

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.]

As a personalized learning independent study charter school, our school was uniquely prepared to adapt to the rapid outbreak of COVID-19 within our communities. As a non-site based school, we were one of the few schools in California to remain open and ensure our students continued with their core academic learning without loss to instructional days. Prior to the outbreak, much of our core academic instruction was already being provided in student homes. As the outbreak unfolded, we took appropriate actions to further ensure the safety of our students, teachers, and families. Per Governor Newsom’s order in late March, all in-person, on-site activities and classes were suspended or moved online. The school provided regular updates to families through contact with staff members, our parent listserv email announcements, and updates on our website. Our school website is a hub of information for families. It can be translated into other languages using a drop-down menu feature to address the needs of stakeholders who do not speak English.

Education Specialists (credentialed teachers) continue to meet with their students and families but these meetings are now online. 100% of our families have been contacted by staff and adaptations to the learning plan of their child(ren) have been implemented. Parents are encouraged to continue academic instruction at home or utilize the online learning opportunities available through our community partners. In the event that a community partner cannot provide online services in place of in-person classes, parents work with their Education Specialist to modify their curriculum and instruction.

Stakeholder Engagement

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

As a non-site based independent study charter school, our families are used to providing stakeholder feedback via email and/or via teleconference meetings. Public hearing and governing board meeting information is posted on the school website. We also utilize social media and a parent listserv email service to reach families, when appropriate.

Prior to the COVID-19 outbreak, extensive feedback was gathered from stakeholders in an Academic Support Survey that was sent via email and posted on social media in November 2019 and again in January 2020. Furthermore, additional feedback was gathered at four different virtual stakeholder meetings in March 2020. Because of our school model, most of the feedback received during that process still applies to how we operate now and this Learning Continuity Plan.

Since our school is non-site based, our students continue with their core academic learning without significant disruption. Many of the plans and educational opportunities planned for the 20-21 school year were based on the feedback gathered prior to COVID and are still valid and applicable. In addition, we did ask for additional stakeholder feedback in a survey sent via email in August 2020 to learn more about how we could continue to support families during the COVID-19 pandemic. This plan was presented as a public hearing at our governing board meeting in the last week of August 2020.

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

As a non-site based independent study charter school, our public hearings always include remote participation options. Enrolled parents are used to engaging remotely with the school. In recent years, no one has come to in-person board meetings as the virtual option is more convenient for many people to access. Parents can also call in via telephone to the meeting to participate if they do not have Internet access. Board meetings, including access to the Zoom meetings, are posted in accordance with the Brown Act. Our school website is a hub of information for families, and board meeting info is contained there. We also use a Parent Listserv email group to communicate important events and activities to families.

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

Prior to the COVID-19 outbreak, extensive feedback was gathered from our stakeholders via an Academic Support Survey that was sent via email and posted on social media in winter 2020 to ensure all stakeholders had a chance to participate. Furthermore, additional written feedback was gathered at four different virtual stakeholder meetings in March 2020. In our Academic Support Survey, 85% of parents found our intervention program in 2019-20 to be “somewhat” or “very effective.” In addition, when asked to identify which programs they felt would increase their student’s academic achievement, two of the top three responses were:

- Online classes taught by an ES
- Online classes taught by a community partner

COVID 19 continues to impact our ability to offer “in-person” classes and tutoring so those options have moved to a virtual or online platform. The school decided to continue to offer similar academic support and interventions in the 2020-21 school year in the Learning Continuity Plan based on this stakeholder feedback.

In the stakeholder survey for this plan, which was sent in August 2020, only 19% of our stakeholders indicated that COVID 19 “greatly impacted” their homeschool experience. Furthermore, 89% of our stakeholders were “somewhat satisfied” or “very satisfied” with the school’s response to COVID 19.

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

Since our school is non-site based, our students continued with their core academic learning without significant disruption during the COVID-19 pandemic. Many of the plans and educational opportunities planned for the 20-21 school year were based on the feedback gathered prior to COVID and are still valid and applicable. Based on stakeholder feedback, we continue to offer tutoring, online classes with our employees, and online classes with our community partners in 2020-21. In addition, based on the needs seen through stakeholder feedback, we hired a full time Reading Specialist and Mental Health Counselor.

While the stakeholder survey sent in August 2020 indicates a preference for some in-person learning, the public health guidelines currently require all learning to be virtual or online as of Fall 2020. However, we continue to monitor the county guidelines and are prepared to update our policy once it is safe to do so.

Continuity of Learning

In-Person Instructional Offerings

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

As a non-site based independent study charter school, we do not, nor have we ever offered, classroom-based instruction, pursuant to our charter petition. Instead, our students do have the ability to receive in-person, supplemental instruction through community partners, but during the pandemic, those services had to be moved to a virtual platform. Our local assessments are conducted via an online diagnostic system throughout the year. These assessments determine student performance levels. A “Personalized Student Success Plan” is developed for each and every student to provide the appropriate rigor, support, and personalized curriculum to help the student succeed and continue in their learning.

When the public health guidelines from the county allow in-person learning to resume, our model allows for a smooth transition back into in-person services through our community partners, without disrupting the continuity of learning.

Our Education Specialists (credentialed teachers) meet with their students and families at least once every 20 school days. Those meetings have been moved online during the COVID-19 pandemic but continue to be held regularly. During this meeting, monthly learning documentation is provided, important school information communicated, work samples collected, and the credentialed teacher makes an assessment of student progress. Our educational model has not changed as a result of COVID-19, and therefore, our students have not experienced “significant learning loss due to school closures.”

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

Description	Total Funds	Contributing
Offer academic subject classes through community partners. These can be virtual or in-person when the California Department of Health allows in-person services to resume.	\$800,000	Yes

Distance Learning Program

Continuity of Instruction

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

Nonclassroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, nonclassroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to nonclassroom-based charters who were defined as such pursuant to Education Code Section 47612.5.

Rather, as a personalized learning independent study charter school, our parents work with a California credentialed teacher to develop their student’s personalized learning plan. Our Education Specialists (credentialed teachers) meet with their students and families at least once every 20 school days. These meetings have moved online during the COVID-19 pandemic. During this meeting, monthly learning documentation is provided, important school information communicated, work samples collected, and the credentialed teacher assesses student progress.

Before COVID-19, a student’s personalized learning plan could include a variety of delivery methods such as a combination of print and online curriculum, in-person or online instruction and enrichment provided by community partners, or courses taught by our credentialed teachers. Thus, during the outbreak, there was continuity of instruction. Students who would normally choose a print curriculum, online

curriculum, or online class could continue with their core academic learning with minimal interruption. We have dozens of online curriculum partners and a High School online curriculum expert to provide ESs (teachers) and parents detailed information on the options available.

Our school website contains an extensive “curriculum” section with detailed information on recommendations for quality online community partners and other resources. When the county allows in-person learning to resume, our model allows for a smooth transition back into in-person meetings or in-person services through our community partners, without disrupting the continuity of learning. We have 100% parent engagement in their child's learning plan, so our parents were prepared to continue supporting their child's learning during COVID-19.

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.]

As a non-site based independent study charter school, each student in our school is surveyed to determine their access to technology and their needs. We honor each parent's educational philosophy, and the amount of technology offered will reflect that parent's philosophy and the student's individual learning needs. If a student does not have appropriate access to technology for their educational plan, the school can provide both devices (tablet, laptop, Chromebook, etc.) or connectivity through a "MiFi" device offering filtered access to the internet. The school provides Instructional Funding, which teachers may access to purchase these devices for a family to use. The school curriculum library also has a previously used technology equipment that students can check out and use.

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.]

As a non-site based independent study charter school, our regular practices of tracking pupil participation and progress continue despite the COVID-19 pandemic. We follow independent study Education Code (51745-51749 and 47612.5)

Daily engagement is tracked via a log linked to our student information system. Our educational model has not changed as a result of COVID-19, and our teachers meet with students at least once every 20 school days for “learning record” meetings (but can meet more often) to assess pupil progress. Teachers are also available via phone and email during regular business hours.

Whereas these “learning record” meetings used to take place in-person, they are now being done virtually. These meetings are to discuss student progress, analyze success, identify challenges, implement improvements, and determine the next steps in a student's personalized learning plan. The certificated teacher assesses the time value of the pupil work product during the learning record meeting (Ed Code 51747.5)

Though our staff are accustomed to virtual meetings, we have developed a set of “best practices” for virtual learning record meetings. Administrators can join virtual meetings with students to ensure quality of learning. A parent training video was developed to ensure all of the components of the learning record meeting are done effectively via the computer and that the parents are equipped to conduct and participate in the virtual meeting.

For each student, a learning record document is created by the credentialed teacher, which details student progress, grades, credits, state standards met, etc. This document is reviewed by administrators to ensure teachers are holding students accountable and providing appropriate level supports.

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.]

Nonclassroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, nonclassroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to nonclassroom-based charters who were defined as such pursuant to Education Code Section 47612.5.

Rather, as a non-site based school, our staff are accustomed to virtual learning requirements and best practices. The school hosts a teacher's manual on a protected portion of the school website where teachers can access policies and procedures. There is a section on best practices for virtual meetings to ensure rigor and learning objectives are met. Because COVID has caused all in-person events to be canceled, we have developed a set of "best practices" for virtual learning record meetings. Administrators are able to join virtual meetings with students to ensure quality of learning. The school theme for teacher professional development for 20-21 is "The art and science of achievement. Making a difference, even from a distance." All in-house training and professional development options for the year will revolve around this theme.

Staff Roles and Responsibilities

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

As a non-sited based independent study charter school, our educational model has not changed as a result of COVID-19, and most of our staff have the same roles and responsibilities as they did prior to the pandemic. One staff position was reconfigured to better meet our families' needs during COVID-19, and two additional staff positions were created:

- A previous position was retooled into a 1.0 FTE position of "Engagement Coordinator" with key responsibilities in student and family engagement, SSTs, accreditation, and CTE.
- A 1.0 FTE Mental Health Counselor was hired. This position was hired based on needs identified through stakeholder feedback.
- A 1.0 FTE Reading Specialist was hired. This position was hired based on needs identified through stakeholder feedback

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.]

As a non-site based independent study charter school, our core educational model has not changed due to COVID-19. We continue to provide foster, EL, homeless, and special needs students with support through the individualized curriculum, a personalized learning plan, and access to educational services. Our local assessments are conducted via an online diagnostic system throughout the year. These assessments determine student performance levels. A personalized learning plan is developed for each and every student to provide the appropriate rigor, support, and personalized curriculum to help the student succeed and continue in their learning. This ensures that no matter the unique needs of the student, the school is addressing their needs.

At South Sutter Charter School, using our 2019 Dashboard data, 2% of our students are homeless youth, and less than 1% are foster youth. Foster youth and students experiencing homelessness have access to all the support and opportunities our educational program provides. We offer personalized intervention curriculum, intervention tutoring, support from a full time Reading Specialist (for our younger students), and access to a mental health counselor. For high school foster youth students, additional support services are available through our guidance counselors.

Students with exceptional needs continue to receive the services outlined in their IEP through a virtual model during the COVID 19 pandemic. We staff a full special education department, and for specialized services, we contract with local community partners or NPS. We hired a full-time mental health counselor for 20-21 that will split her time between special education and general education. Students with exceptional needs also have access to the support and opportunities our core educational program provides, such as intervention curriculum, small group intervention tutoring, etc. Because each student has a personalized learning plan, the learning that takes place in our school is geared to help the individual student succeed.

At South Sutter Charter School, using our 2019 Dashboard data, 4% of the students are English Language learners. English Learners face unique challenges in our independent study setting in that they are doing school in their home with their family, speaking their native language, without the opportunities to hear and practice English that are provided in a school site setting. They will continue to receive increased services in the form of state adopted ELD curriculum. They will also continue to receive improved services through the EL coordinator position that is responsible for the support of these students and their families. The EL Coordinator holds conferences with the teachers of EL students to review each student's personalized learning plan, ELPAC scores, gather information about family life and curriculum used, and to make meaningful suggestions on how to improve academics on a very personal level. The EL Coordinator also participates in SST meetings for both current EL students, holds professional development webinars for teachers, and helps parents and teachers (ESs) assist with curriculum implementation. New in the 20-21 school year is the addition of a 1.0 FTE EL instructor who will conduct virtual small group classes for our EL students. This position was created based on an identified need when reviewing student performance data.

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

Description	Total Funds	Contributing
Provide Zoom accounts for interactive virtual meetings and trainings.	\$4,000	No

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.]

As a personalized learning independent study charter school, our school was uniquely prepared to adapt to the rapid outbreak of the COVID-19 within our communities. As a non-site based school, we remained in operation during the 19-20 school year, and our students continued with their core academic learning without loss to instructional days. Our educational model has not changed as a result of COVID-19, and therefore, our students have not experienced significant learning loss due to school closures.

Our local assessments are conducted via an online diagnostic system throughout the year. These assessments cover ELA and math, and they determine student performance levels. Then a “Personalized Student Success Plan” is developed for each and every student to provide the appropriate level of rigor, support, and personalized curriculum to help the student succeed and continue in their learning. ELD progress is assessed using the ELPAC and our schoolwide ELD plan, which our ELD staff oversees. If the assessments show a deficiency, then an intervention plan and supports are put in place.

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.]

As a personalized learning independent study charter school, our educational model has not changed as a result of COVID-19. Therefore, our students have not experienced significant learning loss due to school closures. The plan we already have in place to assess student progress is to use our local assessments. When a student is shown to be working below grade level, the appropriate steps on our response to intervention (RTI) plan are implemented. For the 20-21 school year, we have added additional supports in the way of new staff positions, including a reading specialist, mental health counselor, and EL instructor. Because each of our students receives a personalized learning plan, this plan is regularly reviewed, and changes can easily be made if a part of the plan is not working to help the student learn and

achieve. Change can include but is not limited to changing the curriculum, changing the instructional model, changing academic supports, etc.

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.]

Though our students have not experienced significant learning loss due to COVID-19, in our model of education, we already assess the effectiveness of the services and supports being provided on a monthly basis during the “learning record” meeting. If the credentialed teacher determines a student is not making progress, then a change to the personalized learning plan can be made. This is documented through our student information system and learning record documentation. Administrators have access to review all of these documents and hold meetings with each teacher to discuss their students’ personalized learning plans. Our local assessment is the objective measure we use to determine if a student is performing at grade level, and if not, appropriate supports are offered to that student.

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

Description	Total Funds	Contributing
Provide intervention tutoring, curriculum, and webinars <ul style="list-style-type: none"> Note: This action is not related to pupil learning loss related to COVID-19 but instead is an action we already undertake as part of our response to intervention program. 	\$230,000	Yes
Staff a Curriculum Specialist & Intervention Specialist <ul style="list-style-type: none"> Note: This action is not related to pupil learning loss related to COVID-19 but instead is an action we already undertake as part of our response to intervention program. 	\$90,000	Yes

Mental Health and Social and Emotional Well-Being

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

When shelter in place orders were issued in spring 2020, we increased our communication with families and staff. We added a COVID 19 landing page on our school website to update parents on the current policies, supports, and resources available. We also increased the frequency of communication via our school listserv. In addition, 100% of our families were contacted by a staff member, and that staff member offered resources or support for each individual family if needed. Families can contact their teacher at any time if they have a concern or need. We plan to continue to communicate regularly with our staff and parents as the COVID pandemic changes.

In response to stakeholder feedback, a 1.0 FTE Mental Health Counselor was hired for the 20-21 school year. This position splits time between serving special education students and general education students. They also oversee our suicide prevention training and other mental health-related professional development for our staff. Because our students work one-on-one with a teacher, the teacher can determine a student's mental health or social/emotional well-being needs and provide appropriate support as necessary.

The school implemented weekly leadership meetings to address the challenges brought out by COVID-19, along with weekly staff town hall meetings. These town hall meetings included information, celebrations, staff highlights, and positive engagement opportunities. The administration acted to streamline staff duties and removed unnecessary duties, which allowed staff to focus primarily on student support. The school provided flexibility and understanding of the presence of children in the home during the workday. We previously had a plan in place to assess employee satisfaction three times a year. Our end of year survey from May 2020 showed the highest level of staff satisfaction and staff connectivity that we have ever seen. While the staff supports and offerings will continue for the 20-21 school year, this year, the school is also adding an Employee Assistance Program (EAP) to offer improved support in the areas of mental health and social and emotional well-being.

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.]

Our educational model has not changed as a result of COVID-19, and we continue to have procedures in place to ensure pupil engagement. In our non-site based charter, our credentialed teachers meet with their students at least once every 20 school days for “learning record” meetings to assess pupil progress. During COVID, these meetings were moved to a virtual platform and will be consistent with public health guidance. Every student is accounted for through these regularly scheduled meetings with their teacher.

According to Title 5 California Code of Regulations Section 11960(a), our school is required to keep track of the daily engagement and attendance of our students while engaged in educational activities required of them by their charter school on days when the school is in session. Attendance days are validated by learning that is reported on the Learning Record, with portfolio samples to support the learning. If a teacher determines that the student did not complete enough learning to constitute the full amount of attendance for that learning period, the teacher will complete the roll sheet to reflect this determination. Teachers can implement early interventions and access more intensive interventions if additional support is needed.

Enrolled parents in our non-site based charter are used to engaging remotely with the school. Our school website is a hub of information for families. It can be translated into other languages using a drop-down menu feature to address the needs of stakeholders who do not speak English. We also use a Parent Listserv email group to communicate important information and send stakeholder surveys. We also utilize social media to communicate educational activities, announcements, and more. Board meetings, including virtual attendance options, are posted in accordance with the Brown Act. Stakeholder feedback is gathered via email and/or via teleconference meetings.

A staff position that has had its job description changed due to COVID-19 is the Engagement Coordinator Position (formerly Education Liaisons). This staff member now supports student and family engagement through various duties, including SSTs, student portfolios, school events/activities, etc. All school events will be done virtually until it is safe to return to in-person events.

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-site based independent study charter school, we do not provide meals for students. However, we provide instructions for our families to download the “CA Meals for Kids” mobile app, which is recommended by the CDE. Because our students live in multiple counties, this app enables them to find local school meal options.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Hire a full time mental health counselor	\$30,000	Yes
Pupil Engagement and Outreach	Staff a full time Engagement Coordinator	\$93,000	No
N/A	Hire a full time reading specialist	\$29,000	Yes
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	Hire EL support staff	\$70,000	Yes
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	Purchase EL supplemental curriculum	\$20,000	Yes

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
7.99%	\$1,362,006

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.]

At South Sutter Charter School, according to our 2019 California Dashboard, our student population is 4.4% English Learner (EL), 0% Foster Youth, and 38.3% who are classified as Socioeconomically Disadvantaged (SED) or Low Income. Our core educational model provides each student with an individualized learning plan and academic support. Our Kidzmet and Curriculum Wizard program helps identify personalized curriculum for all students based on their individual learning needs. All students can qualify for and have access to additional academic support such as academic, small group tutoring through our response to intervention program. These measures continue to be refined as we review student performance data.

COVID-19 did not have a significant impact on our non-site based educational program. We continued to offer the services and supports outlined in the 2019-20 LCAP that were developed to increase student achievement and support our unduplicated students. All support and services moved to an online or virtual format. Our most significant change to supporting our unduplicated students this past year was the launching of our Personalized Student Success Plan (PSSP), a collaboration between the teacher and parent to develop a Math and ELA goal for each student based on the students' results on our local assessments. This personalized learning plan allows for equity for each student because they are viewed and treated as individuals and given a personalized plan to help them succeed. Goals are monitored, and interventions are tracked for each student, and changes can be made if the plan is not working. The PSSP will continue in the 2020-21 school year.

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

English Learners face unique challenges in our independent study setting in that they are learning at home with their family, speaking their native language, without the opportunities to hear and practice English that are provided in a traditional school site setting. They receive both improved and increased services. In 2020-21, they will continue to receive increased services in the form of state adopted ELD curriculum. They will also continue to receive improved services through the EL coordinator position that is responsible for the support of these students and their families. The EL Coordinator will hold group conferences with the teachers of EL students to review each student's personalized learning plan, ELPAC scores, gather information about family life, consider the curriculum used and make meaningful suggestions on how to improve academics on a very personal level. Each EL student will have a learning goal on their PSSP, specifically addressing ELD standards and the defined method of Designated instructional support: curriculum, classes, tutoring, online lessons taught by our EL Instructor, AESS, etc. The EL Coordinator also participates in SST meetings for both current EL students and holds professional development webinars for teachers and to help parents and teachers (ESs) to assist with curriculum implementation. The EL Coordinator assists the credentialed teacher in providing both Integrated (providing sheltering/scaffolding resources throughout all curriculum) and Designated (explicit, direct instruction in learning English) English Language Development (ELD) on a daily basis. In addition, staff development webinars for teachers with EL students will be provided for the first six weeks of school.

New in the 2020-21 school year is the addition of a 1.0 FTE EL instructor who will conduct virtual small group classes for our EL students. This position was created based on an identified need when reviewing student performance data. High school students will receive increased support via a high school course that was written for 2020-21, offering new ELD English classes with a supplemental support class taught by the new EL Instructor. Finally, EL students can qualify for and have access to additional academic support such as academic, small group tutoring through our response to intervention program.

Low-Income students represent our largest unduplicated student demographic, and they have access to all the programs and supports listed in our LCP. Our Education Specialists (credentialed teachers) check-in with their low-income students to ensure they have the materials and support they need to access their personalized curriculum. Improved services include staffing and equipping a curriculum library, enabling low-income students access to high-quality curriculum options. Another improved service is technology support in the form of a MiFi internet device or other hardware that allows low-income students to access the internet for school purposes. Increased services include access to supplemental materials and small group academic tutoring through our response to intervention program.

Foster youth have access to all the programs and supports listed in our school foster youth policy. Due to being an independent study school where students work from home, we have a very low percentage of foster youth (<1%). This is because of the requirements of “school of origin” for foster youth, as well as the desire for the support and experience of going to a school building. Access to curriculum and instructional supports are increased services. Our mental health coordinator is an increased service we did not previously employ. For high school foster youth students, services are improved through access to additional support from our guidance counselors. Finally, foster youth can qualify for and have access to additional academic support such as academic, small group tutoring through our response to intervention program.