

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.]

Assurance Learning Academy (ALA) is a Dashboard Alternative Status School (DASS) independent study program. We serve a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our primary mindset is to build strong working relationships with students. We communicate directly with them and so we are acutely aware of the trauma our students and families are having as a result of the pandemic. We acknowledge that the COVID pandemic, has significantly impacted our relationships and all learning has dramatically slowed due to students not engaging in person with educators and peers. At ALA, our primary and immediate need was to see to the mental and physical well-being of our students, to ensure that their basic necessities are met. A student cannot learn if they are not in the proper mindset to learn.

Many of the parents of our students have become unemployed, and the grave uncertainty negatively impacts the family dynamic. This impacts our students' capacity to concentrate on school. Additionally, our students who are parents themselves have struggled to make school a priority, because of the economic impact on their families.

We recognize that our school can be a primary source of hope for the community in that we provide students and families positive steps moving through the crisis together. Our staff, teachers, tutors and counselors engage in outreach to engage students and families in activities (albeit remotely) that are meaningful and elicit a sense of connectedness to each other that is essential for every human being.

Stakeholder Engagement

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

Throughout distance learning, stakeholders were asked for feedback in a variety of ways. Those included virtual parent meetings, L4L Connect posts, emails, and through phone calls in multiple languages. The parents/guardians were also asked for feedback during PAC/ELAC meetings, utilization of the school's social media, phone calls, emails, distance learning surveys and informally, during conversations with parents as the opportunity presents itself. Students were also asked for feedback on the Learning Continuity Plan through distance learning surveys. Feedback from students were also informally collected during students' virtual appointment times with their teachers. Staff while working remotely attended virtual meetings each week. Those meetings consisted of staff meetings, professional development opportunities, department meetings, and one-on-one leadership calls. Staff were asked for LCP feedback via

distance learning survey. ALA community partners have hosted virtual meetings with the Community Liaison to gain further understanding on the needs of the students who attend the school. The community partners have maintained their MOU requirements by moving to a virtual platform. During these virtual meetings, community partners and community members were solicited for feedback regarding the school's LCP.

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

The ALA learning community was communicated with and given the option to participate and to provide feedback on ALA's Learning Continuity Plan via teleconferencing, L4L Connect surveys, emails, website notices and phone calls. Multiple virtual meetings were also utilized to facilitate our Parent Advisory Committee and English Learner Advisory Committee meetings. These meetings were held at multiple days during different times of the day to ensure many avenues and opportunities for the public to provide feedback. Translations were provided in Spanish in order to facilitate participation, engagement and elicit input from our English Learner parents in these meetings. Furthermore, the draft of the LCP in English and Spanish were also made available to parent and student stakeholders through email and L4L Connect. Phone calls were made to parents who might not have had access to the internet. Finally, the draft of the LCP was also presented to the school board members for their feedback.

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

Parents said that they are generally happy and satisfied with how the school is handling the Covid-19 crisis and with the plans laid out on the school's Learning Continuity Plan. Most expressed their appreciation for the hard work that the school has done so far. Many requested for more instructional time for their students with their teachers whether that be virtual or onsite. Parents said that more time with the teacher or tutor would help keep students stay motivated and focused in completing their school work. Additionally, the parents said that more time with the teacher would foster more school work accountability in the students. Student engagement and keeping up with school work were two challenges most frequently cited by parents with regards to supporting their students with remote learning. Additionally, many parents requesting onsite instruction expressed their confidence in their school to uphold COVID-19 California Department of Public Health (CDPH) safety guidelines as well as local county safety measures if onsite instruction were provided. When asked if additional tutoring and instructional time will be helpful, majority of the parents and students indicated that it would be. Aside from more instructional time, many parents also requested support for utilizing technology as well as socio-emotional support. Lastly, a small but significant number of parents indicated that their family is suffering from food insecurity.

Many parents of English learners said that they do not feel that their students are supported during distance learning. Most were requesting for the school to allow direct instruction onsite at least once a week for a brief amount of time to allow English learners to check-in with their teacher.

Parents of students with IEPs said that instruction as well as support services are difficult to implement remotely. Furthermore, the staff supporting special education indicated difficulty in holding IEP meetings virtually and acquiring essential documentations remotely. Many of the parents of students with IEPs also indicated that their students need onsite and effective instructional time with their teacher, delivered as safely as possible.

Many parents of foster youth or students experiencing homelessness also said that they do not feel that their students are adequately supported in distance learning.

Students said that they are generally satisfied with their distance learning experience. They named their teacher's persistent communication as one of the most successful strategies that the school is employing to keep them accountable. Students cited lack of motivation, poor time management, decreased time with teacher, needing to complete all work online, and isolation as their major challenges with distance learning. Many students also mentioned that it is particularly difficult to get through their math classes when done through remote learning. With regards to math, students requested for more help from tutors or more instructional time with their math teachers. Many students also expressed their discomfort in attending video meetings or calls with their teachers.

Teachers said that their main challenge with distance learning is keeping students engaged virtually. Many also mentioned the need for more technological support for themselves, their students or the students' parents. Many claimed that much of instructional time is being eaten up by trying to figure out technology or helping students and parents navigate technology. Although some clamor for more training on technology, some also said that professional developments had not been helpful.

Many of the staff said that their major challenges with working remotely involve the lack of having a quiet space to work at home as well as the need to balance home and work responsibilities. Many are struggling with child care, needing to take care of small children at home, supporting their own children's distance learning and at the same time, support their students remotely too. Staff also said that their work and effort seemed to have doubled with distance learning, but with half the results that they usually get when working onsite.

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

Based off the feedback received, if permitted by state and local public health authorities, students needing remediation, intervention and extra supports would receive priority for on-campus instructional model. Student subgroups especially students with IEPs, English learners, foster youth and students needing intervention will receive limited onsite support as requested by the student, their parents, counselors, or supervising teachers. Critical assessments needed by students with IEPs and English learners will also be provided onsite if remote testing is unavailable or too cumbersome for the student. These onsite supports would be provided on a short period while strictly following state public health protocol and county guidelines. Additional weekly, virtual teacher check-ins will also be in placed to encourage student accountability, student engagement and more one-on-one instructional time. Moreover, ALA will provide extended virtual tutoring on weeknights as well as during Saturdays.

The small percentage of students and their families dealing with food insecurity will continue to be addressed by our current school nutrition plan. Students will continue to be able to drive by to pick up food at the site and to pick up food at several community partner sites during distance learning. In addition, ALA will continue to pushout the school's student resource page that houses all of the locations throughout the community where free meal pickups are available.

Teachers and staff lacking quiet spaces to work from at home will be continued to be offered to work on site at a limited period on a rotational basis while ensuring strict adherence to public health safety guidelines. In response for training for more technology literacy, professional developments covering basic computer use and navigation; Google Classrooms; SIS; L4LConnect; Kami; signing up for virtual tutoring; and accessing electronic books, curriculum, and assessments will continue to be created and offered not just to the school staff, but also to students and their parents. Likewise, the request for socio-emotional support will be addressed by our counselors continuing to ensure to train staff to help ascertain the needs of students and their families; and also, by networking with our community partners to ensure that the school has partners to go to who can provide various counseling and mental health services needed by students and their families.

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.]

ALA utilizes a personalized learning program to meet the unique needs of its students via a flexible learning model by design. Following an independent study model, teachers work with students one-on-one to help them understand their strengths, weaknesses, preferences, and unique needs as learners

which helps students develop the necessary skills to support their own learning and ultimately be the driver of their own success. ALA teachers and support staff assess students who have experienced learning loss during the shutdown due to inaccessibility to technology/internet access and/or an inability to thrive in a distant learning environment, they will seek to schedule one-on-one support on site whenever possible. This onsite support includes weekly student access to their teachers face-to-face, scheduled intervention support with teachers and other support staff, and ongoing access to tutors. Students will have the opportunity to review the different distance learning tools with their teachers to ensure they are well equipped to academically succeed. All sites will follow social distancing requirements and other safety guidelines as provided by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH).

The ALA academic program is accustomed to working with students who have already experienced learning loss prior to school closures in March. Many of the students enroll with ALA credit deficient and academically below grade level thus requiring personalized academic plans based on their unique needs. Student academic needs are assessed using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading and mathematics. NWEA assessments provide teachers with critical information on student instructional readiness in regard to their reading comprehension and math skills. ALA utilizes these scores for academic planning and appropriate placement in courses, interventions and other curricular options. Additionally, NWEA is used at selected intervals throughout a student's enrollment to assess and reassess academic growth.

In addition to NWEA, teachers also utilize assigned coursework and course assessments to measure student success and/or to mitigate student academic gaps and learning loss. For students who are struggling or need additional support with assigned coursework, ALA teachers enroll them into highly engaging small group instruction (SGI) classes such as Read 180 as well as arrange for additional one-on-one intervention time. Students are also referred to tutors who provide additional one-on-one instruction when needed.

Throughout remote working and learning, ALA will continue to closely monitor state and county phases for advancements and regressions in order to best protect the staff and students. Staff and students will continue to be made aware of any changes to the operations of the sites through their weekly appointments, L4L Connect, school-home communication, and weekly staff meetings. Chromebooks, laptops, and available hotspots will continue to be distributed to students who indicate a need upon enrollment and as the need arises. Every student will have a school Gmail address to stay connected with their teachers. Upon enrollment, every student will receive a plan and guidance on how to navigate virtual learning. Weekly surveys will be conducted to assess students' needs.

Teachers will continue to be tasked to connect daily with their students and to learn their immediate needs including access to the internet, technology literacy, access to books, and access to resources including food, diapers for our parenting teens, health care, employment as well as legal and mental health resources. This data will continue to be collected weekly and will be acted upon by the school's leadership team as resources allow. Technology literacy will continue to be offered to help support parents with virtual learning.

Upon reopening, teachers may choose a modified schedule consisting of working onsite for two days and then working remotely the other three days. On top of offering remote learning, students may schedule fifteen-minute one-on-one appointments with their teachers while social distancing requirements and other safety guidelines as provided by local and state authorities. For those students who need more than 15 minutes, accommodations will be made to best support the student in their learning.

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

Description	Total Funds	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE), because our data shows that most of our students learn better with face-to-face engagement.	\$ 240,000.00	N
School supplies and materials to support student coursework.	\$ 60,000	Y

Distance Learning Program

Continuity of Instruction

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

ALA utilizes a personalized learning program to meet the unique needs of its students via a flexible learning model by design. Following an independent study model, teachers work with students one-on-one to help them understand their strengths, weaknesses, preferences, and unique needs as learners which helps students develop the necessary skills to support their own learning and ultimately be the driver of their own success. ALA teachers and support staff assess students who have experienced learning loss during the shutdown due to inaccessibility to technology/internet access and/or an inability to thrive in a distant learning environment, they will seek to schedule one-on-one support on site whenever possible. This onsite support includes weekly student access to their teachers face-to-face, scheduled intervention support with teachers and other support staff, and ongoing access to tutors. Students will have the opportunity to review the different distance learning tools with their teachers to ensure they are well equipped to academically succeed. All sites will follow social distancing requirements and other safety guidelines as provided by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH).

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In addition to NWEA, teachers also utilize assigned coursework and course assessments to measure student success and/or to mitigate student academic gaps and learning loss. For students who are struggling or need additional support with assigned coursework, ALA teachers enroll them into highly engaging small group instruction (SGI) classes such as Read 180 as well as arrange for additional one-on-one intervention time. Students are also referred to tutors who provide additional one-on-one instruction when needed.

Throughout remote working and learning, ALA will continue to closely monitor state and county phases for advancements and regressions in order to best protect the staff and students. Staff and students will continue to be made aware of any changes to the operations of the sites through their weekly appointments, L4L Connect, school-home communication, and weekly staff meetings. Chromebooks, laptops, and available hotspots will continue to be distributed to students who indicate a need upon enrollment and as the need arises. Every student will have a school Gmail address to stay connected with their teachers. Upon enrollment, every student will receive a plan and guidance on how to navigate virtual learning. Weekly surveys will be conducted to assess students' needs.

Teachers will continue to be tasked to connect daily with their students and to learn their immediate needs including access to the internet, technology literacy, access to books, and access to resources including food, diapers for our parenting teens, health care, employment as well as legal and mental health resources. This data will continue to be collected weekly and will be acted upon by the school's leadership team as resources allow. Technology literacy will continue to be offered to help support parents with virtual learning.

Upon reopening, teachers may choose a modified schedule consisting of working onsite for two days and then working remotely the other three days. On top of offering remote learning, students may schedule fifteen-minute one-on-one appointments with their teachers while social distancing requirements and other safety guidelines as provided by local and state authorities. For those students who need more than 15 minutes, accommodations will be made to best support the student in their learning.

Access to Devices and Connectivity

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

Approximately, 2500 laptops were purchased to students throughout all the ALA sites. With need and as new students enroll, laptops are ordered and distributed as needed. All new students are provided a new laptop upon enrollment unless they state that one is not needed. A student resource page was developed for students to obtain online resources, community resources, student portal information, homework help, physical activity resources, and school counselor referral forms. Within the student resource page, students were provided with information for obtaining free or low-cost internet service. For those students who live outside a service provider's jurisdiction, hot spots were provided. When a needs assessment showed that technology literacy is needed for parents, resources were also provided to help parents support their students' distance learning.

The distribution of access devices and connectivity to students is done in collaboration with administrators, teachers, support staff and an internal communication app., Learn4Life Connect Parent Square. The process begins with teachers conducting a technology needs assessment with students and requesting needed devices and/or connectivity access. Once requested devices are secured by ALA, arrangements are made with students and families for pick-up via a drive-through an onsite checkout system at a local site, shipments of devices via mail, or devices are hand delivered to students' homes if necessary.

For our students with special needs, a technology needs assessment in addition to a review of students' Individualized Educational Plans (IEPs) are conducted by the special education staff in order to evaluate student technology needs and/or software a student may need to meet his/her academic needs. Once appropriate technology and/or assistive devices are secured, they are delivered to students. Students and families are then provided with training on how to access technology and any specific virtually related services needed. Virtually related services include speech and occupational therapy being conducted in a distance learning environment, and equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments.

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.]

Students are required to meet with their teacher at least once or twice per week for 2-hour time frames. This is done in a 1:1 setting via Google Meets, Google Hangouts, Google Classroom, and/or over the phone. For those students attending a Small Group Instruction (SGI) course, the student would be attending additional virtual Google Classroom meetings to accommodate the SGI class schedule. Likewise, students attending pod times (students attending the same subject, but different grade levels) are required to complete 1.5 hours of instructional time with their teacher via Google Meet. Academic competence is determined by completion of the credit packet, performance task, and mastery of the end of credit assessment. Completed work is obtained through Kami, a Google Doc, a hardcopy credit packet, photographed or scanned in work. Students with left over credit packets before the school closures were able to drop off work in contactless and secured drop-off box that was made available in the front of some learning centers. Students are not allowed to move forward on their coursework prior to mastering the credit work and assessment. Students must pass with a 60% or higher. Failing grades are not accepted.

ALA's personalized learning approach ensures that our high needs population receives instruction tailored specifically for them. Teachers and administrators monitor the progress students make through the standards-based curriculum and make professional adjustments based on the student's understanding of the material, standardized scores, graduation plans, and individualized academic plans. Our curriculum framework is grounded in the California State Standards and monitored for growth each year.

For our students with special needs, ALA's special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments are used when new students with IEPs enroll with ALA. The results generated by NWEA provide special education teachers with data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. ALA will continue to administer this assessment to assist in monitoring student academic growth.

After each Learning Period, we verify a written contemporaneous record (DLL) supports the attendance submitted for every student.

Time Value, per Ed Code 51747.5(b)-(c):

(b) School districts, charter schools, and county offices of education may claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher.

(c) For purposes of this section, school districts, charter schools, and county offices of education shall not be required to sign and date pupil work products when assessing the time value of pupil work products for apportionment purposes.

Daily Engagement, per CA Code of Regulations, Title 5, Section 11960(a):

Attendance means the attendance of charter school pupils while engaged in educational activities required of them by their charter school on days when the school is in session.

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.]

ALA provided teachers and staff with self-enrolled, self-paced, facilitator-led, synchronous and asynchronous, pre-recorded professional development opportunities. These multiple modes of delivery are intentional in order to meet the needs of all staff and provide a wide array of flexible options and autonomous professional learning opportunities during the school day. ALA provided the staff with professional development in several categories when the school moved to distant learning. Those categories included instruction, curriculum, and mental health. For instruction, the staff were provided professional development on how to develop Google Classrooms and successfully instruct student from home. The curriculum was moved to an online platform called Kami. Staff were engaged in professional development opportunities to learn how to teach the student how to use the platform, how to work one-on-one with students within the platform, and how to accept work into the teachers' Google Folders. The staff were given instruction on how to archive the student work once graded into ALA Student Information System. This is new since moving to distance learning and all staff were trained on how to do this successfully. Professional developments on how instructional strategies and accommodations translate to distance learning were also conducted. Additionally, teachers were also trained on how to assign electronic versions of student textbooks to students. Tutors were provided training on how to conduct group and one-on-one tutoring while using Kami, online whiteboard, Google Meet, Google Classrooms and Google Hangouts. The distance learning courses include, in part: Building Virtual Relationships, Remote Use of the Student Information System, Virtual SGI Classroom Management, Virtual Differentiated Instruction, Kami Training for Beginners, Virtual Best Practices, and Online Curriculum for Beginners. For mental health, the staff were provided with weekly mindfulness activities, physical fitness challenges, and meditation opportunities.

In collaboration with Lifelong Learning Administration Corporation's (LLAC) Learning & Development Team, ALA has access to Brightspace, a learning management system (LMS) that houses all professional development and training offerings. Additionally, through Articulate 360 training, the team can design LMS based professional development courses. Currently, the Learning & Development Team is actively creating a broad virtual professional development library in Brightspace by converting existing face-to-face trainings and professionally designing and editing them for virtual delivery and virtual interactions. ALA and LLAC also continue to collaborate on staff safety trainings in preparation for site reopening and ongoing local safety compliance requirements as required by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH). LLAC has also been instrumental in providing staff with COVID-19 training and awareness via PayCom and on its staff information site, MYLO.

All staff were provided with laptops prior to distance learning. All staff were provided with stipends for their internet and cell phones once they moved to distance learning.

Staff Roles and Responsibilities

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

ALA Trauma Resilient Educational Community has provided staff with countless resources for both students and staff. Counselors, community liaisons, and the HOPE community have provided resources for food, shelter, health care, counseling, substance abuse, general assistance, and diapers, and are following through with connecting students to these resources. Mindfulness and wellness sessions are being delivered to staff and students three times, daily. There is also a daily student and staff wellness check-in survey that is completed in order to determine wellness and potential need.

English Learners and students with exceptional needs work with highly qualified general education teachers as a means for inclusion in the general education program, as well as, English Learner specialists and/or a highly qualified education specialist. Both specialists collaborate with the general educator in teaching the standards-based Common Core curriculum, instructs the student in their goal areas, and implements the necessary accommodations and modifications for the student. All English learners are provided an Individualized English Language Development Plan (IELDP) that outlines instructional strategies and accommodations that can be used during virtual integrated and designated ELD. The IELDP is followed by all of the English learner's teachers in a concerted effort to increase EL's English language proficiency every year. Students with IEPs and their families are provided with training on how to access technology and any specific virtually related services needed. Virtually related services include speech and occupational

therapy conducted in a distance learning environment, and equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments.

Foster care students are kept connected to our school through multiple methods aimed at establishing and sustaining contact. These include asynchronous communications such as email and synchronous such as phone, chat or text. We also have modified office hours to meet student when they are available, because many of them work or have other adult responsibilities.

Pupils experiencing homelessness are provided access to food, hygiene kits, and guidance and support from our Homeless Liaison who can connect them with additional community resources. There is collaboration with general education teachers in content areas to ensure accommodations are being provided and that students are making progress.

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.]

ALA Trauma Resilient Educational Community has provided staff with countless resources for both students and staff. Counselors, community liaisons, and the HOPE community have provided resources for food, shelter, health care, counseling, substance abuse, general assistance, and diapers, and are following through with connecting students to these resources. Mindfulness and wellness sessions are being delivered to staff and students three times, daily. There is also a daily student and staff wellness check-in survey that is completed in order to determine wellness and potential need.

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Students with IEPs and their families are provided with training on how to access technology and any specific virtually related services needed. Virtually related services include speech and occupational therapy conducted in a distance learning environment, and equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments. Additional supports, approaches, and activities used are organized into three categories – communication/contact, delivery of instruction and student supports, and technology.

- 1) Communication and contact with students and their families allows us to determine when additional supports are working or whether different approaches should be considered. All communication and contact will be tracked and monitored.
 - Special Education instructional staff will collaborate with General Education teachers in content areas to ensure accommodations are being provided.
 - One of the primary tasks of the Special Education instructional staff is to maintain constant contact with Students with Disabilities. This task will be assisted by other site staff especially when a student has been non-responsive.
 - Multiple methods will be employed to establish and maintain contact. These include asynchronous forms, such as email and synchronous forms of communication such as phone calls, text, and the school app.
 - Parents will have access to Google Classroom, an instructional platform, so they can see student progress and check on due dates.

- Teachers and paraprofessionals will set-up assigned days and times to help students/families learn the new technology components and systems.
 - Teachers and paraprofessionals will conduct daily check-ins through text to make sure students know that they are there and available if they need to connect.
 - Students with Disabilities will be notified of Office Hours conducted by General Education teachers so they can access supports and additional help.
 - Virtual calendars with appointments scheduled will be shared with students and parents.
- 2) Providing instruction and ensuring learning are the fundamental elements in supporting Students with Disabilities. Special Education teachers and paraprofessionals provide dedicated one-on-one personalized instruction and small group opportunities and are supported in this endeavor by general education content teachers and tutors. Opportunities will exist for multiple sessions per week with teachers and instructional staff to specifically ensure the delivery of Specialized Academic Instruction.
- Special Education instructional staff will continue to use a variety of virtual platforms to educate Students with Disabilities. Teachers will informally evaluate each student's response to a particular platform to determine which one best supports the student. Certain platforms allow the teacher to provide immediate feedback. This includes the use of a Whiteboard option with real time editing. Kami, an instructional editing tool, allows the teacher and student to work together on the credit assignment due to the editable PDF feature. Kami also provides speech-to-text options for students. The virtual platforms will allow group instruction which provides a social/emotional benefit for Students with Disabilities. Paraprofessionals will participate in group virtual instruction and can hold a breakout room to offer more support.
 - Ongoing collaboration with General Education teachers will allow for strategizing regarding student needs by ensuring accommodations are appropriately implemented and Students with Disabilities have access to the General Education curriculum.
 - The instructional staff will use the built-in checkpoints in instructional units and assignments to check for understanding and determine whether to reteach or move forward.
 - Mastery-based instructional credit packets will employ references to videos and apps for additional assistance where appropriate.
 - Instructional staff will employ strategies to ensure efficient and effective instructional delivery modes to Students with Disabilities in ways that work best for each student these include but are not limited to the following, such as in-person mastery-based instructional packet pick-up or drop-off, use of online curriculum, or a combination of the two in addition to staff dropping off or mailing instructional materials to students. Encouraging the use of electronic mastery-based instructional packets, where appropriate, will assist with reducing the occurrences of students losing their packets and minimize risk. Students will have flexible options in determining when it works best for them to submit school work and which method for submission is best.
 - Students with Disabilities will be able to access language-based supports in Spanish, etc., as needed.
 - Instructional staff will continue to offer real time instruction which can be coupled with pre-recorded lessons. This allows for pre-teach, re-teach, scaffolding, differentiated instruction, and multiple review opportunities for students.
 - Support and assistance in mastery-based instructional credit learning will be structured with supports like study guides, videos, personalized instruction.
- 3) Program Specialists will train and retrain teachers on re-conceptualizing what constitutes Specialized Academic Instruction so that opportunities are maximized.
- 4) All related services will be able to be provided virtually so that Students with Disabilities are not in danger of experiencing a regression in skills. Students with Disabilities will be notified of Office Hours conducted by General Education teachers so they can access additional help.
- 5) In the distance learning model, technology is the essential component to ensure Students with Disabilities can access their instructional program, receive FAPE, and demonstrate educational benefit. We will continue to equip and provide Students with Disabilities with the technology needed to be successful. Furthermore, the instructional staff will continue to identify and use worthwhile platforms and resources.
- We will continue to train instructional staff on the use of all available technology so that they can maximize resources and platforms and identify which approaches work best for each student.

- Once trained, Special Education instructional staff will be able to use a variety of virtual platforms to educate Students with Disabilities. Certain platforms allow the teacher to provide immediate feedback. This includes the use of a Whiteboard option with real time editing.
- Kami, an instructional editing tool, allows the teacher and student to work together on the assignment due to the editable PDF feature. Kami also provides speech-to-text options for students. The virtual platforms will allow group instruction which provides a social/emotional benefit for Students with Disabilities. Paraprofessionals will participate in small groups support and can hold a breakout room to offer more support.
- Google Classroom will provide structure for students since lessons and curriculum are in one place. In this environment, teachers will be able to add sentence frames, prompting questions, pre-writing activities, vocabulary lessons, and additional resources right into the documents. Teachers are able to see when students completed work and how much work they have completed in live time.
- Teachers and paras will set-up assigned days and times to help students/families learn the new technology components and systems.

Foster care students are kept connected to our school through multiple methods aimed at establishing and sustaining contact. These include asynchronous communications such as email and synchronous such as phone, chat or text. We also have modified office hours to meet student when they are available, because many of them work or have other adult responsibilities.

Pupils experiencing homelessness are provided access to food, hygiene kits, and guidance and support from our Homeless Liaison who can connect them with additional community resources. There is collaboration with general education teachers in content areas to ensure accommodations are being provided and that students are making progress.

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

Description	Total Funds	Contributing
To ensure that our students have equal access we purchased computers and hot spots for to be able to connect to Google Classroom and communicate with their teachers. This increased the capacity for students to access the curriculum.	\$700,000.00	Y
Students needed additional academic support so the tutoring program was increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	\$2000.00	Y
Student outreach was improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	\$2000.00	Y
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$75,000.00	Y
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	\$16,000.00	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.]

ALA students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending ALA participate in NWEA Map testing, and credit-based mastery assessments. Illuminate assessments are also being administered on some learning centers on its pilot phase. Moreover, intervention students are assessed through the Reading Inventory and Math Inventory assessments which coincide with Read 180 and Math 180 intervention programs, respectively.

NWEA Map assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale (Rasch Unit). ALA utilizes these scores for academic planning and appropriate placement in intervention and other curricular options. Additionally, students are assessed and reassessed at selected intervals throughout the year to track skill growth. While taking into consideration the targeted credit deficient and recovered student dropout population, ALA believes the NWEA Map assessment proves to be a more sufficient tool for measuring growth. This computer adaptive assessment provides performance data around skill strengths/weaknesses; it is not bound to a specific set of grade/course level standards. As such, NWEA Map has the capacity to paint a better picture of how ALA is bridging skill gaps and moving the needle on academic growth.

In tandem with NWEA, some ALA learning centers has implemented mastery checks onto the Illuminate assessment platform. The assessments provide us with rich data around student achievement and growth of Common Core State Standards. The results from these assessments allow teachers to craft/adapt their instructional practices to student specific needs to drive successful results.

The Reading Inventory and Math Inventory assessments within ALA intervention programs track student Lexile and Quantile growth, reading and math skill scores. Students in this program routinely take the inventory assessments as they progress through the program at specific intervals, upon completion of every 3rd credit. The goal for monitoring this data is to ensure the selected intervention model is working for each individual student, as well as fast track their progress to reach grade equivalent levels in reading and math. Upon reaching a targeted Lexile or Quantile range, students transition into a non-intervention core course to increase the level of rigor and challenge students to continue to grow.

The English language arts and Math Curriculum and Instruction teams developed both student and teacher instructional videos to support distance learning resources and tools. Learning Ally, Kami, Whiteboard, TurnItIn, Illuminate, Edmentum, Apex, Rosetta Stone and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos are embedded within the curriculum so students are exposed to a plethora of avenues targeted to support skills and standards based around essential questions. As well, the Mathematics team ensured that flipped videos were created for highly used courses such as Algebra I, Geometry and Algebra 2 to deliver instruction to all students.

Realizing that students were at a physical, mental, and social disadvantage during this crisis, teachers adapted with our English language arts and Math curriculum to focus on student growth and completion/understanding of content through homework checkpoints and performance tasks which reflected the content they had been studying in the unit. A significant change in our pedagogy was to waive multiple choice and/or online testing in favor of direct engagement and HQT teacher-based assessment.

English learners with English Language Proficiency Assessment for California (ELPAC) scores of intermediate or below are referred directly to the Literacy/EL teacher who works one-on-one with each student to improve his/her English acquisition. Several staff members are fluent in languages other than English. Translation functions available in Apex Learning courses, in addition to online translation services such as Google Translate, allow teachers to further clarify and/or supplement instruction in a student's native language when needed. Small Group Instructors differentiate instruction specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking at the text (when possible), and providing visuals to supplement text.

Similarly, all instruction for students with an IEP or 504 Plan, is differentiated depending on the student's specific learning needs. Supervising teachers and Small Group Instructors, along with the Special Education Case Managers, go the extra mile to aid student success in their course work. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read aloud to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs.

The selected assessment menu and model that ALA implements supports knowledgeable and purposeful curricular and instructional programming across the school. Teachers and administrators have the data they need to make informed and quick decisions to pivot their practices. At the leadership level, the selected assessment model provides the school with a comprehensive overview of how ALA is closing the achievement gap and improving skill acquisition in various ways, articulating the true value that ALA is bringing to the opportunity youth student population.

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.]

Through these varying curriculums and instructional models, teachers are encouraged to differentiate instruction and scaffold curriculum in order to best support students all students including those with IEPs, 504s and English Learners. Throughout all coursework, students and staff use academic language and students prove their learning by being an active learner throughout their packet-based and virtual work with their teacher. Due to our personalized learning model, the teacher/student relationship allows for the teacher to tap into the student's prior knowledge to broaden their understanding on a topic. Teachers focus on the language and reinforce the academic vocabulary consistently throughout their lesson deliveries. Throughout all the curriculum, students must complete listening, speaking, reading and writing components. Teachers are encouraged to engage students in higher depth of knowledge questions to elicit higher order thinking responses.

We recognize that our students have dropped behind in completing coursework in both English Language Arts, English Language Development and mathematics, and as a result may be impacted by learning loss. To combat the negative outcomes that COVID-19 has caused, we are employing the following strategies:

- Individualized Learning Plan based on each student needs, with goals and awards
- One-on-one instruction from a Supervising Teacher assigned to each student in a strong coach/mentor relationship
- Virtual Tutors, trained in outreach and trauma informed practices, are assigned to coach and monitor the progress of students, who are taking courses in ELA, ELD, and mathematics
- Socio-emotional support is system-wide with our Trauma-Resilient Educational Communities (TREC) platform, from first contact into job placement.
- Utilizing data to inform appropriate course placement and monitor progress

- Intervention courses are virtually accessible (including Read 180, Math 180)
- Student Learning Teams with the Student Retention Support staff, teacher, tutors and counselors discuss each student and employ response to intervention for engagement and credit completion.

For our low-income students, instruction is differentiated or personalized according to student needs. Both Supervising Teachers and Small Group Instructors recognize that students learn in various ways and try to incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, Supervising Teachers work with Small Group Instructors to adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Small Group Instructors personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the SGI teacher may allow a slower credit completion rate, provide extra instruction, assign tutoring, provide supplemental material, provide study guides, or administer tests in sections. Teachers work with students to provide appropriate instructional interventions and accommodations, never merely “providing” them with extra resources without also providing them with their personal support.

All instructional materials used to support ELs with language development are aligned to the 2012 ELD/ELA California standards. The charter uses Cengage Learning EDGE as their primary instructional materials for ELD. EL teachers have four different levels of EDGE to choose from which they correlate to the ELs’ proficiency level. HMH System 44 is provided to students who need support with phonics and HMH READ180 is available to students who require more support with reading comprehension. ESL Reading Smart is available to students who need foundational literacy support. Rosetta Stone is also available for new-to-country or beginning level English learners. General Education teachers also use various strategies to differentiate curriculum based on student need – graphic organizer, scaffolded assignments, tiered curriculum, etc. All English Learners receive content instruction designed to meet their linguistic and academic needs through Specially Designed Academic Instruction in English (SDAIE). Students shall have access to grade-level content standards in mathematics, science, and social studies courses.

Students in special education receive instruction with highly qualified general education teachers as a means for inclusion in the general education program, as well as, specialized academic instruction with a highly qualified education specialist. The education specialist collaborates with the general educator in teaching the standards-based Common Core curriculum, instructs the student in IEP goal areas, and implements the necessary accommodations and modifications for the student. The department also sends out reports indicating progress towards the student’s academic and post-secondary goals. Virtually related services such as speech and occupational therapy are also conducted via distance learning environment with equipment such as headphones, microphones, audio books, etc. as needed per students’ IEPs and/or academic needs assessments. ALA special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments are used when new students with IEPs enroll with ALA. The results generated by NWEA provide special education teachers with data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to special education students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. ALA will continue to administer this assessment to assist in monitoring student academic growth.

Foster and homeless students are provided the same supports and curricular options as all students who attend ALA. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be

successful during distance learning. Many of our community partners closed because of COVID-19. Therefore, we partnered with LACOE to provide counseling services via Telehealth. Because we switched from only one service provider to Telehealth, it opened the service to more students and more members of the community.

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.]

ALA students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending ALA participate in NWEA Map testing, Illuminate assessments, and credit-based mastery assessments. Through these assessments and tracking of credit completion and course completion, ALA can determine which students are experiencing a loss in learning.

For students lacking technology, a laptop and hotspot were provided so the student could begin to work remotely. Technical problems were handled through ALA helpdesk. The school extended their hours to accommodate when students were able to meet with their teachers and were flexible in the way a student could show mastery in their content completion. Students were able to submit work via Google Doc, Google Classroom, Kami, scanned in homework, texted photos of their homework, or verbally over the phone. For those students who continued to show loss, the Student Retention Specialist and Leadership Team worked closely with each family to assist them in the learning process.

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

Description	Total Funds	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	\$ 276,000.00	Y
Diagnostic Testing for students through NWEA	\$ 30,000.00	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.]

Daily for the first two months of distance learning students were surveyed for their social-emotional well-being. Following the two-month period, students were surveyed less frequently. However, students had developed check-in routines with their teacher who were monitoring their mental health. Prior to distance learning, many members of the staff were mental health certified and completed multiple levels of the Adverse Childhood Experiences (ACE) training to become trauma informed. These certifications and trainings better prepared the staff for distance learning and the trauma the students would be facing when working from home. Moving into the new school year, the school plans on continuing the next level for the ACEs training. To support students during this time, the community partners and counselors have come together to provide food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning. We also began a partnership with LACOE to provide virtual counseling services via Telehealth. The switch from only one service provider to Telehealth opened the service to more students and members of the community.

Our primary systems for monitoring and supporting mental health and social and emotional well-being of our pupils and staff is facilitated by our school leaders and our full-time counseling staff and social workers to provide targeted social-emotional support for students and staff. Our school also has Workforce Investment Opportunity Act (WIOA) funded partners who provide universal services, case management, and targeted wrap-around services to our student population. We have also been working with our partner organizations to contribute and provide needed physical resources for our students and community during the COPVID-19 epidemic.

For ALA students who currently receive mental health services designated in their IEP, the school psychologists will continue to provide all services virtually. They will monitor student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis. School psychologists will continue to have a weekly check-in with the Psychological Services Coordinator to discuss progress and give the opportunity to troubleshoot any challenges in order to receive suggestions for addressing situations and student needs. Furthermore, school psychologist will be on call for emergency and unexpected situations. School psychologists and school counselors will increase their collaboration so there is overlap of services and supports available for students and staff. There will be an increase in the offering of Mental Health First Aid Training for staff members. This training provides valuable information to help our staff recognize students who may be suffering from a mental health challenge and/or who are in immediate crisis and teaches them a research-based approach to intervening, de-escalating, and supporting students in need. Furthermore, elective courses for students are being developed and addresses social-emotional learning.

Pupil and Family Engagement and Outreach

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

Students who were disengaged were supported through a 3-tiered process. Tier-1 consisted of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determined what was keeping the student from completing the work and what supports the school could provide to the family. Teir-2 consisted of an Attendance Intervention Meeting between the teacher, student, parent/guardian, and Student Retention Specialist (SRS). This type of meeting discusses the same items as in Tier-1 but adds the support of the SRS. The SRS has additional resources that can support the student. For example, the SRS can make additional phone calls home and can drop off work at the student's home. Tier-3 consists of the SRS doing a home visit. These visits are typically made for students who are unresponsive to phone calls and other forms of communication home. The SRS will visit the home to ensure the student and family are doing well, remind the student about attending school, and provide any supports the student and family need to be successful. Because of COVID-19, the SRS makes sure to exhausts all available communication lines such as emergency and alternative numbers before conducting home visits.

When our instructional staff have determined that a student with disabilities is not connecting with our distance learning approach, the staff will identify potential causes for lack of participation or engagement. These causes could be difficulties suffered in their home lives such as disruptions in their living or housing arrangements or parental or employment status. Students could be experiencing personal social/emotional distress making it difficult for them to respond to attempts to engage them in their education. Students could have made early attempts to participate in the distance learning model but experienced challenges and became disheartened. Finally, the lack of participation could be associated to a very practical reason such as lack of technology or technology support. To assist with determining the cause, special education teachers will convene the team to hold a special IEP for students who are not engaging in the current distance learning program to discuss additional supports that may be necessary for the student and to problem solve obstacles hindering learning and engagement.

Communication with parents of English Learners in their primary language is essential. The school will provide parents written communication, in their primary language, when fifteen percent or more of students speak a language other than English as indicated on their annual language census. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, report cards, and other parent notifications. Also ELAC meetings, ELAC officer training and ELAC agendas will be provided in multiple languages. In cases where families are not literate in their native language, oral communication will be provided. Each year during individual parent-teacher conferences, parents of ELs are informed of their student’s progress towards ELD re-designation.

Re-engagement distant learning strategies for students that have been identified as an English Learner are personalized according to the student’s social-emotional health, technology access, English Language proficiency level and academic skill level in an initial re-engagement meeting with the principal, student, families and appropriate school staff. The school will monitor the reengaged student weekly following the personalized reengagement plan developed for the student. Some examples of these strategies could include technology training for the student and family, multiple weekly virtual appointments, and daily support calls.

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.]

ALA believes well-nourished students promote a positive learning environment. We believe hungry students will not be in the optimal state of mind to learn if they are lacking a basic need of food. Therefore, ALA will have nutritional food and drinks readily available to students during school hours when students return to onsite instruction. For students having scheduled appointment times exceeding two hours in a school day, a nutritionally adequate meal will be provided as required by Education Code Section 47613.5.

ALA is compliant with AB 1871. As a program that does not require our students to attend for longer than two hours a day, we are actually exempt from AB 1871, however we have chosen to provide all of our students with free nutritionally adequate meals throughout the day anyway and have done so for years. Our vendor is Better 4 You Meals and they provide us with prepackaged meals that are in compliance with the State of CA guidelines. A few learning centers are also starting a partnership with AV Dream Center, Food Pantry to provide food to our students and their families.

During remote learning, students were able to drive by to pick up food at the site and were able to pick up food at several community partner sites. In addition, a student resource page was developed to house all of the locations throughout the community where free meal pickups were available.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Family Outreach	Student Retention Support personnel to help with reengagement	\$ 100,000.00	Y

Professional Development	Additional PD for First Aid Mental Health and Trauma Informed Practices in a COVID setting	\$ 10,000.00	Y
Student Nutrition	Nutrition when school reopens or as needed	\$50,000.00	Y
Socio-emotional well-being	HOPE Program for students who are parenting	\$40,000.00	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.29%	\$10,964,491

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.]

1. Approximately, 2500 laptops were purchased to students throughout all the ALA sites. With need and as new students enroll, laptops are ordered and distributed as needed. All new students are provided a new laptop upon enrollment unless they state one is not needed. A student resource page was developed for students to obtain online resources, community resources, student portal information, homework help, physical activity resources, and school counselor referral forms. Within the student resource page, students were provided with information for obtaining free or low-cost internet service. For those students who live outside a service providers' jurisdiction, hot spots were provided.

English Learners and students with exceptional needs work with highly qualified education teachers as a means for inclusion in the general education program, as well as, English Learner specialists and/or a highly qualified education specialist. Both specialists collaborate with the general educator in teaching the standards-based Common Core curriculum, instructs the student in their goal areas, and implements the necessary accommodations and modifications for the student. All English learners are provided an Individualized English Language Development Plan (IELDP) that outlines instructional strategies and accommodations that can be used during virtual integrated and designated ELD. The IELDP is followed by all of the English learner's teachers in a concerted effort to increase EL's English language proficiency every year. Additionally, paraprofessionals for English Learners and students with IEPs were utilized to lend extended instructional support and accommodations.

Foster and homeless students are provided the same supports and curricular options as all students who attend ALA. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

2. To meet the needs of these students in these populations, laptops and hotspots were provided for the students to complete their schoolwork. In addition, food, shelter, and parenting resources were provided so students could sustain the goals of their education.

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

The school implements a personalized learning experience for foster youth, English learners, and low-income students that is strategically integrated with their unique academic and socio-emotional needs. All students are provided with an individualized learning plan and their learning gaps are identified and addressed throughout the implementation of their learning plan. ALA has been successful in graduating students who are behind in their academics.

Foster youth, English learners, and low-income students will receive additional tutoring through a robust virtual tutoring program. They will also have increased connectivity to the internet and have digital devices that provide them access to their teachers during distance learning.

Foster youth and low income students who are experiencing low attendance and engagement will receive additional outreach through dedicated personnel like student retention services, tutors, counselors and teachers. ALA will provide bilingual outreach for students who are behind in completing their coursework. In addition, ALA students have access to multiple socio-emotional and trauma related services provided by the school and through local community service providers that ALA partners with to support the wide range of needs and challenges our students are facing.

ALA students have unique needs that most educators are not trained to address in a distance learning environment. Teachers are provided with additional professional development opportunities to support their students with distance learning and in navigating the barriers to success as a result of COVID-19. Google Classroom is being used for online learning, and with the addition of Brightspace and Articulate 360, teachers will have access to specific training platforms that are available to them. Supporting our teachers, tutors and paraprofessionals with specialized professional development is crucial to our students' success.