For Youth - Acton will continue to provide appropriate instructional approaches aligned with the four phases for reopening the school for in-person classroom instruction. The LEA is currently in Phase 1 of this plan based on State recommendations and the number of county COVID-19 cases. Currently, the LEA is in distance learning as a part of Phase 1 of the school reopening plan, a blended format in which students complete work independently at home and meet with their teacher virtually at least once per week. These instructional appointments are held through a virtual platform, and dependent on state and CDC guidance, these instructional meetings with teachers may be held in-person. Additionally, students will have the option to take small group instruction courses in Math, English, and Science. In these courses, up to 20 students will meet with instructors twice per week during 90-minute to 2-hour blocks or four times a week for 60-minute blocks. Students will receive direct instruction, engage in collaborative activities with peers, and have discussions as a class. These courses are led in a digital setting; students will access activities and worksheets through Google Classroom and classes will meet virtually through Google Meets.

To determine if students have experienced significant learning loss, the LEA will have all students take the Renaissance Star Math and Reading Assessments as an initial screening. Renaissance Star assessment will be conducted three times throughout the year to ensure students are making adequate academic progress. Students who score as “intervention” or “urgent intervention” will be identified as having

experienced significant learning loss. Teachers will work with students and relevant stakeholders to develop an intervention plan for students in this category. Intervention plans may include additional instructional time for the student with their Independent Study Teacher, mandatory English or Math tutoring appointments, assigning an enrichment course (Achieve 3000, Accelerated Math, Math modules), and placing students in small group instruction courses for their core curriculum. Formative assessments will be conducted whenever the student is meeting with teachers or tutors during instructional and support time to evaluate student progress and inform potential changes to the intervention plan.

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

Description	Total Funds	Contributing
School Safety - The charter will ensure that anyone entering the school site follows social distancing guidelines and signing in/out policies. Additional school safety training will be provided for staff. The LEA will also follow social distancing guidelines, allow flexible appointments for students, and give the students PPE as recommended by CDE.	\$50,000.00	Yes
Basic Services - Students will have access to fully credentialed teachers to help their mastery of core courses and common core standards.	\$1,000,000.00	Yes

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.]

As students transitioned to distance learning in Spring 2020, the LEA ensured that students would remain with the same teachers and similar academic appointment times to maintain as much normalcy as possible for students. Options for Youth - Acton will continue to ensure that students have access to a full curriculum of equal or comparable quality despite the method of delivery. The LEA is even more committed to providing a highly personalized blended learning environment in which all students can succeed. While OFY-Acton students primarily participate in independent study and will be assigned online Edmentum courses, they also have the option to participate in small group instruction(SGI) classes for their core coursework. In some instances, students may be assigned paper workbooks. Edmentum is an online platform that provides a customizable digital curriculum that allows teachers to deliver instruction both virtually or in-person. Since the curriculum is customizable, it allows teachers the flexibility to adjust the curriculum to meet the individualized needs of each student. The curriculum on Edmentum is interactive for students; they respond to the tutorials in different formats (written response, matching, fill in the blank, multiple-choice, etc.) and there are videos and articles. Edmentum also has embedded instructional tools that students can access including audio, video, translator, digital highlighter, calculator, and note-taking. Moreover, students have the flexibility to progress through the curriculum at their own pace with guidance from their teacher. Continuing students will have the same Independent Study teacher as they did in the previous school year. While navigating through each of the instructional method options, students will always have scheduled instructional appointments with appropriately credentialed teachers in either a one-on-one setting or small group environment. OFY-Acton

students also have access to math and English tutors to support them through their independent study coursework, to offer homework help, and to further explain concepts taught in SGI classes.

Independent Study(IS) teachers are creating weekly schedules that include structured instructional appointment times with groups of about five students, times for orientations with new students (as we enroll students year-round), office hours, and additional student support times. IS teachers utilize Google Meets for instructional appointment times to offer live instruction and to allow students to have interaction with one another and the teacher in as close a possible setting to what they would experience if they were meeting in-person. SGI teachers are also developing schedules that include their class times, office hours, and additional student support times. Google Meets will be used to deliver live, synchronous instruction for SGI courses and coursework will be organized in Google Classroom so that assignments and resources are readily accessible for students. Parents/guardians will be invited to view their student's progress in a course and receive weekly progress updates. There will be approximately 20 students in each of the small group instruction courses and classes will either be held twice a week for 90-minute to 2-hour sessions or four times per week for 60-minute sessions. Schedules will be shared with students, parents/guardians, and administrators and can also be accessed on the school website. Some teachers are planning to record instructional lessons to use them for make-ups and to offer more clarity for students by letting them review the recordings at their own pace. Students will be able to rewind and pause to hear concepts re-explained to them as needed. This will be especially helpful for EL students and students with disabilities, as well as for those that may have experienced learning loss and might benefit from this type of accommodation. School administration and instructional coaches will continue to conduct observations of teacher instruction while in distance learning to offer support for teachers and to ensure that students are continuing to learn and have access to quality education while in this format.

Access to Devices and Connectivity

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

Options For Youth - Acton surveyed students to determine their technology needs. Teachers and support staff contacted families that did not complete the survey, possibly due to lack of internet or technology access, over the phone to ensure that the needs of all students were recorded. The LEA provided Chromebooks for every student that indicated that they did not have access to laptops or computers. Additionally, the LEA has provided information about affordable home internet programs that are available to all families. OFY-Acton is developing a plan to provide hotspot devices for students that do not have internet access while the school is in the distance learning format. Hotspot devices will be administered through an approval process that requires approval from the assistant principal.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

OFY-Acton serves at-risk students through a flexible blended learning model with a strong social-emotional curriculum and high levels of one-on-one student-teacher interaction. OFY-Acton operates on a year-round, multi-track calendar in small safe learning environments. Qualified teachers provide students with rigorous differentiated instruction and early academic intervention, thereby maximizing students' potential for academic and career success. Students attend appointments with their independent study teacher at a minimum of once a week to review course materials, receive academic support and intervention, complete written and verbal assessments, and collaborate in working towards educational goals. OFY-Acton provides students additional time to meet and gain academic support on

content-specific instruction through tutoring, intervention specialists, and small group instruction. Students are expected to complete four to six hours of academic work per day, and submit assignments to their independent study teachers at each appointment. Also, teachers hold students accountable for both attendance and assignment completion through phone calls, written communication with parents, and live instruction. Teachers have been given discretion in creating an academic plan for their students to meet each student's individual needs. Additionally, OFY-Acton has an intervention process set in place that includes support from additional staff members such as the school administrator, school counselor, school psychologist, etc. OFY-Acton makes every effort to provide all resources necessary for all students to succeed; this includes all student populations (SWD, EL,LI, Foster, and Homeless). OFY-Acton also offers direct instruction classes, referred to as Small Group Instruction(SGI) classes, with an average of 15-20 students per class. The students receive live instruction from a credentialed teacher. Resources are provided to students with needs (i.e., Chromebooks, hotspots, alternative workbook assignments).

Students will be expected to log in to a scheduled Google Meets session with their Independent Study teacher at least once a week along with maintaining communication with their teacher via email or Google Voice throughout the week and completing their Independent Study coursework. Participation will be measured by attending weekly sessions, scheduled makeups for missed appointments, and the number of units that a student completes each month. For SGI classes, students will attend Google Meet live instruction sessions either twice a week for 90-minute to 2-hour sessions or four times per week for 60-minute sessions. Course materials will be posted on Google Classroom and students will be expected to regularly check Google Classroom for updates and assignments. Participation in SGI courses will be measured by tracking attendance and completion of classroom assignments. Overall, student progression will be tracked to assess pupil progress.

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 LEA has offered several training and professional development opportunities to support staff in distance learning. Among the support offered to staff are Google Classroom training, Edmentum training, Google Voice training, office hours with instructional coaches, departmental collaboration meetings, and several other technology training. All training sessions were recorded and shared with staff to review as needed. Throughout the school year, the LEA will provide additional staff training to learn about time management, school safety, methods for engaging students in a distance learning format, and training specific to supporting English Learners, students with disabilities, foster youth, and youth experiencing homelessness. Instructional coaches have developed several resources as needed and collected them on the School Portal and Google Classroom for staff to readily access. These resources include detailed tutorials, suggestions for Student Google Meet norms, sample teacher schedules, student schedule templates, a framework for instructional appointments with students, Edmentum resources, best practices for maintaining communication with students and families, and instructions for maintaining a work record log to monitor student progress. Instructional coaches also organized a week-long team building event at the end of the 2019-20 school year so that staff could continue to feel connected as a team despite working from home.

In the Spring, training on the following technology resources were offered to all staff: Google Forms, Remind App, and Edulastic. Continued professional development opportunities centered on student achievement have been provided monthly. Before the start of summer school, there were two Edmentum training sessions to ensure summer school teachers were equipped with the necessary tools to support students as they transitioned to this digital platform. Moreover, all Independent Study teachers participated in an event where they discussed best practices for reviewing student work, addressing plagiarism, and navigating assessments. Substitute teachers were offered a

training session that included navigating the role of subbing while in Distance Learning. Instructional coaches provide virtual office hours throughout the week that teachers can attend if they have questions or if they are facing challenges and need additional support. A Small Group Instruction(SGI) teacher Connect session is held once a week; this is a time to check-in and connect with colleagues, as Distance Learning can create feelings of loneliness and isolation. During this session, SGI teachers have time to practice with tools (such as Google Meet Breakout Rooms), so they can get familiar with how to use them through hands-on exploration before being in front of a class. A Google Sheets tracker was developed to document all professional development.

Staff Roles and Responsibilities

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

As a result of the COVID-19 pandemic, educators have been challenged to quickly become digital technology experts, find new ways to communicate with students and families and be innovative in their instructional planning to ensure student engagement in the distance learning model. Moreover, many OFY-Acton educators have had to adapt to these new responsibilities while working from home and balancing several roles (e.g., homeschooling their own children or acting as caretakers). When staff is present at a learning center it has now also become an expectation that they will clean their area with a disinfectant prior to beginning work for the day and at the end of each day. Additionally, some staff members have been trained to ask screening questions, accurately take visitors' temperatures, and record who is entering the learning centers while following CDC guidelines and maintaining the utmost safety. While lunch was previously distributed once a day, lunch will now be available for pickup once a week. Designated staff members will verify the student's name and provide a package containing five lunches to each student that comes in to take home as opposed to students consuming meals on campus. Prior to the shift to distance learning, tutors would meet with a group of students at the same time, however, due to the shift to the virtual format it has become increasingly difficult to continue with this structure as students have needed more individualized support and tutors have started offering one on one sessions as opposed to group sessions.

The Enrollment Specialist role has also changed and now includes updating resources for students and families, developing a technology corner for students to access tutorials, and collecting mental health awareness resources to share with stakeholders. Special Education Specialist teachers have participated in additional training so that they are equipped with the necessary information to ensure student confidentiality since guidelines for maintaining student confidentiality have shifted as documentation is now housed virtually. While ensuring the socioemotional well-being of students has always been important for OFY-Acton teachers, it has now become particularly vital for educators to conduct socioemotional check-ins when meeting with students.

Supports for Pupils with Unique Needs

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

English Learner (EL) Specialists will teach a designated ELD curriculum (iLit) in a small group setting, schedule regular one on one meetings to support students with independent study curriculum, and meet with EL students twice a year to create an Academic Learning Plan (ALP). The meeting to develop the first ALP includes the student, parents/guardians, an Independent Study teacher, and the EL Specialist. The meeting to develop the second ALP consists of only the student and teacher. The ALP's primary purpose is to ensure that students

receive the support they need in all of their core courses. The ALP forms include testing and unit completion data, learning strategies required to scaffold instruction, and the student’s learning goals and accommodations. Additionally, the forms include an informational survey that students complete to reflect on their academic performance and goal setting/progression, areas of success and motivation, and areas of improvement. As a team, the student and involved stakeholders develop an action plan that addresses students’ learning goals and accommodations. In developing their own academic goals alongside stakeholders, students learn to take ownership of their learning and academic growth.

Individualized Education Program supports, accommodations, supplementary aids, and services will be provided through appointments with Special Education Specialist (SES) teachers and paraprofessionals. SES teachers are offering one on one support in test preparation, guiding students through their tutorials on Edmentum. All SES teachers provide additional support even if beyond the prescribed Specialized Academic Instruction(SAI) minutes to ensure that students are receiving the support they need to be successful. Some students have continued to receive the same amount of SAI minutes. In contrast, others have had their SAI minutes increased to ensure that they are receiving the necessary support to continue progressing academically. Support strategies that are provided to students include but are not limited to virtual appointments, phone calls, texts, and emails focusing on Edmentum, small group instruction coursework, and in some cases, paper workbook units.

Foster youth and students experiencing homelessness will be given the option to complete paper workbook units instead of a digital curriculum to help support any student. This exception is based on the understanding that students in these particular situations may not have access to the internet or a place to charge technology. If students require access to the internet, mobile hotspots will be provided following an approval process. OFY-students who are foster youth or are experiencing homelessness will also regularly meet with post-secondary counselors to discuss goals and be connected with appropriate resources. Depending on the student’s situation and needs, post-secondary school counselors will sometimes reach out to the San Bernardino County Superintendent of Schools’ homeless and foster coordinators for specific resources. Post-secondary school counselors have a comprehensive resource guide that is shared with students and parents/guardians. If needed, counselors will go through the resource guide and contact various resources for the student. Occasionally, students will be referred to a resource center where they have access to free mental health services, a place to hang out with other kids, have a hot meal, and take a shower. Also, while goal-setting with the post-secondary counselor, a student may qualify and choose to be placed on an adjusted planning guide. When students in these situations enroll, the school will provide school tools and supplies backpack.

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

Description	Total Funds	Contributing
Educational Technology Resources - The LEA will provide students with access to appropriate educational technology resources so that they can take digital courses and utilize research-based digital intervention tools(Achieve 3000, RenStar, Accelerated Math) to grow as 21st-century thinkers.	\$100,000.00	Yes
Professional Development - Teachers will be offered professional development opportunities to equip them better to provide individualized, standards-aligned instruction.	\$440,000.00	Yes
EL Support - The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and the development of Academic Learning Plans twice a year.	\$290,000.00	Yes

Students with Disabilities (SWD) Support - students have access to individualized support through the Special Education Specialists and Paraprofessionals to help their mastery in Common Core state standards.	\$390,000.00	Yes
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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.]

To address pupil learning loss that has resulted from COVID-19 during the 2019-20 and 2020-21 school years, the LEA will assess learning loss through Renaissance Star assessments in Math and English Language Arts. Students that score in the intervention or urgent intervention categories will be offered remediation courses. All students, regardless of their scores on RenStar, will be encouraged to schedule math and English tutoring appointments and attend study skills workshops for all core courses. In addition to this, we are also incorporating core concept reviews into our small group instruction courses and during instructional appointment times with their Independent Study teacher.

In the upcoming 2020-21 school year, the LEA will continue to use Renaissance Scores along with achievement data and meetings with students, parents, and teachers to determine which students require additional intervention to meet grade-level standards. Achievement data utilized in these meetings include information from assessments used to show mastery or units and from the rubrics for projects, performance tasks, and Achieve 3000 is a flexible curriculum platform that adjusts to the grade level of the individual student and adapts content accordingly so that students can increase literacy skills at their own pace. Identified students will participate in Achieve 3000 courses facilitated by EL Specialists or English Tutors during one on one or small group appointments. EL Specialists and English tutors will be trained in the appropriate facilitation of this course.

Student intervention plans in the 2020-21 school year will be more strategic and may include adding math enrichment appointments to a student’s schedule. During these academic appointments, students will meet with a Math Intervention Specialist(MIS) or Math tutor to receive support in either a one on one or small group setting. Students will navigate Accelerated Math during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Accelerated Math will identify specific strands of Mathematics that students could improve on and an individualized learning sequence is developed for each student. MISs and Math tutors will be trained on how to facilitate these sessions and regularly meet to discuss best practices with colleagues throughout the school year. Furthermore, this school year, Math teachers will be trained on how Accelerated Math can be utilized in the classroom to fill in any gaps in knowledge or understanding in mathematics that students may have. Using math enrichment in conjunction with Accelerated Math, we hope to see our students’ math learning gaps to be filled and students gain the skills necessary to master materials.

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.]

To address learning loss and accelerate learning progress for pupils, as needed, the LEA will place emphasis on addressing students' social-emotional well-being and building community with students as a foundation for student learning, consistently assessing students' needs and understanding, incorporating re-engagement strategies, setting clear expectations, and providing individualized support. Teachers will consistently conduct formative assessments to check for student learning and use feedback to adjust lessons or activities as needed. The Charter will also hold study skills and informational workshops to equip students and families with resources and tools needed for staying on pace while Distance Learning. In small group instruction(SGI) courses, teachers are encouraged to utilize diagnostic assessments to identify skills that may need to be reviewed prior to diving into the curriculum content for the semester. If a student is identified as having experienced significant learning loss, then the teacher, parent/guardian, student, and relevant staff members will meet to develop an intervention plan that may include additional time with a teacher, required tutoring, or remediation courses.

English Learner(EL) students meet regularly with an EL Specialist for both ELD instruction and support in core content areas. To combat learning loss among pupils who are English learners, the EL Specialist will ensure the Academic Learning Plan (ALP) is reflective of student needs. All EL students have an ALP and the primary purpose of the ALP is to ensure that students receive the support that they need in all of their core courses. The ALP forms include testing and unit completion data, learning strategies required to scaffold instruction, and the student's learning goals and accommodations. Additionally, the forms include an informational survey that students complete to reflect on their academic performance and goal setting/progression, areas of success and motivation, and areas of improvement. As a team, the student and involved stakeholders develop an action plan that addresses students' learning goals and accommodations. In developing their own academic goals alongside stakeholders, students learn to take ownership of their learning and academic growth.

Students with disabilities(SWD) meet regularly with Special Education Specialist (SES) teachers to receive Specialized Academic Instruction (SAI). If an SWD has experienced significant learning loss, then SAI minutes or the Individualized Education Plan (IEP) may need to be adjusted to ensure that it reflects the student's needs. IEP providers review and maintain special education services, supports, and accommodations through monitoring of academic progress and progress toward annual goals. Progress Reviews are held if amendments are assessed to be needed. Academic progress is monitored to assess for continued appropriate academic pacing. SWDs having difficulty with academic pacing are provided additional academic support with general education teachers, SES teachers, and tutoring. Social/emotional check-ins are held at the beginning of each appointment. When appropriate, or requested, counseling is made available. Additional technology support is provided to ensure that SWDs are able to access online learning and support services.

Foster Youth and students experiencing homelessness regularly meet with a post-secondary counselor and career pathways coordinator to develop an individualized academic plan to meet each student's unique needs. Post-secondary counselors and career pathways coordinators will connect foster youth and students experiencing homelessness with resources to ensure that their basic needs are met first so that they can focus on their academics. These resources include providing employment assistance, resume writing help, connecting students with housing assistance programs, discussing alternate planning guides in accordance with AB 216 or AB1806 graduation requirements, providing information about GED Preparation and CHSPE, and providing information about food resources or internet options. If a student in either of these categories is identified as having experienced learning loss, then an intervention plan will be developed in collaboration with all stakeholders. A vital component of OFY-Acton is preparing students to obtain the knowledge, skills, and abilities to enter the workforce upon graduation. Career pathways coordinators may connect students with a WIOA partner to provide student job assistance and preparation or shelter. OFY-Acton has an exclusive partnership with organizations that are federally funded through WIOA. OFY-Acton currently has an exclusive partnership with Goodwill Industries of Southern California, the Boys & Girls Clubs of Greater Oxnard, and Pathways Management Group. These partnerships allow OFY-Acton students to gain exposure to career readiness through the integration of vocational training and certification programs.

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

The LEA will document the effectiveness of the services and supports implemented to address learning loss and accelerate learning by monitoring student academic progression and achievement data. The Renaissance Star assessment will be given to students at a minimum of twice throughout the school year and this benchmark student data collected from these administrations will be used to measure the effectiveness of the services and supports implemented. Student data that will be monitored from the Renaissance Star assessments include Lexile Level, Student Growth Percentile, and the category that the student falls into based on their scores. Furthermore, core course credit completion, credit attainment, and student progression data will be monitored and analyzed to assess the effectiveness of the services and supports offered to students.

Teachers, EL Specialists, and SES teachers will consistently conduct formative assessments during instructional appointment times with students to determine if services or supports for specific students need to be adjusted. Progress meetings will be held regularly to monitor the effectiveness of intervention plans that were developed for students. EL Specialists will track EL student data, including but not limited to, completion of iLIT units, assessment scores, and information from formative assessments during weekly appointments to determine if the services and supports are effective in combating learning loss or if they need to be modified to meet the needs of individual students. Similarly, SES teachers will monitor SWD data and conduct formative assessments to assess if the strategies they are implementing with their students are producing positive results, such as increased work completion and improved assessment scores to ensure students are experiencing accelerated learning through the implemented supports. Independent Study teachers will regularly meet with Post-secondary counselors to discuss the progress of Foster Youth or students experiencing homelessness, to monitor student's academic performance, including unit completion and evaluate assessment performance, and to determine the effectiveness of the services and supports provided to address learning loss.

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

Description	Total Funds	Contributing
ELA & Math Intervention services - LEA aims to increase overall Lexile growth and benchmark assessment scores through specialized instruction including: RenStar, Achieve 3000, Math Intervention Specialist, and Math & English tutoring	\$340,000.00	Yes
Intervention Process - The LEA will designate staff to offer remediation hours as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided.	\$145,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

The LEA will monitor the mental health and emotional well-being of pupils and staff during the school year by developing surveys that are distributed quarterly to staff and pupils to determine how members of these groups are feeling and the types of support and professional development that might be beneficial to these groups. Additionally, frequent discussions with students and staff will allow coaches and leadership to assess the needs of these groups. Students have access to school psychologists, school counselors, and will still be given the opportunity to participate in social and community events, virtually. Some of these events include: health & wellness group, career fairs, soft-skills training, yoga, an E sports league, student council, and spirit weeks. School counselors will offer virtual academic events, such as: college week, college tours, FAFSA nights, and senior informational nights. The Charter will offer several “Virtual Program” options for students including a Mentorship Program, an Explore College program, and a Washington DC course. In the Mentorship Program, students will discuss current events and develop their social-emotional skills. The Explore College class will educate students on the degree programs available, financial aid options, and building social-emotional aspects of college life. While participating in the Washington DC program, students will explore historical monuments and events, learn about valuable leadership and the social-emotional skills that are transferable to their future endeavors. These courses will allow students to participate in courses that are engaging and will build on their academic skills. The length of these programs ranges from 3-6 weeks, students will meet twice a week for two-hour sessions, and they have the opportunity to receive 2.5 elective credits for each course.

The Charter provided COVID-19 safety training, wellness resources, and weekly yoga/exercise classes for all staff. Mental health awareness resources are shared with all staff on a monthly basis. These resources include data and statistics, informational flyers, fact sheets, and handbooks, if available and pertinent. The resources are helpful for teachers to gain a better understanding of mental health concerns that may be impacting students and they are also a helpful tool to be shared with students and parents. The resources will be posted on the school websites for all stakeholders to access. Instructional coaches organized a week-long team building event at the end of the 2019-20 school year so that staff could continue to feel connected as a team despite working from home. A second all-staff team building event will be scheduled for the Fall semester to ensure that staff members continue to feel connected as a team. Staff continue to participate in regular school site meetings, departmental meetings, Professional Learning Communities, and training specific to navigating the needs of students during this challenging environment. At these meetings, staff are encouraged to provide feedback and communicate their needs. A Small Group Instruction(SGI) teacher Connect session is held once a week, this is a time to check in and connect with colleagues, as Distance Learning can create feelings of loneliness and isolation. During this session, SGI teachers have time to collaborate with colleagues and share what is going well or any concerns they might have about classes. Furthermore, Instructional Coaches hold office hours multiple times throughout the week that create a platform for staff to share best practices, to collaborate with colleagues, and reach out for support.

Pupil and Family Engagement and Outreach

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

Options For Youth - Acton has developed an orientation process to ensure that a connection is established between all new students and the school. The student, parent/guardian, teacher, and, if available, the Post-secondary counselor and Career Pathways will all attend

the orientation meeting to engage with all stakeholders from the start. A translator may be present at the meeting and materials can be translated if requested by parent prior to the meeting.

The LEA will follow tiered re-engagement strategies for pupils who are absent from Distance Learning for more than 60% of the instructional days in a school week. Procedures will first include verification of contact information, followed by daily notification to pupil and parent/guardian for absences, and if this is not proven successful for connecting with student and parent/guardian then the school will implement the intervention process for outreach to determine pupil needs and connect students with the appropriate resources. If parents/guardians speak a language other than English, the school will contact them their primary language and provide materials in that language. These resources may include connecting students with tutoring services, mental health resources, and social services. If a teacher is unable to get in contact with a student then the assistant principal will attempt to contact the student by reaching out to all listed emergency contacts. If the missing student is contacted then the assistant principal and teacher will work with the student and parent/guardian to develop a plan for the student to get back on track. Finally, if needed, a school psychologist is also available to support students' social-emotional needs.

To re-engage students who are not meeting compulsory education requirements, the school will follow a tiered plan for re-engagement. This plan is initiated once a student is identified as not having met minimum standards of Independent Study according to terms of the master agreement (the student does not complete 100% of school month assignments, or the student has failed to verify at least 75% of attendance for one school month). If a teacher notices that a student is not meeting compulsory education requirements, the teacher will first call and email the parent/guardian and student to express concerns and expectations. After this initial conversation, if a student then continues being inconsistent with attendance or school work, the teacher will initiate a formal intervention meeting to discuss concerns about student progress and discuss possible supports. In preparation for this meeting, the teacher will review the student's summative and benchmark assessment data to identify where the student is at in terms of grade level. An intervention plan is collaboratively developed with all stakeholders at the intervention meeting and it may include increased time with the teacher, mandatory tutoring appointments, and/or goal-setting activities with frequent check-ins with the student. The post-secondary counselor and/or assistant principal will typically be a part of this intervention meeting. Intermittent progress meetings may be scheduled to ensure the student is maintaining appropriate academic progression and that interventions are adjusted as needed. If there is reason to believe that a student may qualify for an evaluation for services related to a 504 plan or IEP then the teacher will initiate the Child Find Process. If a student is fully re-engaged and making adequate academic progress but then begins missing several appointments with the teacher or is then not completing 100% of assignments, then the tiered plan for re-engagement will be initiated once again.

School Nutrition

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

As a non-classroom based charter school, Options For Youth-Acton is not required to provide food services. However, the School acknowledges that students may be facing food insecurities due to the financial hardships resulting from the current pandemic and will offer nutritionally adequate meals for students. The LEA will provide meals once a week for all pupils to pick up and take home. Students will be able to pick up five lunches on this day along with heating instructions in English and Spanish for warming the meals. In addition to offering

prepared meals, the school will offer pantry boxes that include vegetables, fruits, grains, dairy, and protein for families facing food insecurity. Families are then able to prepare meals on their own throughout the week.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Stakeholder Engagement - The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to seek feedback in the development and growth of our program. The charter will administer a school climate survey to gauge student, parent, and staff perceptions of the school environment. This action will also include the materials needed to improve engagement, charter level events, and award banquets.	\$245,000.00	Y
Mental Health & Social and Emotional Well-Being	Social-emotional Learning - The LEA will provide students with opportunities to engage in field trips, SEL curriculum, Esports, student council, and student events. Programs will be modified as recommended by CDC and state recommendations regarding COVID-19 pandemic.	\$245,000.00	Y
School Nutrition Program	School Nutrition Program - The charter will provide students with a nutritious lunch option and healthy snacks for students.	\$100,000.00	Y
Post-Secondary Plans	Post-Secondary Plans - All seniors will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data. All students will meet with Career Pathways Coordinators to discuss career pathways and be connected with resources to pursue those pathways.	\$100,000.00	Y
Post-Secondary Events	Post-Secondary Events - The LEA will host/develop the following events: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights.	\$200,000.00	Y

Develop a CTE program, Concurrent Enrollment Opportunities, and Strengthen WIOA and Community Partnerships	The Charter will work toward developing a CTE program aligned to the Grant qualifications. This program will offer various CTE courses to students with the goal of passing with a C- or higher. The LEA will explore partnerships with local community colleges to increase the number of students participating in dual enrollment. Additionally, the LEA will further strengthen WIOA and community partnerships.	\$245,000.00	Y
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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
22.39%	\$ 4,638,621.00

Required Descriptions

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

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

- Basic Services** - Students will have access to fully credentialed teachers to help aid their mastery of core courses and/or common core standards.
- Professional Development** - Teachers will be offered professional development opportunities to better equip them to provide individualized, standards-aligned instruction while in the distance learning format.

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

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

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

Many students that enroll at Options For Youth - Acton tend to come to our program credit deficient, especially in core courses. Foster Youth (FY) and Low-Income(LI) students follow this trend since they may not have access to instructional support and resources in their homes. FY and LI students also often have gaps in knowledge and are at a greater risk of experiencing learning loss due to hardship as a result of the COVID-19 pandemic. FY and LI students may face additional social and emotional barriers that impact their ability to engage in learning that

need to be addressed so that the student can focus on their academic goals. These students require access to appropriately trained teachers who have the skills to make academic content accessible and can support them in developing appropriate plans to ensure that they are on track to achieve graduation and post-secondary goals. EL students are faced with language barriers that may impact their engagement in their academics. This subgroup of students requires access to appropriately credentialed teachers who understand the instructional strategies required for English language acquisition and can support students in achieving academic success. The impact of these obstacles may have been exacerbated due to the shift to Distance Learning that results in more challenges for students reaching out for support and asking questions when meetings and instruction are not in-person.

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

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

- ELA & Math Intervention Services** - LEA aims to increase overall Lexile growth and benchmark assessment scores through specialized instruction including: RenStar, Achieve 3000, Accelerated Math, Math Intervention Specialists, and Math & English tutoring.
- Broad Course of Study** - All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.
- Intervention Process** - The LEA will designate staff to conduct home visits and offer remediation hours as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided.

Subgroup(s) benefitting 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 have gaps in their educational knowledge and understating due to having often attended several schools because of moving around at various times throughout the school year. These gaps in their educational careers will sometimes lead to lower Lexile levels and a frail foundation in core courses that build on knowledge or learning from prerequisite courses. To fully access the curriculum in an independent study setting, students must develop strong reading comprehension skills. Low-Income Students typically do not have access to instructional resources and support for their academic coursework at home and rely on support from teachers and support staff, like tutors, to access curriculum content. English Language Learners face similar difficulties in receiving support and accessing resources at home because there may be a language barrier in which parents/guardians cannot offer students academic support because the academic materials are written in English. Moreover, EL students require exposure to relevant, standards-aligned curriculum, and instruction to aid in their English language development. Students with Disabilities may have access to resources and support at home, but sometimes the parents/guardians may not have the appropriate training to support students in their academic coursework. It is important that all students' needs and circumstances are identified to create individualized intervention plans for students to adequately progress academically. Low-Income students having additional jobs or other responsibilities at home, such as providing childcare for younger siblings, has increased due to the impacts of COVID-19. FI students often face hardships and many external factors that make it difficult for them to make it to school at their scheduled times. Through Renaissance Star benchmark assessments, data is collected to inform areas of understanding and growth for all students in Math and Reading. Renaissance Star allows the school to identify learning loss due to COVID-19 and inform future educational planning at a broader level. These scores are further utilized to develop individualized intervention plans for English Learner students (EL students), Foster youth, and students with disabilities that ensure educational equity for all students. Interventions for EL Students and students with disabilities help to bridge the gap between school and support at home, allowing students to have access to appropriate scaffolding to be able to access curriculum content when they are at home. Lexile measure monitoring is principally directed towards and is effective in meeting the needs of English Learner students, Foster youth, and students with disabilities as it is directly correlated with student success in independent study programs that rely heavily on reading to access content. A broad course of study that is aligned with Common Core and state college & career readiness standards guides the goals that educators must work toward to ensure student academic success and prepare students for their post-secondary plans. Access to a broad course of study on both digital platforms and in hard copy versions is principally directed towards increasing and improving services for EL students, Foster Youth, and Low-Income students as it allows each subgroup with core content to bridge gaps from previous educational barriers and is accessible in digital and paper versions. Offering additional remediation hours outside of regular school hours allows students the opportunity to progress toward their goal of graduation even when they may have additional responsibilities outside of school. This action is principally directed towards an effective in meeting the needs of Foster Youth and Low-Income students, as it allows for flexibility in the hours that students can attend school, which is beneficial for these subgroups who often have additional responsibilities.

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

- Parental Involvement & Stakeholder Engagement** - The charter will host various virtual stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to seek feedback in the development and growth of our program. The charter will administer a school climate survey to gauge student, parent, and staff perceptions of the school

environment. This action will also include the materials needed to improve engagement, including providing access to , charter level events.

Subgroup(s) benefitting 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:

Since FY and LI may move around quite frequently it is challenging to establish adequate communication methods with these students and ultimately build rapport and trusting relationships with their teachers to help their academic achievement. Families of English Language Learners and Low-Income students typically encounter more barriers to school connectedness and in turn access to all of the available resources at the school many times due to language barriers. Lack of school connectedness for families can result in increased dropout rates and chronic absenteeism for at-risk youth. As the LEA has shifted to Distance Learning, communication between schools and families has also needed to be adjusted and the LEA has needed to adjust to these changes to maintain school connectedness for all families. Hosting stakeholder engagement events creates opportunities for students and their families to connect with the school community. Surveys are administered to parents and students through a digital platform that can be accessed on a cellphone or Chromebook/laptop in English or Spanish encouraging students and families to share feedback and allow their voices to be heard. Parent and stakeholder engagement is solicited by our school's Direct English Learner Advisory Committee (DELAC) which continues to meet to assess the progress on the school's academic plans as well as assessing student needs during distance learning. There is also the School Site Council which consists of parents, teachers, administrators to develop and monitor the school's improvement plan. This action is principally directed towards increasing and improving the services foster youth, low-income, and EL subgroups receive, as families of these students typically face the greatest barriers to school connectedness. Furthermore, parent conferences create opportunities for students, parents/guardians, and teachers to work collaboratively towards developing an academic learning plan for students and to strengthen the school and home partnership to ensure adequate academic progression for the student throughout the school year.

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

- School Safety** - The charter will screen all visitors, enforce signing in/out policies for anyone entering the school, provide additional school safety training for staff, and update surveillance equipment, as needed, to further ensure safety on school grounds. The LEA will also follow social distancing guidelines, allow flexible appointments for students, and provide students with PPE as recommended by CDE.

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

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

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

Some OFY-Acton Foster Youth and Low-Income students have encountered challenging circumstances and they need to be assured that they are in a safe setting so that they are able to focus on their academics without having to worry about personal or physical safety, as could be the case for both Foster Youth and Students facing financial hardships at home. Establishing this safe space for students has become even more important as students feel the looming stress and fear of navigating society during a pandemic. Foster Youth students, in particular, may struggle with social-emotional challenges that may have been worsened to the COVID-19 pandemic and as a result we want them to feel safe by providing a welcoming learning environment, even while navigating a virtual platform during Distance Learning. LI students often come to school as a way to escape hardships they may face at home, which can make the Distance Learning platform all the more challenging. Students need teachers who will establish strong connections with their students and maintain a strong sense of community even while everyone is working from a different physical location. Both Foster Youth and LI students are often permitted to extend their contact time with staff, both virtually and once they return to school grounds.

Updated surveillance equipment and signing in/out policies ensure the students that their safety is of utmost priority once students and staff return to in-person instruction and this reinforces that safety is not a concern students should have while they are at school. Additional Safety Training for staff ensures that the school team will be equipped with the appropriate tools to best manage safety during virtual interactions and once on-campus instruction resumes. This action is principally directed towards and effective in meeting the needs of Foster Youth and Low-Income students in that ensuring safety on school campuses and on virtual platforms allows students to focus on academics while at school without the stressor that safety is a concern.

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

- Social-emotional Learning (SEL)** - The LEA will provide students with opportunities to engage in virtual programs, SEL curriculum, Esports, yoga, student council, and student events. Programs will be modified as recommended by CDE recommendations regarding COVID-19 pandemic.
- School Nutrition Program** - The charter will provide students with a nutritious lunch option and healthy snacks for students.

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

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

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

Foster Youth have sometimes been in situations that threaten their safety and/or well-being hence being placed in foster care to ensure their safety. The longer that youth are in foster care, the more that they move from place to place and the more that they have to readjust as a result. To combat the trauma that Foster Youth may have experienced, it is important to focus on their social-emotional development and develop relationship skills and self-awareness skills in the process. Low-income students may also have experienced adverse situations related to financial stressors that are outside of their control and this subgroup can benefit from developing self-management skills through social-emotional Learning. Furthermore, Low-Income and Foster Youth students have limited regular access to healthy meals each day and students that do not have their basic needs met, such as access to regular nutritious meals, are not able to perform as well in school as their

peers with fewer food security barriers. Food insecurity due to the effects of COVID-19 seems to have increased among our students since more students indicated interest in participating in the school lunch program this school year. social-emotional Learning through engagement in experiential learning trips, curriculum, sports, Social Hour, and student council allows all students to build relationship skills, develop a sense of self-management and self-awareness, and learn about self-awareness. Access to nutritious meals will also be available for all students at a free or reduced cost to ensure students facing food insecurities are able to have at least one meal each day. In addition, a Wellness Committee is being reintroduced to provide information and strategies to promote healthy living. These actions are principally directed towards and effective in meeting the needs of Foster Youth and Low-Income students, as social-emotional skills serve as tools to manage the adverse situations these students face or have faced and access to nutritious meals will provide sustenance that will allow students to focus on school.

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

- Post-Secondary Plans** - All seniors will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data. All students will meet with Career Pathways Coordinators to discuss career pathways and be connected with resources to pursue those pathways.
- Post-Secondary Events** - The LEA will host/develop the following events: College & Career Fair, A-G Night, Senior Night, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights.
- Develop a CTE program, Concurrent Enrollment Opportunities, and Strengthen WIOA and Community Partnerships** - The Charter will work toward developing a CTE program aligned to the Grant qualifications. This program will offer various CTE courses to students with the goal of passing with a C- or higher. The LEA will explore partnerships with local community colleges to increase the number of students participating in dual enrollment. Additionally, the LEA will further strengthen WIOA and community partnerships.

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

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

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

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

This action is principally directed towards foster youth, low-income, and EL students in that it provides each subgroup with workforce-related

curriculum, resources for dual enrollment, and exposure to various career/educational pathways and resources for access to these pathways, as these students typically encounter barriers that limit their exposure to post-secondary opportunities, like college or technical trade programs. Career and Technical education is effective in meeting the requirements of increasing and improving services for foster youth, low-income, and EL students by offering content specific language acquisition and by exposing these subgroups to a broad range of careers that they have not otherwise experienced. WIOA partnerships are effective in meeting the requirements of increasing and improving services for these subgroups by preparing students for their post-secondary goals through exposure to various workforce pathways and resources to access those pathways. Through WIOA partners, students may be eligible to participate in certification programs, networking, internships, and receive one on one career planning support.

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

- Educational Technology Resources** - The LEA will provide students with access to appropriate educational technology resources so that they are able to take digital courses and utilize research-based digital intervention tools(Achieve 3000, RenStar) to grow as 21st century thinkers.

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

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

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

Foster Youth and low-income students may have limited access or no access to technology at home and it is necessary to ensure that students have technology and a method to connect to the technology to access their courses and communicate with teachers, especially during Distance Learning. FY may also face frequent or unexpected placement changes that do not allow for continual or dependable access to the technology they need to meet their academic goals. Ensuring that all students have access to reliable technology is critical as we are in Distance Learning due to the current pandemic. This action is principally directed towards and effective in meeting the needs of Foster Youth and Low-Income students as they may have financial barriers that do not allow them to have access to technology at home.

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

Student Group: Foster Youth

Action(s): Post-secondary planning and events

Foster youth(FY) students will regularly meet with Post-Secondary Counselors and Career Pathways Coordinators(CPCs) to review academic progress, explore workforce opportunities, develop post-secondary plans, and monitor progress towards academic goals. These meetings are meant to ensure that students work in conjunction with a team to develop a plan that includes access to the necessary resources a student needs to be successful. Counselors and CPCs will connect students with appropriate resources based on each student's individual needs including information about GED and CHSPE preparation, mental health resources, employment assistance, internet assistance, and shelter. FY students may also qualify to be placed on an alternate planning guide based on AB 216 graduation requirements and counselors will discuss this option with students. A student may also be referred to a WIOA partner so that the partner may

connect them with employment opportunities, job and soft skills training, and housing options. The LEA will plan a series of post-secondary virtual events including a College & Career Fair, Senior Social, College Tours, Graduation, College Signing Day, and FAFSA Nights for all students to attend to gain exposure and preparation for post-secondary opportunities.

Many students that enroll at Options For Youth - Acton tend to come to our school credit deficient, especially in core courses. Foster Youth students are no exception and they may have experienced the greatest learning loss due to lacking access to basic resources due to frequent placement changes. These students need to have access to educators that will support them in the process of recovering credits so that they can achieve their academic goals. Foster Youth have gaps in their educational knowledge and understating due to having to relocate very often and attending several schools at various times in the year. These gaps in their educational careers will sometimes lead to lower reading levels than their peers. To have access to curriculum in an independent study setting, students must develop their reading comprehension skills. Low-Income students often have jobs or other responsibilities at home, such as providing childcare for younger siblings, and attendance may become an issue. It may be challenging to establish adequate communication methods with Foster Youth and ultimately build rapport and trusting relationships with their teachers to help their academic achievement. Some FY have encountered challenging circumstances and they need to be assured that they are in a safe setting so that they are able to focus on their academics without having to worry about personal or physical safety as is often the case for both Foster Youth and Students facing financial hardships at home. Foster Youth typically have been in situations that threaten their safety and/or well-being hence being placed in foster care to ensure their safety. The longer that youth are in foster care, the more that they move from place to place and the more that they have to readjust as a result. To combat the trauma that Foster Youth may have experienced it is important to focus on their social-emotional development and develop relationship skills and self-awareness skills in the process. Foster Youth students have limited regular access to healthy meals each day and students that do not have their basic needs met, such as access to regular nutritious meals, are not able to perform as well in school as their peers with fewer food security barriers. Thus, Foster Youth Intervention Support, post-secondary planning and events will be allocated proportionately to our student subgroups in accordance with the 22.39% requirement as compared to services provided to all students.

Student Group: English Language Learners

Action(s): iLIT and EL Specialist Professional Development

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

The iLIT instructional model has proven to be engaging and accessible for both students and teachers while also leading to accelerated growth in literacy skills for EL students. iLIT is also a tier 1 ESSA approved intervention for English Learners. EL students need support in developing the necessary skills to achieve English language proficiency to be able to complete grade-level coursework, attain workforce readiness, and be prepared for post-secondary education exposure. English Learners benefit from individualized support provided by highly qualified teachers in both designated and integrated English Language Development Instruction. Thus, iLIT and EL Specialist Professional

Development will be allocated proportionately to our student subgroups in accordance with the 22.39% requirement as compared to services provided to all students. The LEA will work towards increasing English Learner reclassification rates through the implementation of iLIT and individualized support provided to EL students from the EL Specialist.

Student Group: Low-Income Students

Action(s): Intervention Process, Parent Involvement & Stakeholder Engagement, social-emotional Learning, School Nutrition Program, Educational Technology Resources

The LEA will offer remediation hours as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided. The charter will host various virtual stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to seek feedback in the development and growth of our program. A school climate survey will be administered to further gauge student, parent, and staff perceptions of the school environment. Students will be provided opportunities to engage in virtual programs including college tours, SEL curriculum, Esports, student council, and student events. Access to nutritious meals will be available for all students for free or at a reduced cost. The charter will provide students with necessary access to appropriate educational technology resources so that they are able to take digital courses and utilize research-based digital intervention tools, which is especially vital during distance learning. Thus, the Intervention Process, Parental Involvement & Stakeholder Engagement, social-emotional Learning, the School Nutrition Program, and Educational Technology resources will be allocated proportionately to our student subgroups in accordance with the 22.39% requirement as compared to services provided to all students.

Low-Income(LI) students at Options For Youth - Acton may not have access to instructional support and resources in their homes because parents/guardians may be essential workers. This group of students requires having appropriately trained teachers who have the skills to make academic content accessible, especially while in the Distance Learning format. An increased number LI students have jobs or other responsibilities at home, such as providing childcare for younger siblings, due to financial impacts of the COVID-19 pandemic which may make regular attendance an issue. Furthermore, LI students may also have experienced adverse situations related to financial stressors that are outside of their control and this subgroup can benefit from developing self-management skills through social-emotional learning. LI students may have limited regular access to healthy meals each day and as a result, may not be able to perform as well in school as their peers with fewer food security barriers. Finally, LI students typically have limited exposure to a broad range of careers and fields of study because of limited access to post-secondary resources and opportunities due to financial hardship.