

Draft

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Options for Youth Victor Valley offers educational choice for families through independent studies, direct instruction, digital curriculum and cohorts for students who have struggled within the traditional school model. Options for Youth Victor Valley students are assigned to a credentialed teacher who tailors the individual student's education to meet their needs and supports students to recover academically. This model allows students to get back on track to receive a high school diploma, or to get ahead and graduate earlier than if they had been in a traditional model. Options for Youth Victor Valley has created a safe learning environment and positive school culture by fostering partnerships with all stakeholder groups through authentic interactions which is the source of our success.

In response to the COVID-19 pandemic, OFY Victor Valley had to pivot away from in-person appointments to meeting with students within the virtual environment. To accomplish this adjustment, many changes had to be made by staff, students and parents. Some of these changes are as follows:

- Students were moved from the paper packet curriculum into our digital curriculum, Edmentum.
- Training and transition to the new online modality was provided to students to allow familiarity.
- Professional Development was provided to all instructional staff which included distance learning instruction, engagement strategies, and educational technology.
- New technology was purchased and provided to students.
- Technology hotline was created to address digital gaps for students and staff.
- Changes to student appointments and class schedules occurred in order to receive or provide instruction.
- Staff roles and responsibilities were changed to allow for more time to be spent working directly with students and being able to support them virtually.
- More emphasis and increase in the social emotional support and resources available to our stakeholders.
- Staff was also encouraged to attend additional informational and collaborative school leadership webinars hosted by the California Department of Education, Charter School Development Center, and California Charter Schools Association.

Although operational and instructional adjustments were made, OFY Victor Valley continues to stay committed to the following: offering a comprehensive learning experience, identifying students who are not being served in the traditional public school system, providing them educational services, and helping students become self-motivated, competent, lifelong learners.

We will continue to utilize all available resources and tools provided by the California Department of Education, San Bernardino County Department of Education, Charter School Development Center, Victor Valley Union High School District, California Charter Schools Association, local community resources and stakeholder input to continue the ongoing development of the Learning Continuity and Attendance Plan and to ensure that the needs of the school community are addressed during this unprecedented time.

Stakeholder Engagement

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

OFY Victor Valley utilized various methods attempting to engage all stakeholder groups and to provide input in the development of its Learning Continuity and Attendance Plan. These methods included individualized meetings held throughout the remainder of the school year and continued during the transition to virtual learning through virtual text, phone, and Zoom or Google Meets meetings. These meetings included student-led conferences/parent conferences, monthly academic planning and goal setting, school group meetings, counseling appointments and academic appointments. Stakeholders were also able to provide input through digital surveys within the online testing system from March 10, 2020- April 24, 2020 and through a link on a text sent out through School Messenger System from July 17, 2020 - August 14, 2020. Options for Youth Victor Valley sent these messages in English and Spanish to assist our English Learners and their families. Efforts to gather student input consisted of in-person meetings prior to the stay at home order, texts, and phone calls. This included our efforts to determine the technological needs of our students. In March, parents were given the opportunity to complete the Home Technology Survey. The variety of methods sought to ensure that students were able to provide input in the development of the Learning Continuity and Attendance Plan. As a matter of basic job function, teachers are able to connect with parents on a regular basis and solicit feedback regarding school decisions. In addition to teacher phone calls and texts, OFY Victor Valley has attempted to maintain communication with parents, students and staff via emails, social media and school website. Also included in the discussion was the Public Notice to Board Meetings to ensure that parents regardless of internet access were able to provide input in the development of the Learning Continuity and Attendance Plan.

OFY Victor Valley continues to seek guidance from stakeholders regarding returning to school. Teacher input and feedback was obtained through surveys held on March 10, 2020- April 24, 2020 and July 17, 2020 - August 14, 2020. On June 4, 2020, staff completed the Return to Work Essential Workers Survey to create the staffing schedule for the school site while adhering to health orders and social distancing guidelines. For direct instruction (DI) course offerings, expectations, and pacing, teachers provided input on the DI Survey. Additional teacher input opportunities utilized other methods such as Zoom or Google Meets to conduct monthly school site meetings, one-on-one staff check-ins, monthly professional learning communities (PLCs), team building events, and staff workshops.

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

Public Meetings and Hearings

Due to Governor Newsom's executive order N29-20, Options for Youth Victor Valley's Board of Directors meetings were held virtually. A call in option was also provided on the agenda for participants unable to connect with a device. The Board provides options for remote participation through teleconferencing for both the public hearings at the special meeting and the regular, public meeting in which the LCP is adopted. The teleconference information will be on the posted agendas. Additional accommodations and modifications can be requested 72 hours in advance through the contact information on the bottom of all agendas, if needed. The Assistant Principal of Instructional Operations (APIO) responds to requests or comments provided by stakeholders, as needed, and shares public comments with the Board Relations team, as received, to be read into the record at the Board meetings.

Learning Continuity and Attendance Plan (LCP) Review and Approval Process

The agenda for the special meeting and public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the LCP will be available for public inspection. The agenda includes the website URL for the plans. We have also drafted official notices in English and Spanish, to post alongside the agendas, which outline (1) the Board meeting and public hearing dates, (2) the website URL where the LCP can be found, (3) a contact person, phone number, and email for stakeholders to provide comment to prior to the meeting, if desired, and (4) a contact person, phone and email to request access to the LCP if the stakeholder does not have internet and would like to inspect the LCP in person at the school site or requests the LCP will be made available in another language. Posting of the notice and agenda on the doors of each school site so that those who may not have internet access (and therefore may not see the agenda and notice posted on the website) can still be notified of the hearing, meetings, comment period, and ways they can access the LCP without requiring internet. Agendas are posted in accordance with Ralph M. Brown Act on the school's website.

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

School leadership input was utilized to inform the Learning Continuity and Attendance Plan as needs assessments were conducted and continue to be monitored on a weekly basis. Using community input and responses from parent surveys, 49.10 % said that they would send their children to school with 2x per safety precautions. 50.9% said they preferred to keep their student on a distance learning platform or were unsure. Due to the stay at home order, direction from the CDC, state and county health department, a full distance learning program. We developed a phased plan we have implemented. This will slowly bring back students to in person school, when it is determined by the CDC, state and local health department to be safe. Since 33.53% of parents want a 100% distance learning model, when students are able to come back into the schools for instruction, a 100% distance learning option will also still be available for any family that does not wish for their student(s) to attend in-person instruction.

The two main parent concerns were student safety when we return to in-person instruction, and more teacher communication, technology and zoom availability during distance learning.

To address the student safety concerns we have created a COVID task force. This task force includes the principal, APIO, school nurse and school safety personnel. This team has put together a safety plan that includes complete sanitation of the school sites 3 times per week, implementation of social distancing measures, purchase of PPE, and implementation of COVID recommendations by the CDC, CDE and our local health Department. All staff will be trained on COVID protocols and health and safety procedures.

To address the technology concerns, we have purchased Chromebook for all students, expanded our site's Wi-Fi to cover the parking lot, helped parents apply and obtain free internet access from local providers, printed curriculum packets for students with technology issues, offered in-person pick up and drop off of materials following safety protocols, and are purchasing personal hotspots for students without the ability to connect to the internet through any of these means. Teachers and support staff were trained in Zoom, Google Meets and are available daily on these platforms to assist students. They are also available by text, email, remind and Google classroom for communication with parents/guardians and students.

Teachers' survey feedback was similar to parents with most teachers preferring a blended instructional model of in-person instruction combined with distance learning. Options for Youth Victor Valley's school leadership team participated in various collaborative meetings with its Special Education Lead, English Language Learner Coach, and Foster & Homeless Liaison to track the needs and provide resources to these specific subgroups of students. The school leadership team consulted with Southwest SELPA on 4/7/2020 on proposed Local Control and Accountability Plan goals, metrics, and actions. Based on the feedback provided by the SELPA, students with disabilities needed to be included in overarching goals and specific actions that would help close the achievement gap for this group. As Options for Youth had to pivot its efforts to develop the Learning Continuity and Attendance Plan, SELPA recommendations will still be utilized to ensure that the needs of students with disabilities are addressed throughout the learning plan. In addition, the school leadership team attended webinars hosted by the California Department of Education, San Bernardino County Department of Education, Charter School Development Center, California Charter Schools Association and stakeholder input analysis to inform the development of the learning plan and address the identified needs.

Student feedback expressed the need for social emotional support and additional counseling to address lack of motivation, anxiety and shifts in home responsibilities. Direct feedback from students to teachers was of significant interest. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

Communication to families was thorough. It revealed the need for additional technology support to accompany the distribution of devices to students. Parent input has indicated the need for increased access to tutoring, organizational and time management skill development, student motivation in distance learning, self-confidence, mental health including coping strategies, mindfulness, meditation, self-care, social groups, counseling and additional online learning tools.

Teacher and staff input identified the need for specific educational technologies to adapt the independent studies curriculum, targeted professional development for educational technology and digital curriculum, retraining of mandated reporters through the lens of virtual learning, student/parent engagement strategies, and technology devices. Teachers, support staff, and administrators expressed the importance of maintaining consistency in the distance learning school day environment as much as possible. Giving the students a familiar routine was important to staff members. Keeping students on a familiar schedule was recommended as a way to help students understand the continued importance of their schoolwork even in a virtual/distance learning environment. Teachers, support staff, and administrators describe how much they miss seeing the students in person and the relationships they have developed over time through daily in-person interactions. Distance learning has surprisingly provided teachers a more personal look into the student's home life. This has given them

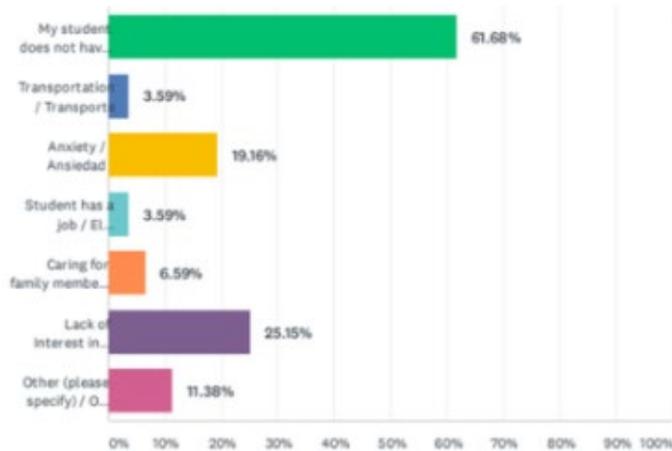
more of an awareness of the need to provide students with additional support services. During staff meetings and one on one phone calls with administrators, teachers, and support staff have requested additional community resources they can offer to students and their families as needed.

Some staff have expressed that technology has been a challenge for some of them. Staff members have come together to support each other to give additional assistance to their peers where needed. Teachers have expressed appreciation for the ongoing professional development they are receiving and for the extra help given to them by the instructional coaches.

Below are some survey responses from stakeholders that supported decision-making in the Learning Continuity and Attendance Plan:

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

Answered: 167 Skipped: 215



Q8 What are some steps the charter can do to re-engage students? ¿Cuáles son algunos pasos que la escuela puede hacer para volver a involucrar a los estudiantes con sus citas y su aprendizaje?

Answered: 81 Skipped: 301

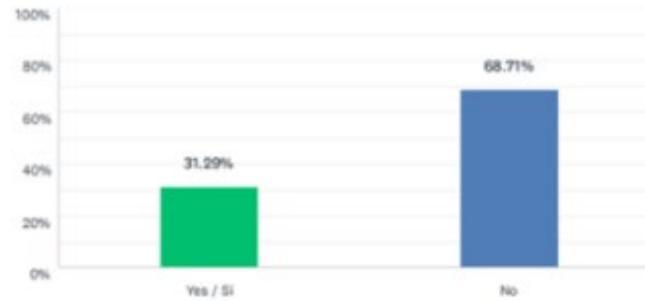
zoom help students Nothing teachers school work learning time
 need students us class online Make help check know
 Give meetings maybe communication tutoring



Responses from the survey that included staff, students and parents resulted in requests for more online tutoring, more communication and more social emotional opportunities for students. Survey questions such as, "do you feel that you or your child has experienced learning loss?" were very significant in demonstrating our smooth transition to a virtual educational platform.

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

Answered: 163 Skipped: 219



ANSWER CHOICES	RESPONSES	
Yes / Si	31.29%	51
No	68.71%	112
TOTAL		163

Our survey showed similar results with the question, "did you or your child struggle with adapting to distant learning?"

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?

Answered: 167 Skipped: 215



ANSWER CHOICES	RESPONSES	
Yes / Si	37.13%	62
No	62.87%	105
TOTAL		167

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

Based on the student input provided, Options for Youth Victor Valley will continue to offer and increase the frequency of virtual social emotional opportunities such as Associated Student Body (ASB), Gardening Group, academic counseling, mental health counseling, SEL curriculum and senior events to support overall academic engagement and connection to the school community. The increase in mental health and self-care resources will support the anxiety, lack of motivation, and shifts in home responsibilities that students have identified as issues that all helped shape the Mental Health and Wellness section of our plan. In addition to this, Options for Youth Victor Valley students' will continue to have an option to use independent studies curriculum (paper format), virtual direct instruction curriculum, or digital curriculum depending on their learning styles and/or preference which makes up part of the Continuity of Instruction section. School ceremonies will also continue to be offered to celebrate student accomplishments and promote school connectedness. On August 21, 2020, Options for Youth Victor Valley held its first drive-in graduation; similarly, on May 26, 2020 a virtual English Language reclassification event was held. According to student input, these events were very much appreciated.

Based on survey results, Options for Youth Victor Valley will continue to offer additional counseling check-ins with the School Psychologist and Post-Secondary Counselor which is incorporated throughout our plan. Monthly Mental Health resources will also be sent home via the School Messenger System to provide parents and students resources that they can use at home to promote healthy habits and routines. Our ASB groups will be collaborating to promote the Monthly Mental Health resources in an effort to involve students throughout the process. Options for Youth Victor Valley will continue to add to its social group offering as parents and students have indicated that they would like to see an expansion of these offerings to re-engage students not only academically, but socially as well. This feedback was taken into consideration and helped shape the Mental Health and Wellness section of our plan. Additional tutoring opportunities will be accessible through the addition of dedicated intervention teachers, paraprofessionals, and support staff during the 2020-2021 school year which, again, is incorporated throughout our Learning Continuity Plan.

Based on staff input, we have procured digital signature software, a school message system, access to mental health resources, and additional technology devices for teachers and students. Professional Development opportunities offerings have also increased in frequency and topics to allow staff more flexibility when participating and on-going training opportunities. Each section of our Learning Continuity Plan was developed with staff feedback in mind, which was then utilized in each section's development.

The school leadership team's input and analysis of stakeholder feedback are included in the learning plan in its offering of more social emotional support including virtual options with school psychologists and post-secondary counselors, allocating more resources to support virtual student groups, and expanding social group offerings to include yoga, e-gaming competitions, e-sports, and a gardening group. In addition, the procurement of educational technology and targeted professional development are needs being addressed in the Learning Continuity and Attendance 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.]

Reopening Plan/Phases

Options for Youth Victor Valley understands the importance of an in-person approach to teaching and learning. Our program's success is built on the relationships and connections staff and students are able to build through the course of a student's academic journey. Although 100% in-person instruction will not be possible until it can be done so safely with state and health requirements in place. Options for Youth Victor Valley will continue to utilize its tiered approach to intervention and the program components that will lend themselves to address the needs of any student experiencing learning loss.

Students enrolled in Options for Youth Victor Valley for the 2020-2021 school year will be fully engaged with our teachers, support staff, and curriculum in a distance learning or hybrid format, depending on current safety guidance. Students and families should expect to be flexible in moving between phases, but will always be guaranteed an independent study teacher. Families can also “choose to remain” in distance learning if they feel it is still not in the best interest of their student to return to the school site. Options for Youth Victor Valley ensures students mental and social emotional well-being is taken into consideration when moving from each phase. Options for Youth Victor Valley also understands that COVID-19 has impacted our school community more ways than one. The mental and social and emotional impacts of this pandemic will require monitoring and additional support to address the unique needs of pupils and staff during the 20-21 school year. We will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies: Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset, Self-management - managing emotions, controlling impulses, and setting goals, Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity, Relationship skills - communication, cooperation, and conflict resolution, and Responsible decision-making - understanding and thinking about the consequences of personal behavior.

Options for Youth- VictorValley Students and Families

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



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

Definition of Distance Learning:

Options For Youth - Victor Valley teachers will deliver the charter’s standards-based curricula with instruction delivered virtually in an independent study model with access to a teacher on a weekly basis. Students will have access to help and support in a variety of ways.

Definition of Hybrid Model:

To limit the amount of students at each school site and to ensure we are following social distancing protocols, students will be divided into two groups and will be allotted an in-person appointment at least one day a week. Students must reserve an appointment with a teacher if they choose to come Fridays (3 students max per teacher desk).

Options For Youth Staff

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



	Phase 1	Phase 2	Phase 3	Phase 4
School Site Descriptors	Majority of the staff will be working from home. Schools can have staff at the school site (plans will vary).	Recommended all staff work at the school site at least 3 times a week with PPE, social distancing, and sanitizing learning areas	All staff is expected to come to work and continue to follow Health Guidelines 5 days a week	All staff must report to the school site and work regular hours 5 days a week
Teaching Model Descriptors	100% instruction via Distance Learning	Instruction via Distance Learning and on-site with curriculum a mix of virtual and SAWs	On-campus learning/ SGI/limited student activities	On-campus learning/ SGI/ resume full student activities

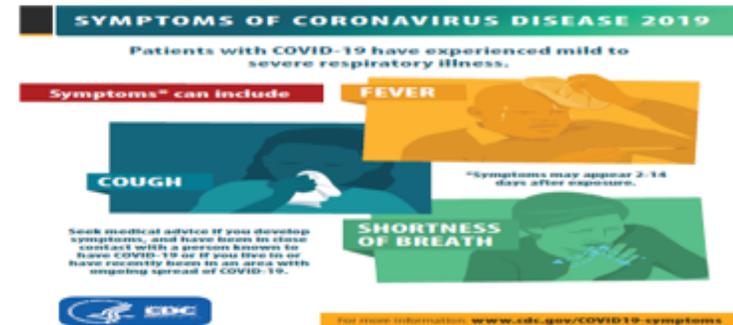
Providing a Safe Learning Environment (applies to All Phases)

Daily Protocols Applies to Phases 1,2&3

Protocols to be met on a daily basis:

1. MEASURES TO ENSURE PHYSICAL DISTANCING BY STAFF, STUDENTS, AND VISITORS

- a. Measures are in place to ensure physical distancing as students, parents, or visitors enter and move through the school building.
- b. Measures are in place to ensure physical distancing within classrooms.



2. MEASURES TO ENSURE INFECTION CONTROL

- a. Screening is conducted before students, staff, and visitors may enter the school.
- b. Measures are in place to ensure appropriate cleaning and disinfecting of spaces, surfaces, and objects throughout the school.
- c. Measures are in place to ensure use of appropriate face coverings by students, staff, and visitors at all times.
- d. Measures are in place to ensure frequent hand washing by students, staff, and visitors.

Assessment Cycle and Intervention Strategies

As an independent study school, we were able to use our already developed digital curriculum (Edmentum) to support our students in distance learning. Once safe to return, the students will continue with the same curriculum until they complete the courses. Once students have completed the courses in the digital curriculum, the student, parent, and teacher can decide what modality of coursework the student can use based on the students' needs. At that point, our curriculum offerings will revert to pre-COVID: paper packet, Edmentum, SGI, or, most commonly, a blend of options. Packet work, also called student activity workbooks (SAWs), include 5 fillable workbooks with Common Core standards aligned content drawing from appropriate textbooks and novels. In-person appointments provide additional instruction and support in a one-on-one environment.

Students who are experiencing learning loss can access the math tutor and/or math intervention teacher. Classroom-based instruction offered through small group direct instruction courses will return to in-person classes when it is safe to do so. Direct Instruction teachers will use the RenStar benchmark assessments to support the students learning gaps in the classroom as well as provide formative feedback throughout the classes. All learning and education support will be organized by their main teacher through independent studies (IS) appointments. These IS appointments allow for one teacher to support and direct the student to their learning opportunities. Options for Youth Victor Valley will continue to utilize digital formats for communication and instruction including Google Classrooms and Google Hangouts, but with the added in-person support through one-on-one appointments, small group classes we will be able to increase quality instruction and content to students. The course offerings for SGI classes will be based on the intervention and credit-based needs of students who experience a loss of learning. Intervention courses, such as Accelerated Math, Achieve 3000, iLit, and Math Modules will also be offered in various curricular options to address any gaps in learning and accelerate learning. Ren Star benchmark assessments will take place 3 times per year. The first testing is in October, with the second occurring in January, and the third testing at the end of the year in May. The testing can also be completed as needed by teacher discretion in order to gain formative data. Students who fall in the "urgent intervention" range on their Ren Star assessments will receive, once safe, in person one-on-one math intervention support.

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, temperature checks, symptoms checks, ensure hand washing and training for all staff.	\$40,000	Y
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$75,000	Y
Basic Services - Students will have access to fully credentialed teachers to help their mastery of core courses and common core standards.	\$586,909.80	Y
Cleaning -Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$43,000	N

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.]

The LEA continues to deliver high quality learning opportunities during distance learning by maintaining the same student schedules prior to COVID although they are now held virtually. This stability provides the student with a safe space to interact with a teacher they are familiar with and with other students with whom they previously attended in-person appointments prior to the pandemic. Aside from our digital platform, Edmentum, our traditional textbook and paper curriculum is still available to those students who prefer this type of curriculum for pick-ups and drop offs. Options for Youth Victor Valley has also encouraged staff and to use apps that allow students to digitally scan and transmit completed work thereby minimizing the need to leave the home and be at the school site. Staff has also worked on "digitizing" paper curriculum into Google Docs allowing students to use material they are familiar with in a digital environment. These newly digitized packets are easily shared and saved between student and staff eliminating any need to physically attend the school site. In order to help facilitate stability for the students and parents, staff continues to be present at each school site to distribute additional technology needs, textbooks, curriculum, and supplies to students as needed and collect completed units for students who do not have the ability to scan and send in paper curriculum. Students continue to receive support from all educational staff through Google Hangouts, Google Classrooms, Zoom and in-person modified appointments (when safe to do so) regardless of which curriculum platform is being utilized. Small Group Instruction classes are continuing via Google Classroom and Zoom with direct instruction being delivered through live (Zoom or Google Meet) class sessions. Using a flipped classroom approach, teachers will allow students to view direct instruction and get support and participate in collaborative activities in the virtual class sessions. Various support staff, including School Counselors and Intervention Teachers, will continually contact the students and families to provide encouragement and see if there are any needs during this challenging time. Teachers will continue to be supported by their administrators through weekly virtual check in meetings.

Options for Youth Victor Valley will provide continuity of instruction through the following:

Basic Services

Students will have the staffed learning center, as well as virtual and phone access to fully credentialed teachers to help aid their core course progression towards graduation. Students are encouraged to take online classes through Edmentum whenever possible. This platform will continue to be available even after the stay at home orders are lifted so they can complete their current coursework in the same curriculum. Once the in-progress coursework is completed the student, teacher, and parent will be able to decide what modality is most appropriate for the student to move into.

Mathematics and English Language Arts Intervention Programs

The LEA strives to decrease any loss of learning by implementing research-based intervention programs, such as ILit, ERWC, Renaissance Star (Accelerated Math), and other programs as applicable. The students who need support in Mathematics are provided additional appointments with Math Intervention Specialists and Tutors.

English Learner Support

The LEA continues to provide support to English Learners through English Language Specialists. Students who need assistance with their coursework meet virtually with EL Specialists on a weekly or bi-weekly basis.

Students with Disabilities

The LEA will continue to provide access to credentialed Special Education Specialists through virtual platforms like Zoom and Google Meets, phone calls, and emails. Students will continue to be provided with Specialized Academic Instruction (SAI) as mandated by their Individualized Education Program (IEP), and any necessary modifications and accommodations listed, through one-on-one and group instruction. Quarterly Progress on Goals will be used to monitor learning loss as well as regular formative and summative assessments.

Professional Development (PD)

Instructional staff will be provided professional development opportunities to better equip them to continue to provide individualized, standards aligned, and data-driven instruction. Instructional staff will have access to Instructional Coaches as well as an offering of virtual PD opportunities. The PD opportunities provide collaboration on best practices in a virtual education environment, tools and support for social emotional needs for both the staff and students and direct instruction on how to use the EdTech resources the school has provided. These three pieces will provide the teachers with support and knowledge to use the tools provided in order to support our students. School site staff meets virtually every week to keep connected and informed. During school site staff meetings staff collaborate to support students, receive up to date information and problem solve with each other to connect social-emotionally.

Intervention Staff

Students will have physical (at the learning center), virtual, and phone access to staff to help support math intervention. Intervention staff use the Ren Star benchmark assessments to see where learning loss is occurring for a student and provide them with additional one-on-one support through virtual appointments in Zoom or Google Meets. Students are referred to the Intervention Staff by the student's Independent Study Teacher based on students who are experiencing learning loss.

Broad course of Study

Independent Study Appointments will continue to be conducted through Google Classroom, Google Hangouts, Google Meet, and Zoom. Edmentum is the platform that is used to deliver digital curriculum instruction to all students. Small Group Instruction is also used to provide direct instruction in courses where some students struggle to master concepts in an independent study format. We will continue to utilize the same curriculum that students were using prior to the COVID 19 emergency to maintain familiarity and accessibility for all students. To ensure continuity of instruction, the LEA will focus on providing face-to-face interactions with all students either virtually or with in-person appointments across the entire spectrum of services the LEA provides. Keeping cohorts small will also provide opportunities for more individualized support and personalized targeted academic interventions to address learning loss, continuity, and sustainability. Having cohorts and small group instruction also provides social emotional support for the students through peer engagement. Additionally, teachers continue to be supported by instructional coaches through weekly virtual check-in meetings as well as virtual professional developments. School site staff meet virtually once a week to stay connected and work through any challenges that arise.

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 Victor Valley will ensure access to devices and connectivity for all pupils through the following:

The LEA will continue to distribute Chromebooks to any student expressing a need. Purchase of an ample supply of Chromebooks was made to support this demand in response to the COVID-19 pandemic and the need for going to a full distant learning platform. The Chromebooks will be kept by students for the duration of distance learning and when the LEA moves to a hybrid/modified model students will have access to these devices as well. The LEA will continue to work in partnership with the families to provide resources for internet accessibility. Staff will assist families when necessary to connect them with internet providers at no cost/low cost internet options. Students experiencing internet difficulty will continue to have access to the paper curriculum (student activity workbooks) which is available for daily pickup at the school site. Teachers will regularly connect with and support these students remotely through phone calls. When in-person appointments and classes are feasible, students can access free internet at the school site, and in the surrounding parking lot of the school site. Staff will be available with office hours to help troubleshoot student technology issues. The LEA's IT vendors have also set up a hotline to help with technology troubleshooting needs. Our School counselor and enrollment specialist are working with all homeless and foster youth students to ensure internet access resources. School counselors provide virtual one on one meetings with foster and homeless youth within the first 30 days of enrollment to provide individualized learning plans, assess needs, and provide resources.

Resources provided to families via School Messenger, emails, Remind, call, and fliers mailed and posted to center doors:

- Spectrum and Frontier - links to sites and phone numbers provided
- Enrollment Specialist and Counselors work with families to assist with getting low cost or no cost internet
- Teachers refer families that need assistance
- Parking Lot Wifi availability
- Internet

Pupil Participation and Progress

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

Options for Youth Victor Valley continues to deliver high quality learning opportunities during distance learning by maintaining the same student schedules virtually. Daily live interaction between students and teachers along with their peers is facilitated through Zoom Video Conferencing or Google Meets. Live contact synchronous instruction occurs during daily instruction in small group instructions classes, or during scheduled appointments with their Independent Study teachers, Special Education Specialists and or English Language Specialist. Using Zoom and Google Meets. Google Classroom will allow us to track and monitor student progress through live synchronous and asynchronous contacts. Teachers will measure participation and time value of work using daily participation with synchronous learning activities while on Zoom or Google Meets and asynchronous learning while completing assignments in Google Classroom, Edmentum or in their independent study packets. Through our blended learning model, students can take online classes through our digital curriculum platform, Edmentum, or traditional textbook and paper curriculum (student activity workbooks) are also available to those students. Students will also be offered small group instruction classes in English, Math, Science, Health and our Social Emotional Learning (SEL) class Character education. We also offer small group instruction cohorts for our junior high students. Staff continues to be present at each school site to distribute additional technology, textbooks, curriculum, and supplies to students as needed. When the state and county allow us to have in person instruction this will be made available within specifications set forth by the state and local guidance. Methods of synchronous

online learning will include video conferencing, teleconferencing, live chatting, and live-streaming lectures. Attendance and participation will be required for all students. We will measure participation and assess student progress through in-person synchronous instructions and meetings.

Asynchronous participation in Google Classroom and Edmentum online learning. Also, through completion of independent study work within the time frames set. Teachers will track student participation, progress, and attendance through daily trackers. Students will continue to be required to record and submit their daily attendance through our student database platform (StudentTrac) which is accessible on any device. Teachers will continue to be required to confirm all student attendance through the StudentTrac platform. Students will continue to be expected to complete a minimum of four units per school month and teachers will track and reinforce this expectation so students stay on a viable path towards academic progress and graduation. Teachers will identify students who are struggling with participation and academic progress. The teachers will implement school intervention plans and document targeted interventions. Edmentum (digital curriculum) also allows for teachers to track time of pupil work and address any issues related to time on task as needed. Students will be offered additional instructional support with tutoring opportunities through Google Hangouts with the Math Intervention Specialists and tutors. Teachers will assign students to these appointments and students will also be able to arrange virtual one-on-one tutoring appointments. Virtual tutoring hours and in-person tutoring will be put in place once we reach that phase of reopening. The School Counselor will continue supporting all students, especially seniors and our Foster Youth population with phone calls, meetings with teachers and video chatting to ensure students are engaged to increase participation and to make progress towards graduation while discussing post-secondary education plans. Resources and support will be offered virtually to our Foster Youth and low-income students by the school counselor with virtual appointments and phone chats and in-person meetings when available.

Students' academic understanding will also be monitored through progress monitoring, rubric scores, both formative and summative assessments and daily work review. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Teachers and administration will contact students/parents if there is a concern in participation and progress. Follow up with students/parents will occur in a variety of ways, via phone, text, email or home visits. Staff will continue to reach out to parents weekly to communicate expectations of participation. Parents will be connected to the progress of their child via: Family Sensei (Edmentum) and Parent Portal (StudentTrac).

Various support staff will continually contact the students and families to provide encouragement and see if there are any needs during this challenging time. Teachers will continue to be supported by their administrators through weekly virtual check in meetings. Once the hybrid/modified model can be implemented, students will be placed in cohorts and student appointments will be modified to be in-person once per week, with the other appointment conducted virtually. Additionally, teachers have access to Information Technology (IT) support with a dedicated hotline number established by our IT service providers. Instructional staff continues to be supported by our instructional coaches through weekly virtual checks and in person meetings, as well as virtual professional developments. School site staff meet virtually once a week to stay connected and work through any challenges that arise.

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.]

Options for Youth- Victor Valley is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for all students. To enhance teachers' skills, in-depth training in the use of Zoom, Google Classroom, Google Meets, Edmentum and Student Trac our learning management system (LMS) is provided. Edmentum and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an important part of blended classroom instruction, Edmentum and Google Classroom and apps, offer a user-friendly, content-focused curriculum in a platform that fosters interconnectedness, digital teaching and learning opportunities. For students new to Edmentum an introductory course is available to familiarize them with the platform. Teachers also support students new to Edmentum and Google Classroom. Teachers have also been trained on the use of Edmentum and Google Classroom and Google Apps. Ongoing support with both platforms is available through training videos and direct support from coaches and the PD department.

Administration meets weekly to address center needs, issues, policy changes, and makes any necessary adjustments to promote student and staff success. Administrators are also joined by department leads (EL, SPED, CC, AT2, Coaches, Safety) to discuss specifics regarding each department. Coaches meet with teachers individually on a regular basis to provide coaching opportunities, support, and resources targeting virtual and modified in-person instruction, and addressing student needs. Coaches will also continue to provide PDs and PLCs focused on digital curriculum (Edmentum), Google Classrooms, student engagement within the digital world, learning loss, and technology.

The following professional development trainings were provided to instructional staff to assist them in transitioning from in-person instruction to virtual instruction:

- Edmentum training for distance learning
- How to create a distance learning Work Sample from Edmentum
- All support staff are expected to provide the same level of student and teacher support through virtual platforms and phone calls, and in-person appointments when it is available.
- All-staff center meetings will continue to be held weekly to reinforce effective communication and establish norms and best practices, increase accountability, develop connection and school community, and address policy, procedures, and expectations. Administration will also use these weekly check-ins to determine professional development needs.

Professional development opportunities include but are not limited to the following:

- Infectious Disease Protocols
- COVID-19 Taskforce Training and assigned roles
- Digital Engagement Book Study
- Tech and Google Suites
- SGI - Google Classroom, lesson planning, recording, Google Meets/Zoom
- Skyrocket PD

A mix of internal PD's, as well as state level teleconferences and training have been attended by teachers, administrators and support staff. These trainings and teleconferences address a variety of topics relevant to students' needs during distance learning and the effects of the Covid crisis on students, staff and families. Many topics have been included in these professional development offerings. These offerings address pupil learning loss strategies. Virtual ELD instruction (stakeholder collaboration, support, engagement, routines/norms); Lesson

Planning for EL teachers and student engagement tools specific to EL's. Meetings for instructional staff to seek support and share best practices for online instruction. Education Technology trainings (Google Jamboard, Google Classroom, and Edmentum online curriculum).

Options for Youth Victor Valley will continue to provide support to our team of mental health professionals and related service providers working remotely with students during distance learning and beyond. Tele-therapy training has been provided to better equip the virtual skills of staff. Tele-therapy uses technology to help the provider and student to successfully communicate over the phone, during chat, video conferencing or email. When students are home and away from the supportive services offered on-site at school, Tele-therapy will give students a larger array of access to trained individuals who can provide consistent support, resources, and case monitoring. OFY- VV is exploring offering telehealth in the future as an option for mental health therapy for those students who are thriving with this type of service.

Staff Roles and Responsibilities

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

Options for Youth Victor Valley is a blended learning school model. The school's curriculum was already established for distance learning. Staff responsibilities had to change in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative positions. Some staff roles and responsibilities remained the same but others needed to be changed and adapted to support a complete distance learning platform. Opening schools with distance learning required that we adapt the responsibilities of our staff. Thus, the roles and responsibilities of staff were only affected in delivering instruction and support through a virtual modality using Google Meet. Professional Development was provided for staff to become proficient in Google Classrooms, Google Hangouts, and other Google Suite amenities. Professional Development was also offered to teachers who wanted a deeper understanding of the online curriculum platform, Edmentum. While staff roles and responsibilities continue to mirror pre-COVID expectations, there are changes that resulted from distance learning. All instructional staff had to shift mindsets from providing in-person support, to providing virtual support to students and their families. Instructional staff had to learn how to become virtual teachers and provide instructional, emotional, and motivational support in a virtual platform utilizing Google Hangouts, Google Meet, and Zoom. The LEA will provide ongoing professional development to assist instructional staff with identifying and supporting student emotional and mental wellbeing.

The LEA is currently collaborating with Prep for Success, a services provider the charter uses to support our Special Education needs to deliver professional development to aid in virtual instruction for Special Education. Additionally, instructional staff had to learn how to submit student work digitally. Despite the changes in their roles, Independent Study (IS) Teachers are expected to meet with students face to face twice a week, virtually and by phone. This expectation will continue when it is safe to return to in-person instruction. When in-person appointments become available, each teacher will wipe down and disinfect student areas in between the conclusion and start of each cohort of student appointments. Direct Instruction teachers (DI) Teachers are expected to provide direct instruction, virtually (live), and call in options. When it is safe to return to in-person instruction DI teachers will also perform needed cleanings between class sessions and make sure that desks are situated to maintain six feet distancing requirements. Both IS and DI teachers will be responsible to place students in cohorts when in-person instruction and appointments can resume. All teachers will continue to track weekly student progress and implement immediate interventions when needed. All teachers are also expected to communicate with families regularly through phone calls, emails, text, and Remind App and invite families to sign up for Family Sensei (Edmentum) and Parent Portal (Student Trac) so they can partner with

the LEA to monitor their student's academic progress. All Coaches will continue to provide PD, PLC, and training support and opportunities virtually. Counselors will meet with students using virtual platforms and phone calls and they will provide necessary information and resources to students virtually or with mailed fliers and informational letters as well as posting resources to their dedicated websites. The Counselor will also add virtual group cohort opportunities, such as but not limited to, a 4 Year College Bound Cohort.

The LEA created a COVID-19 Taskforce which consists of the following staff members; Safety Coordinator, Lead Center Coordinators, Assistant Principals, Principal. The Taskforce is responsible for student safety in the centers, as well as communicating with the Health department in the case of infection.

Instructional support staff and Math Intervention Specialists had to adjust from providing in-person tutoring to providing virtual tutoring. Additionally, instructional support staff will be leading virtual student groups in order to provide additional opportunities for student engagement. Instructional support staff in charge of file compliance had to learn how to process student enrollment paperwork and student work in a completely digital format. Center Coordinators and the Enrollment and Outreach Specialist will continue to reach out to families through phone calls for check-ins and encourage connection and engagement. Additionally, all staff are responsible for cleaning frequently touched surfaces, center coordinators are responsible for temperature checks, and COVID-19 symptoms checklist for all who enter the school sites. When in person appointments are resumed.

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.]

The LEA offers various curriculum formats and course selections for pupils with unique needs. All students will be able to choose between our digital curriculum, Edmentum, and our traditional textbook/paper curriculum, depending on which format better supports students' unique needs. The LEA's unduplicated student populations received additional support, modifications, and accommodations with both curriculum options through specialized instructors, EL Specialists for English Language Learners, and Special Education Specialists (SES) for Students with Disabilities. Additionally, Direct Instruction classes with direct instruction and more instructional support will be offered to students who have unique needs. The following additional supports will be provided to support students with unique needs:

Students with Disabilities Service Evaluation

Caseload Managers and School Psychologists will review IEPs upon enrollment and receiving the IEP and evaluate the need for re-evaluation, modification of services, and successful academic achievement. Special Education Specialists will conduct regularly scheduled appointments with all Students with Disabilities and additional instructional support will be offered through paraprofessional staff, virtually, by phone, or in-person (when available). The LEA will provide an early intervention program for students found to be credit deficient and/or not at grade level (intervention teacher, tutoring, Child Find). The LEA will monitor the student support needs by conducting SST (Student Support Team) meetings, implementing the Child Find process, and conducting a 45-day screening. Distance Learning Plans (DLP) were put in place at the beginning of the pandemic and reflect a collaboration between the SES, parent, and student about how best to adjust instruction during this unique time. The DLPs are updated when accommodation changes are needed. When necessary, IEP meetings are held virtually (30-day reviews, annually, triennially) and supports are reviewed and modified as needed, per state and federal guidelines.

Foster Youth Goal Setting and Students Experiencing homelessness

If/when foster youth enrolls, students will meet with their Post-Secondary Counselor, either virtually or through the phone. In addition to once a semester to review academic performance/progress and post-secondary plans. Options for Youth Victor Valley will follow up if/when students experience homelessness - students will meet with their Post-Secondary Counselor either virtually or in person to receive additional resources. The LEA will offer comprehensive community-based referrals for students that are experiencing homelessness to local services and programs as needed for pupils in foster care and facing homelessness. Community resource referrals to agencies such as but not limited to, the Children's Bureau and the Child and Family Care Center that offer mental health services and temporary housing placement will be offered to students during appointments with their counselors. LEA will provide continuous consultation regarding academic progress, post-secondary options & requirements, and support programs. LEA will host workshops either virtually or in-person for youth and care providers regarding post-secondary options and positive academic strategies.

Designated English Language Development

English Learners are provided with a state recommended ELD curriculum. The LEA provides courses such as iLit, Writing Skills, and Achieve 3000 in order to improve the English speaking, reading, writing, and listening skills of our EL student population. Through standard based instruction in English, the LEA hopes to strengthen the English skills necessary for EL students to succeed in their core curriculum and progress towards reclassification. Additionally, EL students are provided with English Language Specialists to support ELs with their coursework. EL specialists meet with students either by phone or virtually on a biweekly basis. During these appointments, EL Specialists are able to assist students to answer questions and provide English Language support. Due to the move to the online learning platform, Edmentum, EL Specialists can teach students to utilize the learning tools provided such as text read and guided notes. EL Specialists will also establish additional office hours on Fridays to EL students based on need. Learning Plans are posted on StudentTrac for easy stakeholder access. No IEP or sensitive meeting notes are included in the public record.

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. Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$42,000	Y
Professional Development - Teachers will be offered professional development opportunities to equip them better to provide individualized, standards-aligned instruction.	\$6,000	Y
EL Support - The LEA will provide individualized support for EL students through English Language Specialists.	\$254,000	Y

Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and the development of Academic Learning Plans twice a year.		
Learning programs for intervention and learning loss mitigation.	\$44,300	Y
Purchase of Microsoft Surface computers, hardware and cameras for Small Group Instruction Classes	\$40,000	N
LEA to provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.	\$5,000	Y

Pupil Learning Loss

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

OFY-VV recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To measure students' learning status, we will use Student Track, our student data management system. Teachers will use diagnostic assessments to give them quick accessible information about what students know, and where they need to be. Teachers can use these assessments to help them adapt the sequence and pacing. This will give them information to help them plan where they need to provide acceleration support. Teachers can then implement a systematic cycle of assessments on a weekly and quarterly basis, with formative and summative assessments to address student needs. Teachers can use this information to focus on intervention strategies to accelerate learning, particularly for English learners, foster youth, low income, and homeless students. To address this, OFY-VV will also monitor English and mathematics, and English language development progress by using RenStar to establish baselines and growth measures for every student. The results from these assessments, as well as teacher observation will support each teacher's individualized academic plan. As an alternative education program, OFY -VV is uniquely equipped to support this need for non-traditional learning due to our independent study foundation and individualized academic approach to teaching. OFY VV teachers have specific and individualized knowledge about their students, which supports the rapid identification of areas where learning loss has occurred. Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student.

School Counselors will analyze each student's progress towards graduation and update the student's 4-year plan. These will be provided to the student, parent/guardians, and teachers so as to help each stakeholder be aware of their unique needs and progress towards graduation. These plans will help each stakeholder guide their student towards college and career readiness. These plans are comprehensive and cover the overall picture of a student's academic progress towards graduation and post-secondary goals.

School Counselors also will meet with the SPED team, EL team, and teachers to discuss the unique progress and needs of EL, SPED, foster youth, and homeless students. Individual interventions are discussed, developed and monitored. Where appropriate these interventions and strategies are then implemented by the appropriate team member. Progress meetings will continue to occur monthly and the progress of the

student and effectiveness of the interventions is discussed and modified, if warranted. This team will participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data (Ren Star scores when available, formative and summative assessments, teacher observation), progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs. If determined to be necessary by the team, compensatory time and services will be offered to those students who demonstrate a loss of learning. EL students who display learning loss will be given extra support tools by the EL Specialists. Some EL specialists are using Google Classroom to save lessons and notes for EL students to refer to when completing their assignments. EL students are taught to use the text-to-speech feature in Edmentum lessons. We know that EL students' learning comprehension levels improve with the use of audio and video. EL specialists also use videos and graphic organizers through Google Meets to further support EL students.

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.]

Actions and strategies used to address learning loss

Options for Youth Victor Valley will provide professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies. A focus will be on mitigating learning loss caused by the distance learning models of instruction during the spring of 2020. Teachers will also be trained on Social Emotional Learning and strategies to help all students cope. The purpose is to equip all staff members with the necessary tools to move instruction forward in distance modalities, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by distance learning do to the Covid crisis. Instructional coaches have provided professional development opportunities to all direct instruction staff on Zoom and Google Meets as well as Google Classroom. In addition to these platforms, teachers had the freedom to experiment with other platforms, specifically Canvas and Blackboard, to test if those platforms could be used more effectively and efficiently than Google. Small Group Direct Instruction teachers have collaborated in subject matter groups in order to create learning activities that can be completed virtually while pushing students academically in order to prevent any learning loss. In additions to these strategies in practice for all students by administrators, teachers and support staff, other identified groups receive alternate specific instruction Administrators teachers and support staff will monitor students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and homeless) and will provide targeted intervention for these students.

Students who are low-income have unique needs with learning and would benefit from additional support from school. These students often don't have access to regular meals. They rely heavily on the school to support them. OFY-VV students can access our regular meal service to students at any OFY location throughout the area. For more information on this, see the section on nutrition later in this plan.

Access to technology and internet connectivity is often a struggle for these students. Students aren't as well-versed in technology-enhanced learning and may need support with this. We ensure all new students with one on one instruction on the use of the technology and our

learning management system. That we use when they enroll and are continuing to do so this school year. Due to COVID, many students have a new need for hardware. To address this need, we distributed Chromebook and have added hotspot access to our parking lots. We also assisted families in getting free Wi-Fi that was made available through cable providers in our area. We have purchased individual hot spots for students that live in areas that do not have Wi-Fi capabilities. These will be distributed to students that need them. Not having access to technology is not an issue in the Fall of 2020. These students also have access to print based materials if this is preferred.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans before going virtual. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education team's work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Communication between general education and special education staff occurs weekly or more often if needed to evaluate students, attendance and credits if any of these indicators are lagging, or not meeting what the team feels is adequate progress, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly safe home visits. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 Para educator support more frequently, or assign students to tutoring. Programs such as Accelerated Math and Achieve 3000 (Reading) are being looked at to mitigate learning loss in math and ELA fundamentals. Students with mental health concerns can receive telehealth services by a mental health clinician, school counselor or school psychologist depending on the level of support needed.

The Foster Youth District Educational Liaison will continue to track and support teams in order to ensure that foster youth are smoothly transitioned into our educational program. Additionally, the Liaison and the countywide Foster Youth Services Coordinating Program will work collaboratively with OFY- VV to help identify and connect foster youth to provide additional resources and supports that are needed. Our foster youth and homeless students are some of our most vulnerable students and COVID has further exacerbated this issue. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. Factors that contribute to learning loss for these students includes irregular work completion, irregular contact with teachers, communication barriers, lack of computers and lack of internet access. One-on-one contact is made with the students to ensure that they have the tools necessary for virtual learning. Chromebooks were distributed to these students in spring, as well as any new students for fall. We have also helped them find access to internet connectivity in the community and we are waiting on hotspots as they were back ordered. We have ensured this population has access to technology. These students also have access to print base instructional materials if this is preferred.

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, English learner specialists (ELS) work with teachers to develop distance learning support plans specific to these students that address academic, mental health, and attendance goals, and the English Language development needs of students. Offer one-on-one counseling and goal-setting with EL students to mitigate learning loss and create a plan for completing missed coursework. In addition to their regularly scheduled teacher appointments, EL students have appointments with the ELS where they work specifically on their language acquisition skills. The English Learner team monitors students' academic progress by reviewing learning goals and progress. The EL team communicates with the teachers to ensure the students are enrolled in a Designated English Language Development class and are successfully participating in the school

program. The EL team addresses learning loss through appointments through Google and Zoom appointments and classes. To bridge the technological gap of EL students, the LEA provides Chromebooks for students to complete their coursework, and to attend virtual classes. A flyer was also sent out to students with locations for hotspots for internet access. During these virtual appointments students and their EL specialists go over goal setting, coursework assignments, and talk to individual students to check on their well-being. EL students who express the need for mental health issues, such as depression and anxiety, are referred to the school counselor. The virtual classrooms provide EL students with a place to interact and collaborate on assignments with other students. Students who miss class are given the opportunity to attend office hours or extra appointments. EL Specialists have added extra time to allow EL students to meet with them when necessary.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, tutors, counselors and administrators work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their Renaissance Learning accounts, or submitting assignments regularly.

All Identified students attend semi-weekly math tutoring sessions or appointments with their teachers for extra help, conducted via videoconference. Under the direction of teachers, tutorial staff assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss. In addition, OFY- VV's school programs regularly operate on a year-round basis and provide students opportunities for accelerated learning. The longer school year allows students to mitigate lost learning by spending additional instructional days with their teachers on a consistent basis as opposed to peers who attend school on a more traditional school calendar with large breaks.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, OFY- VV is committed to the following protocol and process:

1. A newly established plan, setting standardized three assessment windows during which time students are administered the Renaissance Learning assessment
2. Increased teacher and administrator accessibility to student results via Renaissance Learning, which will provide both individual and collective outcome data.
3. Professional time set aside to review, assess, and plan, using the Renaissance Learning data available from assessment reports.
4. Comparison of student levels and growth in Renaissance Learning based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed This individualized approach to instruction

is a foundation of our alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher parent conference or a more formal Student Study Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutor). Student supports can include help from tutors, the school counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process (Woodcock-Johnson IV, Ren Star, unit assessments, teacher-made assessments). The Special Education Specialist reviews progress on goals and objectives quarterly and reports the findings to the parent. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed, and the effectiveness of the intervention. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP. In addition to formal and informal assessment data and IEP goal attainment, the success of implementation of learning loss assessment strategies and interventions will be measured by parent and student feedback, teacher observations, credit progression, core course completion, and graduation rates.

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, Math, and English tutoring	\$187,200	Y
Intervention Process - 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.	\$100,000	Y

Mental Health and Social and Emotional Well-Being

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

Options for Youth Victor Valley understands that COVID-19 has impacted our school community more ways than one. The social and emotional impacts of this pandemic will require monitoring and additional support to address the unique needs of pupils and staff during the 20-21 school year.

OFY- VV will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset

Self-management - managing emotions, controlling impulses, and setting goals

Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity

Relationship skills - communication, cooperation, and conflict resolution

Responsible decision-making - understanding and thinking about the consequences of personal behavior

OFY- VV's Mental Health and Social and Emotional Well-Being will be supported through a System of Support. Our Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on how to integrate social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support. School Based Mental Health Clinicians immediately began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions.

– Universal Interventions -Mental Health and Social Emotional Wellness training for teachers and staff, linkage and connections to school and community support.

– Targeted Interventions- Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc. Linkage and connections to school and community supports.

- Intensive Interventions - Long- term Individual Counseling, Risk & Safety Assessments, Linkage and connections to school and community supports.

Options for Youth Victor Valley- will promote the social and emotional wellbeing of pupils by utilizing established procedures, protocols, and systems of support to identify and address the needs of pupils through the child find process, offering school based counseling support services, school psychologist office hours for check ins, utilizing universal screening tools, SST meetings, providing monthly mental health awareness resources, and Post-Secondary counseling.

Options for Youth Victor Valley completed the annual Child Find training on Friday, August 28, 2020. A student referral form has been provided to staff in the event staff has concerns about a student's social-emotional wellbeing or if a student reports social-emotional concerns when working with school staff. After staff complete the student referral form, it is sent to the school psychologist, assistant principal, and post-secondary counselor for review and to determine the level of support needed. Suicide Prevention and Intervention is provided to staff annually. Additional training occurs annually for the site's safety coordinator(s).

Child Find Definition- Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child

Options for Youth Victor Valley will offer staff access to the Employee Assistance Program to obtain resources and services for work/home. Professional development opportunities such as Self- Care workshops and virtual classes will be offered to staff. In addition, PDs in student engagement, suicide awareness, and trauma informed practices, and distance learning best practices will also be provided to ensure staff is able to support students with COVID-19 related impacts on the school community.

Employee Assistance Program Defined- EAP provides support and guidance for matters that range from personal issues staff might be facing to providing information on everyday topics that affect their lives. This program is made available to all staff members through The Guardian Life Insurance Company of American and Integrated Behavioral Health (IBH). Examples of types of assistance available are:

Family, relationship and parenting issues, Child and elder care needs, Emotional and stress-related issues, Conflicts at home or work, Alcohol and drug dependencies, Health and wellness issues and Covid related issues.

Staff have been offered virtual classes for Pilates, cardio boxing, dance, and different types of yoga for staff self-care. Professional developments in student engagement tools (an introduction to Pear Deck and Flipgrid for online student engagement), open collaboration forums for all instructional staff to seek support and share best practices for online instruction, and distance learning best practices were held on April 10th, July 31st, and August 7th. Education Technology training (Google Jamboard, Google Keep, and Edmentum online curriculum) were also provided to staff.

Options for Youth Victor Valley's main page of their website has a link that discusses Ways to Promote Children's Resilience to the COVID-19 Pandemic. The website also has a resource page with links for the school psychologist's office hours, staff contact sheet, virtual community services, jobs currently hiring, learning resources, Wi-Fi help, parent resources, and virtual support programs.

Social Emotional Development

Students will be provided the opportunity to participate in virtual extracurricular activities or in courses designed to develop their social-emotional skills. These extracurricular activities will include, but are not limited to ASB, Gardening Group, Character Ed, and eSports.

School Psychologists are providing Monthly Newsletters covering many topics and resources. The school psychologist provides monthly mental health awareness resources on topics such as: such as; January - Human Trafficking, February - Teen Dating/Teen Dating Violence, March - Self Harm Awareness, April - Safer Internet Awareness, May - Mental Health Awareness, June - LGBTQ Awareness, July - Drug & Alcohol Abuse Awareness, August - PTSD Awareness

OFY- VV will continue to reach out to students and staff to develop training and services to address mental health needs so that students are able to thrive at school and in their jobs. We will develop surveys and confidential opportunities for parents and students to communicate their needs. This will allow for targeted interventions.

Pupil and Family Engagement and Outreach

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

OFY- VV's learning community is prepared to ensure that students continue to receive educational experiences. Devices were provided to all students and communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. Our intervention program will be implemented to ensure students that are not attending distance learning are being addressed. The team includes, assistant principal, school counselor, teachers, school psychologist and any other support personnel necessary to help students engage. Resources will be made available to families that are in need.

Options for Youth Victor Valley offers many opportunities for all students to engage in social emotional activities as well as college and career readiness. Options for Youth Victor Valley ensures pupil engagement through multiple avenues, including student appointments (virtual or in person), workshops, groups and community events. Teachers, counselors, English Language Specialists, Special Education Teachers will conduct weekly appointments through virtual meetings, by phone, and in-person according to our distant learning plan. This will allow staff and students to gain better insight on students' goals post high schools as well offering/promoting student engagement opportunities. Staff will follow-up with all students who have missed appointments by phone, email, text, and the Remind app. Staff and school administration will remain constantly checking for student progress social emotionally and academically. Students that are seen as struggling or constantly not attending appointments will trigger our tier of intervention plan. Teachers and staff will implement such interventions as one on one appointments, parent/teacher conferences, student study team meetings, home visits, offering support such as school psychologist to name a few.

Families will be encouraged to sign up for Family Sensei (Edmentum) and Parent Portal (StudentTrac) to track their student's academic progress in real time. Options for Youth Victor Valley has implemented a virtual hub website for students/parents where all information is posted including student led groups and counselor open meet time. Notice of school events will be posted on school websites. School Messenger will be used for mass communication purposes with mass emails, texts, and robo calls in order to facilitate effective communication and engagement with all stakeholders. School Messenger allows for translation in multiple languages and bilingual staff is available for translation purposes. Mailings in both English and Spanish will also go out in paper versions to increase accessibility.

To ensure student engagement, Options for Youth Victor Valley will track student attendance and academic progress daily and weekly and provide interventions. Tiered interventions for re-engagement and academic progress will include meetings with a post-secondary counselor, assistant principal and school psychologist if needed. Virtual or in person parent conferences including achievement chats will be scheduled at least once per semester where all parties collaborate and implement different learning strategies for student success.

Strategies that teachers will implement to address learning loss for all students include: connecting with parents/families via phone, email, Google hangouts, and/or Zoom; monitoring student attendance and progression, formative and summative assessments, and teacher

observations; engaging students social-emotionally through tools like Flipgrid; setting written and verbal student norms/expectations for attendance, participation, and work in the online setting; engaging students in synchronous and asynchronous instruction through interactive online learning tools such as Google Classroom, Kahoot!, Pear Deck, Padlet, Loom, etc. to promote deeper student learning through interactive classroom warm-ups, discussions, formative assessments, etc.; and providing needed services such as intervention support in math and English, Special Education services, and English Language Development services to address additional learning needs and avoid learning loss.

Events to promote social emotional opportunities as well as prepare all students for college and career prep are offered throughout the year in person and/or virtual. Post-secondarily Counselor meets with all incoming new students, does monthly progress checks, meets all seniors and is part of transitional planning with students with disabilities. Stakeholder engagement nights are also offered throughout the school year in person or virtual, including FAFSA workshops, resume building and career chats. Reclassification events, college signing night and other school celebrations will be conducted in Google Meets and in-person when possible, following all CDE safety protocols. School Leadership will continue to meet virtually on a regular basis and facilitate school site events to increase student engagement and a sense of school community and connectedness

Options for Youth Victor Valley will continue its outreach and community engagement methods by attending and hosting community meetings, and providing digital communication or handouts to our families. We are committed to sharing resources when we become aware of our families that might include local food distribution, parent support workshops and even resources on financial support. Most of our community resources also come out in languages that are seen in our community such as Spanish. These resources are shared through a mass text message (preferred way of communication from our parent response surveys) through school messenger and Remind text as well as through our staff mentioning them to our families.

For students that are missing 60% or more of school days in a week (3 school days or more) The following procedures shall include, but are not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, line transitioning the pupil to full-time in-person instruction. If phone, email or other communication fails to get a hold of the student and or parent/guardian then a home visit will be conducted within Covid safety protocols.

Three tiers of intervention to reduce chronic absenteeism.

Tier 1 Students are required to attend all assigned virtual SGI classes and a minimum of 2 weekly appointments with the Independent Study Teacher, through a meeting platform chosen by the teacher (Meet, Zoom, etc.). Students should only miss if they are ill and absent from school. Weekly engagement records are maintained that include:

Daily attendance taken and recorded by SGI teachers in their Google Classroom or other attendance document. Independent study monthly packet completion recorded in the LMS Student Trac. Assessment information recorded and shared with parents/guardians through the schools LMS student database.

Tier 2 for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction.

Teachers monitor student attendance documented in the schools LMS and make daily phone, text, Remind or emails of absence notification to parents/guardians. Early Intervention for students that need support to avoid chronic absenteeism. Teacher will notify, school counselor, administrator or intervention teacher for Tier 2 reengagement support. A staff member from this team contacts families (with assistance from translators when necessary) to identify barriers to student engagement and provide personalized assistance in eliminating barriers. Assistance may include but is not limited to:

Providing access to necessary resources such as technology, internet access, materials, etc.

Ensuring translation support if necessary.

Referrals to mental health and social and emotional supports and services.

Assign an adult mentor to check in with and connect to student/family daily or week

Tier 3 Intensive support for chronically absent students who have accrued 10 or more absences from distance learning: students facing the greatest challenges.

The intervention team will continue to work with the student and family to support them in addressing ongoing barriers which may include referral to outside agencies. Socially distant home visits, when necessary.

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-VV 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. When students return for in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as is our traditional practice. OFY- VV recognizes the effect the current economy and loss of jobs has on our families, and enrollment teams are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all students are being served regardless of income status. As is our practice meals are provided free of charge to all 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. In addition, to support all of our families, OFY- VV has partnered with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county. Families of students are also provided information about meals that are available for pick up at any local public school distribution site in their area.

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

Section	Description	Total Funds	Contributing
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 distance learning program. The charter will administer a school survey to gauge student, parent, and staff feedback on distance learning school environment. This action will also include the materials needed to improve engagement, drive thru and virtual charter events.	\$117,381.96	Y
Social-emotional Learning	Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality telehealth mental health sessions, case management and crisis management.	\$440,182.35	Y
School Nutrition Program	Grab & Go Breakfast and Lunch are available for pick-up during the specified times of 8:00 a.m.-11:00 a.m. and 12:00 p.m.-3:30 p.m. These times have been increased since the first school closure to give families a larger window for pick-up. Families may pick-up both breakfast and lunch for the day or a week's worth of meals.	\$117,381.96	Y
Post-Secondary Planning	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.	\$58,690.98	N
Post- Secondary Events	The LEA will host/develop the following events: Virtual College & Career Fair, Drive thru Senior Social, Virtual College Trips, Drive thru Graduation, Virtual College Signing Day, Virtual FAFSA Nights.	\$10,000	N

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
29.93%	\$ 2,785,524.00

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:

Foster students, English learners, and low-income students were addressed as the first priority in the school's plan for the 2020-2021 school year. Their needs for academics, social-emotional, and safety were taken into account when developing programs, supports, and communication. Continued data acquired from families over the course of the school year allows the school to improve services for these identified students. The most important element to providing for our unduplicated students is to ensure that they are healthy and safe. This includes nutrition, social-emotional support, and safety measures to mitigate the spread of COVID-19.

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. Teachers are provided professional development from curriculum specialists and in-house trainers specifically for small-group instruction. Training includes supports for English learners both integrated and designated ELD instruction. Support from in-house trainers focuses on assisting teachers in meeting the needs of unduplicated students including building virtual small-group time, implementing research-based interventions, and monitoring progress.

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

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

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

Foster Youth students that enroll in our program tend to be credit deficient, missing many credits in core courses. This group of students also often have gaps in knowledge due to the transient lives that they often live. These students need to have access to educators that will support them in the process of catching up on their credits so that they can achieve their academic goals. Due to Covid, access to teachers is limited to virtual interaction. Low-Income students at Options for Youth – Victor Valley are also typically credit deficient and they tend to not have access to academic support in their homes because families are often working to provide the essentials. This group of students requires having appropriately trained teachers who have the skills to make academic content accessible. Due to Covid, English Learners not only have a language barrier but also a technological barrier. English Language learners require access to appropriately credentialed teachers who understand the instructional strategies required for English language acquisition and can support students in achieving academic success. This action is directed towards our Foster Youth, Low-Income 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. Educators receive professional development specific to serving each of the aforementioned subgroups. English Language Specialists regularly participate in professional development opportunities so that they can learn about tools and strategies that they can incorporate into their practices differentiate instruction and to support English Language Learner academic success. Special Education Specialists are highly qualified and fully credentialed. They 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. By doing this we intend to mitigate the learning loss of unduplicated students. This action is intended to meet the needs of students with learning loss in response to the COVID-19 pandemic.

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, Freckle, Math Intervention Specialist, 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 and Mathematics.

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

Foster Youth (FY)

Low-Income (LI)

English Learners (EL)

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

Foster Youth have gaps in their educational knowledge and understating due to having to relocate very often and attending several schools at various different times in the year through the process. Due to COVID 19 Foster Youth will see increased gaps due to not only frequently

moving homes and school but as well as the difficulties that have arisen for them in distance learning. 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 typically do not have access to additional resources and support through their academic coursework at home and must complete many assignments independently. Due to COVID 19 these students need access to the resources they need to be successful in a virtual learning environment and many lack the technology necessary. 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. Through Renaissance Star benchmark assessments, data is collected to inform areas of understanding and growth for all students in Math and English Language Arts so that the school may identify trends that 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 low income students that ensure educational equity for all students. Interventions for EL Students 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 English Learner students, Foster youth, and low income students as it is directly correlated with student success in independent study programs that rely heavily on reading to access content. These actions are principally directed towards EL students, Foster Youth, and Low-Income students and effectively meets the requirements of increasing the services for our subgroups as it allows each subgroup with core content to bridge gaps from previous educational barriers. Due to Covid 19, Foster and low income students, and EL students, have less access to traditional support services.

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

Intervention Process - The LEA will designate staff to conduct home visits and offer virtual 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) benefiting the most from these Action(s):

Foster Youth (FY)

Low-Income (LI)

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

Due to COVID our Low-Income have had to take jobs or other responsibilities at home, such as providing childcare for younger siblings, and attendance may become an issue. Our Foster youth students who often have transient lives and many external factors that make it difficult for them to make it to school at their scheduled times, this problem has become more prominent for these students during Covid. Offering additional virtual 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 that have been increased due to the pandemic. This action is principally directed towards Foster Youth and Low-Income students and effective in meeting the requirement of increasing services as it allows for flexibility in the hours that students can attend school, while tending to responsibilities brought on or amplified due to the COVID crisis. This is beneficial for these subgroups who often have additional responsibilities.

Conducting home visits allows the school to ensure that students are not falling through the cracks and receiving access to additional support and/or resources if necessary. Home visits are conducted under the guidance issued by the CDC, state and local health departments to ensure the safety of both the staff members and students. When allowed by the state and county order, in person remediation hours will be offered. This problem has been even more exasperated by COVID 19, with younger siblings having to stay home for distance learning, these students are having help more at home and need extended time to complete work.

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

Parental Involvement & Stakeholder Engagement - The charter will host various stakeholder engagement events, within the guidelines set forth by the CDC, state and local health department. This is specific to unduplicated students, and the general student population to seek feedback in the development and growth of our program. The charter will administer a school survey to gauge student, parent, and staff perceptions of the school environment. This action will also include the materials needed to improve engagement, including charter level virtual or drive in events, and drive up award banquets.

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

Foster Youth (FY)

Low-Income (LI)

English Learners (EL)

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

Since Foster Youth live more transient lives, it may be challenging to establish adequate communication methods with these students and ultimately build rapport and trusting relationships with their teachers to help their academic achievement. Due to COVID and remote learning it is more difficult for students to feel connected to their teachers and school. 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-promise youth. As technology changes so does communication between schools and families, the LEA needs to adjust to these changes to maintain school connectedness for all families. COVID has made the technological gap bigger as these families struggle to keep connected through technology many of them don't have access too or do not understand how to use. Hosting stakeholder engagement events creates opportunities for students and their families to become connected 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. This action is principally directed towards the foster youth, low-income, and EL subgroups and effective in meeting the requirement of increasing services as families of these students typically face the greatest barriers to school connectedness, which are magnified due to COVID. 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. Due to

Covid 19 it is harder to build personal connections with students in these subgroups, extra outreach will be needed to ensure they feel connected to the school during this unprecedented time.

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

School Safety - The charter will implement a lanyard and 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) benefiting the most from these Action(s):

Foster Youth (FY)

Low-Income (LI)

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

Some OFY - Victor Valley Foster Youth and Low-Income students have encountered challenging circumstances due to the COVID 19 crisis 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 / physical safety as is often the case for both Foster Youth and Students facing financial hardships at home. COVID 19 has added more financial hardships for these students. Foster Youth also have concern for their health and safety as they are often moved from one location to another. We need to ensure they feel safe in the school environment and have resources to offer them about how to stay healthy and safe. Foster Youth students in particular struggle with social-emotional issues and as a result we want them to feel at home and safe any time when they are on school grounds. Low Income students often come to school as a way to escape financial hardships, and these hardships have been amplified due to the pandemic crisis. As a result we hope to increase the level of both comfort and safety so as to allow them to focus on their academics during school hours. Updated surveillance equipment signing in/out policies ensure the students that their safety is of utmost priority for the school and 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 a safety situation on campus. This action is principally directed towards Foster Youth and Low-Income students and effective in meeting the requirement of increasing services as it ensures safety on school campus allows students to focus on academics while at school without the stressor that safety is a concern. Covid 19 has added additional stressors and safety concerns for our low income and Foster youth, this will help to make them feel more secure.

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 experiential learning trips , SEL curriculum, E-sports, student council conducted in a virtual environment , and drive thru and virtual student events. Programs will be modified as recommended by CDE recommendations regarding COVID-19 pandemic.

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

Foster Youth (FY)

Low-Income (LI)

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

Due to the Covid Pandemic, foster and low income students are experiencing more needs for social emotional support due to the stress brought on by the stay at home order and distance learning. 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. 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. Social Emotional Learning through engagement in virtual experiential learning trips, Character Education Curriculum, E-sports, and virtual student council meetings, allows all students to build relationship skills, develop a sense of self-management and self-awareness, and learn about self-awareness. This action is principally directed towards Foster Youth and Low-Income students and effective in meeting the requirement of increasing services as social emotional skills serve as tools to manage the adverse effects of the COVID crisis and help them to focus on school.

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

School Nutrition Program - Grab & Go Breakfast and Lunch are available for pick-up during the specified times of 8:00 a.m.-11:00 a.m. and 12:00 p.m.-3:30 p.m. These times have been increased since the first school closure to give families a larger window for pick-up. Families may pick-up both breakfast and lunch for the day or a week's worth of meals. We purchased PPE and developed a process for contactless pick up of meals. This action will provide the nutrition necessary while keeping with social distancing guidelines for the safety of students and staff

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

Foster Youth (FY)

Low-Income (LI)

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

Low-Income and Foster Youth students have limited regular access to healthy meals each day due to COVID job losses and layoffs. When students 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. At least one nutritious meal per day will be available for all students for free. This action is principally

directed towards Low-Income and Foster Youth students and will be effective in meeting the requirements of increasing services as it helps to combat food insecurity brought on by the pandemic.

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, Ren Star, Freckle) to grow as 21st century thinkers.

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

Foster Youth (FY)

Low-Income (LI)

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

Foster Youth and low-income students may have limited access or no access to technology at home and it is necessary to ensure that students have technology to access their courses and communicate with teachers during distance learning. Due to Covid students are in a remote learning environment which can cause a gap in learning. This gap is apparent to the charter for our Foster youth and low-income students and has increased by the impacts of COVID, since students are not able to attend school in person. Ensuring that all students have access to reliable technology is critical. This action is principally directed towards and effective in meeting the requirements of increasing services for 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.)

In response to COVID-19, services were identified in the Learning Continuity Plan to assist in meeting the needs of the school's foster students, English learners, and low-income students. It is essential that we improve and increase these services for our unduplicated students so they can continue to receive a rigorous, high-quality academic program whether the learning is virtual or in-person. The specific needs of the unduplicated student groups have helped to shape the design of all programs and ensure the academic achievement of these students. The planned expenditures have been designed to be primarily focused on the unduplicated students to provide the additional support needed.

Student Group: Foster Youth

Action(s): Monitoring of academic progress, personal and physical safety, and Social emotional support

Post-Secondary Counselors will meet with Foster youth students each semester to review academic progress and monitor their progress in a social-emotional development course and/or activity. Foster Youth students that enroll in our program may have experienced the greatest learning loss due to the lack of resources they have access to. These students need to have access to educators that will support them in the process of catching up on their 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 different times in the year through the process. 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.

Some OFY - Victor Valley Foster Youth 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 / 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.

Foster Youth and Low-Income 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. Thus, Foster Youth Intervention Support, post-secondary planning and events will be allocated proportionately to our student subgroups in accordance with the 29.93% requirement as compared to services provided to all students.

Student Group: English Language Learners

Action(s): Designated and integrated curriculum, professional development

iLIT - A tier 1 ESSA approved designated ELD curriculum. iLIT training will be provided to EL Specialists to ensure that courses are taught effectively as designed. Lexile data from Renaissance Star testing will be used to develop goals for students' Academic Learning Plans.

Professional Development - The LEA will provide English Language Specialists with annual professional development to keep them up-to-date on current policies and practices. Additionally, there will be professional development led by the Lead EL Specialist.

English Learner students benefit from individualized support provided by highly qualified teachers in both designated and integrated English Language Development Instruction. English learner students need to develop skills to achieve language proficiency. Thus, iLIT and EL Specialist Professional Development will be allocated proportionately to our student subgroups in accordance with the 29.93% requirement as compared to services provided to all students.

Student Group: Low-Income Students

Action(s): Intervention strategies, parent and stakeholder engagement events, social emotional support.

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 LI student needs are being met and that adequate support is provided.

Parent Involvement & Stakeholder Engagement - the charter will host various virtual or drive thru stakeholder engagement events specific to unduplicated students, students with disabilities, to seek feedback in the development and growth of our program specific to the needs of this underserved group. This action will also include the materials needed to improve engagement, charter virtual or drive thru level events.

Social Emotional Learning - Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality telehealth mental health sessions, case management and crisis management. We know poverty affects all aspects of the life of a child, especially during this pandemic.

Educational Technology Resources - The LEA will provide unduplicated 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, Freckle) to grow as 21st century thinkers. Families of low-income students will receive increased training and dedicated staff to support their technology knowledge, ability to get a Gmail account to access Google classroom, and other learning platforms. Student outreach and support actions in the plan are designed for families who are struggling to help their child participate in learning due to their inability to work from home. Many of our families in poverty work outside the home during the day. Low Income students typically do not have access to additional resources and support through their academic coursework at home and must complete many assignments independently. These opportunity gaps have been widened due to shut downs, financial hardships and transient conditions, caused by the global pandemic. 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 29.93% requirement as compared to services provided to all students.