

Learning Continuity and Attendance Plan (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.]

IvyTech Charter School (ITCS) is a non-classroom based charter school. As such, the educational impact on students and families of the COVID-19 pandemic during our spring school closure, as a result of the Governor’s “Stay-at-Home” order, has been minimal. Prior to the school closure, all curriculum and materials were already in place, allowing for a seamless transition for ITCS students to continue with their educational plan. For our families dealing with illness, unemployment, and/or housing issues, the school closure allowed them to have the flexibility needed to address these issues while maintaining the education of their children at home.

Changes that have occurred as a result of the pandemic include: moving all supplemental in-person learning opportunities to virtual platforms, increasing our supplemental virtual learning opportunities, creating a plan for staff to work remotely and for teachers to engage virtually with students and parents, hiring additional staff members, and creating a plan for resuming in-person events, meetings, and work environments per COVID 19 safety guidelines. The special education department quickly moved all students' special education services to an online platform, previously those had been in-person services for many students. Students did not have a gap in special education services, therefore, the continuity of care was able to remain in place. Even though the service delivery model may have changed for some students, we found great success in being able to continue to provide the needed services from the same provider who had rapport established with the student prior, and the IEP teams worked to bolster those services online as the weeks moved forward. Many students and families found virtual services to be a lifeline during a time when many other services and activities in the community were not available.

Stakeholder Engagement

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

IvyTech realized the importance of stakeholder participation in this process and created a plan to ensure the highest level of engagement given a virtual setting. This includes emails, social media posts, school website additions, and virtual Zoom Room. IvyTech surveyed the families to identify families that lacked devices or the internet and were able to provide the needed resources to any families in need to access all school communication.

The Learning Continuity and Achievement Plan was posted to our school website with a feedback form available if stakeholders wished to comment or ask questions about the plan. IvyTech has an EL population below the 15% threshold that requires translation, however, any request for translation of documents pertaining to the Learning Continuity and Attendance Plan was honored. Parents, teachers, and support staff were emailed to notify them of the posting of the plan and the scheduled Board meeting, to review and approve the plan, and to encourage feedback and engagement. The school also used social media to notify stakeholders of the opportunities for input. Teachers were advised to contact families that did not have internet access via telephone to notify them of the opportunities and to provide call-in information for the public hearing at the Board meeting, and/or to review the plan with the family and complete the online feedback form on their behalf.

The Director/Principal reached out to stakeholders that identified themselves on the online feedback form to answer their questions or confirm the receipt of their feedback.

The School Board meeting for a public hearing of the Learning Continuity and Achievement Plan was held on September 17, 2020.

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

The public hearing via the Board meeting was held via Zoom meeting. The agenda and participation instructions were posted 72 hours before the meetings in accordance with the Brown Act. Stakeholders had the option of participating in the meetings online or calling in with a provided phone number. Stakeholders could also submit a public comment via an online form prior to the meetings, as stated on the posted agenda.

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

A summary of the feedback was supportive and positive with approval in regards to decisions already implemented. Some of the suggestions were in regards to scheduling for synchronous and asynchronous classes and independent study appointments. Since many of our electives were held onsite, there was a concern to additional opportunities to earn elective credits in the distance learning semester.

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

Feedback from stakeholders were for IvyTech to prepare for a return to onsite with proper CDC guidelines and PPE for students and staff. In response, IvyTech has been able to equip the site with partitions, secure adequate quantities of PPE (Masks) and sanitation/disinfection equipment and supplies for room to room operations.

Our schedule for all programs has been welcomed and supported by all. We purchased additional curriculum through Edgenuity and One Spark to accommodate additional elective opportunities. This will help all students maintain a traditional 30 credits per semester.

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.]

IvyTech Charter School is a non-classroom based charter school that provides learning to all students through an independent study model with support from highly qualified teachers. Students have a personalized education plan and all curriculum and materials needed for this plan will be in place and utilized upon the start of the school year.

For students who experienced learning loss due to the school closure and who are at a greater risk of experiencing learning loss due to future school closures, the school is ensuring that each of these students has a personalized educational plan to meet their needs. The plan includes standards-based curriculum and instruction that will address any learning loss, as well as prepare them for continued learning in the event of a future school closure. The school has also purchased an online curriculum to ensure virtual learning options for all students.

Additionally, the school has increased its synchronous online educational offerings for students. Although the school is an independent study model, the importance of in-person virtual learning is crucial at this time, when time permits, IvyTech will be offering the following:

Hybrid - Onsite* - Grades 9-12; Meet 3 days/week (Tu/We/Th)

The program runs from 8:30 am to 2:30 pm (depending on a student's class schedule), focusing on both core subjects and onsite electives.

Availability of onsite electives will be determined by interest and our ability to safely execute the course. Students complete the majority of assignments onsite with some work completed independently.

Students will work in small groups of no more than 6 (for COVID requirements). **Please note: When there is an individual with a confirmed COVID-19 test, IvyTech will coordinate with VCPH to determine who should be considered as a close contact. A close contact is someone who was within 6 feet of an individual for a sustained period of time (10-30 minutes). If the school needs to close for a period of time, all students in the hybrid courses will move to the synchronous program. We encourage families to prepare work stations at home that will enable students to learn.*

Program emphasizes:

- Collaboration
- Inquiry-based learning
- Projects
- Real-world learning

- communication

Synchronous Hybrid - Onsite- Grades 9-12; Meet 3 days/week (Tu/We/Th)

This program runs on the same schedule as the hybrid-onsite option, focusing on core subjects and taking online electives. Students join the onsite students virtually through Zoom Rooms and “attend” the same classes and do the same work, although they are not on campus.

Benefits include:

- Access to onsite program, from home
- More structure with scheduled classes
- Flexibility of completing both onsite and independent study courses

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

Description	Total Funds	Contributing
Zoom for All Staff Members Zoom Rooms for 3 classroom setups. Zoom will be used to provide live classroom instruction, one-on-one intervention meetings, and to connect with and support students. Zoom Rooms will continue after in-person is allowed for independent study students not participating on-site.	[\$ 15,000]	Y
The school has prepared for possible in-person learning by purchasing cleaning supplies and equipment, protection materials (such as plexiglass barriers). Parent survey preference shows desire as well as student improvement with face to face engagement.	[\$ 28,000]	[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.]

IvyTech Charter School is a non-classroom based charter school. As such, our school maintains its operations to support students' educational plans while adhering to “Stay-at-Home” orders. The school provides flexibility and increased support for students to achieve their educational goals. By offering

virtual enrichment classes, in addition to their personalized educational plan, students have full access to instruction and learning, are engaged, and their individual interests and needs are met.

Our teachers are highly qualified and receive on-going training to support the distance learning instruction for our students. Teachers support students in their required courses and provide support through consistent feedback and individualized support.

To maintain consistent communication with students and families, email, texts, and/or Zoom are used for regular check-ins for support with lessons, coursework, and, equally importantly, they are used as an opportunity to connect emotionally with students and families, facilitate wellness checks, and to share community resources as needed. Given that IvyTech is an independent study model, there is no required in-person element to the student's educational plan. The exception to this is for students taking high school level a-g courses. These students must spend at least one hour per week engaged in interactive instruction and/or academic tutoring and advising. Therefore, maintaining continuity of learning can be achieved through the establishment of the educational plan and additional online enrichment opportunities. IvyTech will continue to offer the following:

Synchronous Hybrid - Onsite- Grades 9-12; Meet 3 days/week (Tu/We/Th)

This program runs on the same schedule as the hybrid-onsite option, focusing on core subjects and taking online electives. Students join the onsite students virtually through Zoom Rooms and “attend” the same classes and do the same work, although they are not on campus.

Benefits include:

- Access to onsite program, from home
- More structure with scheduled classes
- Flexibility of completing both onsite and independent study courses

Independent Study (Traditional)- Grades 7-12

Students meet weekly with an advisor to check their progress and set goals. Subject-specific teachers grade and monitor student work and can set up appointments with students for additional support. Students can access and work on their courses 24 hours a day, 7 days week through this option. Everything students need is generally accessed through our online learning management system.

Benefits Include:

- More individualized course schedule
- Flexibility for when and where schoolwork is completed
- Access to teacher support and opportunities to collaborate with other independent study students

Homeschooling - Grades 7-12

ITCS supports families who want more flexibility and choice over the curriculum used to meet grade level requirements. Parents and students meet with an advisor to create an academic plan. Students and their parent(s)/guardian(s) meet with the advisor once every learning period (21 days) to check progress and set goals.

Benefits include:

- Parents/guardians have more involvement in their student's education
- Families have the support and resources of ITCS
- WASC accreditation and access to accredited transcripts
- Curriculum meets state standard requirements
- Opportunities for participation in ITCS programs

ITCS supports families who want more flexibility and choice over the curriculum used to meet grade level requirements. Parents and students meet with an advisor to create an academic plan. Students and their parent(s)/guardian(s) meet with the advisor once every learning period (21 days) to check progress and set goals.

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.]

Teachers contacted and will continue to contact students and parents to determine online access and device accessibility. IvyTech has been able to identify any families in need and will continue to do so as new students enroll. IvyTech has provided/ordered the needed resources for families to have access to devices and the internet to ensure they receive the communication sent through email, text, website, and social media.

In order to maintain connectivity, IvyTech provides the technology and internet resources to all students, including our homeless and foster students, in the case that students do not have access to the digital components necessary to complete required schoolwork and online-based school activities. Technical support is available virtually and, if needed, computer replacement is arranged at an agreed-upon location with COVID-19 safety precautions in place.

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.]

IvyTech is a non-classroom based charter school, and as such, follows the participation and time value guidelines as laid out in the school's charter petition, as well as the board-approved independent study policy and report card policy.

Attendance and assessment policies and practices align with applicable law and school policies. Attendance is claimed using a two faceted approach. In order to claim attendance, the student must engage in learning for each day claimed (“daily engagement”) and additionally must complete the learning that was assigned by the teacher of record for the given learning period (“time value of work product”). Each learning period, the teacher monitors and assesses the student’s completed assignments and then claims the correlating amount of attendance and issues the assessed scores on the assignments. The teacher will assign learning and evaluate that learning based on individual ability and needs of the student. The teacher will work with the parent/guardian and student to plan out the appropriate amount of work for both attendance and assessment purposes and to support the student in meeting or exceeding standards and achieving personal goals. This is traditionally done in-person, however, if orders require this to be completed virtually, then the student will meet with the teacher via Zoom meeting and will complete all tasks.

The school will continue to follow its report card policy to assess student progress. The teacher of record will determine the pupil’s grades through multiple methods of evaluation: observation, student work, chapter quizzes and tests, parent/guardian input, and discussion from live online and/or in-person meetings.

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.]

All staff are being trained on utilizing the Zoom platform for live courses for synchronous learning as well as the required learning period meetings with students and parents for the asynchronous learning. Staff is also being trained on the Google suite, Edgenuity, and Google Classroom to help them engage with their students. 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 person.

We have an IT Specialist that is available to assist teachers with their technology devices and the various platforms, as needed.

Staff Roles and Responsibilities

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

The method in which student learning is evaluated due to school closures will be conducted virtually via Zoom for all teaching staff. Outside of that, because IvyTech Charter School is a non-classroom based school, the roles and responsibilities of previous staff will not change as a result of COVID-19 other than conducting services and supports virtually instead of in-person.

IvyTech will be adding additional new personnel to support our students and staff: two additional teacher's aide, increased hours for school psychologist, a math intervention synchronous course, and curriculum development positions to better serve the stakeholders during this time.

The additional hours for the school psychologist will provide increased services to our students. She will work with the counselor on trauma-informed practices to set the tone for positive school culture, provide supportive adult relationships, model/teach effective self-regulation and coping strategies,

identify strengths and build upon them, and encourage and practice self-care. The counselor will also host age-appropriate COVID-19 support groups for students and families.

Additional hours will be given to our lead teacher to assist administration to better monitor COVID-related issues and the school's safety plan.

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.]

Pupils with Exceptional Needs

IvyTech will continue to utilize the IEP process to plan for special education services during the school year. This will include distance learning plans and possibly addendum IEP's to address distance learning needs during immediate or future school site closures. All special education services will be offered during distance learning in a manner that allows access of services to students to virtual services. This may also include telephonic sessions where appropriate, for services such as counseling, where students may or may not be comfortable being on video, for various reasons.

IvyTech will work to ensure every student has access to their grade-level curriculum and supports necessary to access that curriculum in the form of SAI (specialized academic instruction), as well as other DIS services such as speech and language, occupational therapy, counseling, and so forth. The IEP team will meet and determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. This may include adjustments to the IEP including additional accommodations or supplementary aids, such as consultation time with certain IEP team members to ensure student access to needed services to make progress in their grade-level standards.

Special education case managers and providers at IvyTech have received training through the special education department in regards to communicating with families as we move through distance learning and tracking data to ensure educational benefit during this time.

Pupils in Foster Care and Experiencing Homelessness

IvyTech will be providing any necessary technologies, including computers to these students. The students will also be provided online opportunities to receive help outside the normal school hours. At this time there is an isolated area for an individual student to use the facility's room for internet use. There will be no in-person instruction allowed during the distance learning only time period.

English Learners

IvyTech will work with teachers to provide EL support in the general education setting as outlined in the charter's EL Master Plan with additional communication and virtual support provided by the teachers and counselor. This additional support includes online EL curriculum, virtual small group instruction, and monthly monitoring of all EL students.

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

Description	Total Funds	Contributing
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To ensure our students have equal access, we have purchased additional chromebooks to meet the technology used for distance learning.	9,000	[Y]
School Online subscriptions to help increase Credit Recovery classes as well as increased Elective opportunities.	30,000	[Y]
Increased additional support staff to help implement our distance learning with 5-days of support for classes and small group access to teachers. 3- support staff.	73,000	Y

Pupil Learning Loss

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

7-8 Students:

Students in grades 7-8 will complete the pre-assessment in reading and mathematics. Teachers will be trained on how to interpret the scores from the Edgenuity’s pre-assessment to identify learning loss. If a student has been identified as having learning loss, the teacher, parent, and student will create a personalized educational plan to address the learning loss. This can include, but is not limited to, the use of Edgenuity online lessons, one-on-one tutoring, participation in small group or one-on-one tutoring with our Math Teacher, using a specialized curriculum, participation in the school intervention program, and attending a student study team meeting. Students with identified learning loss will complete the Edgenuity lessons during learning periods four and seven to measure progress towards state standards and their learning goals. The results may lead to an adjustment of the personalized educational plan for the student to better meet their needs. Students will then complete the Edgenuity post-assessment at the end of the school year to receive further data to measure academic achievement and growth.

High School Students:

High school students will have their transcripts and report cards from the previous school year analyzed to determine if there was learning loss in all courses, including English language arts and mathematics. The high school counselor is trained to identify incomplete courses and units and to create a credit recovery plan for the student. The students will be monitored through monthly learning period meetings, quarterly progress reports as progressing or not progressing in their courses, and semester report cards. If a student is not progressing in recovering from the learning loss identified and addressed through the credit recovery plan they can participate in the school’s summer session, obtain one-on-one tutoring, utilize a specialized curriculum, and/or attend a student study team meeting.

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 varying curriculums and instructional models, teachers are encouraged to differentiate instruction and scaffold curriculum in order to best support 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 independent study and synchronous work with the teachers. Due to our personalized learning model, the teacher/student relationship allows for the teacher to identify 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. 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.

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.]

7-8 Students:

In order to address learning loss for students in grades seven and eighth grade, teachers will create a personalized educational plan that will include elements from a multi-tiered system of support.

IvyTech will use the three-tier model of Response to Intervention (“RTI”) for students that are struggling to meet standards.

Tier One (Personalized Educational Plan) At Tier 1, school-wide prevention efforts are established to promote learning for all students, anticipating that most students will respond to these strategies and will not require additional intervention. IvyTech provides high-quality, standards-based, instruction in their learning environment from teachers, parents/guardians, and/or vendors, who have high academic and behavioral expectations. The independent study model lends itself greatly to the differentiated instructional model in that the parent/guardian and teacher(s) work together to customize each student’s educational plan, including curriculum selection and instructional techniques.

Tier Two (Selected Structured Intervention) At Tier 2, strategic intervention is established for students who are identified as being at risk of experiencing problems. For example, when school-wide screening reveals that some students are at risk of developing reading problems, supplemental reading support, and/or tutoring would be provided and encouraged. During Tier Two students will be taken through our intervention process where we will look at the student as a whole. During this process, we will create intervention strategies, as well as create goals and a timeline for improvement. If the goals have not been reached during the set timeline, then the student is referred to a more in-depth Student Study Team (“SST”). At this level, students may utilize math intervention with the teacher one-on-one or small group, or the english intervention with the teacher, one-on-one or small group.

Tier Three (Intensive Intervention) At Tier 3, more intensive and possibly individual intervention is provided for students who continue to be at risk. At this level, a student may be referred for evaluation and consideration of whether the student qualifies for Special Education services according to the Individuals with Disabilities Education Improvement Act.

High School Students:

High school students who have experienced learning loss will participate in a credit recovery program. Credit recovery allows qualified students to catch up on deficient credits due to courses they have previously failed. Credit recovery courses are available through IvyTech Synchronous Online courses or during summer sessions.

Students must meet the following guidelines before being enrolled in a credit recovery course:

Counselor recommendation

Must be in grade 10, 11, or 12

Must have failed the semester (core) course.

If a student is not successful in a credit recovery course, the Counselor will initiate the same multi-tiered system of support as 7-8 students, with the Response To Intervention (RTI) tiers and receive the additional support needed.

EL, Low-income, Foster, and Homeless Students:

In order to address the specific needs of our EL students and learning loss, all additional supports will be aligned with EL best practices including explicit skill instruction, sound reading instruction, preview and teaching of content, roll play, SDAIE strategies, and a high emphasis on vocabulary development.

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

Description	Total Funds	Contributing
Intervention through Edgenuity - This program allows the school to provide additional personalized support for diagnostics given for certain academic subjects, Math and English is IvyTech's first focus.	See Distance Learning actions.	[Y]
Increased hours for School Psychologist	\$5000	

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.]

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 (Summer break and summer session continued for credit recovery). However, students had developed check-in routines with their teacher who were monitoring their mental health. 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 person.

As the year progresses and students and teachers work through the new school format, IvyTech will seek training and certification for Adverse Childhood Experiences (ACE) training to become trauma informed.

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.]

As a non-classroom based charter school, IvyTech will continue to follow its policies and practices outlined in the charter petition regarding pupil engagement and outreach. We will also follow all state guidelines for language translation of documents, as needed.

The school's Independent Study Policy outlines that for students in all grade levels offered by IvyTech, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty school days. A student may miss three assignments during any period of twenty days before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. Therefore, when any student fails to complete three assignments during any period of twenty school days, the school's leadership team will evaluate the need to drop.

The evaluation process is a multi-step process that includes parent engagement and notification of the lack of completed assignments by the student, as well as a system of support through a Student Study Team meeting to assist the student in the completion of the assignments.

In addition to following the board approved policies outlined, IvyTech teachers are trained to actively engage with their students virtually through the learning periods to ensure that the students are engaged in learning and working towards their personalized educational plan and goals. If a student or parent is not engaging then the teacher will make multiple attempts to communicate via email, phone, and text messaging before the approved policies are implemented.

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.]

IvyTech Charter School is a non-classroom based charter school. Therefore, we do not operate a meal program and do not provide meals to our students. However, we do provide all students who attend state testing on site, one-on-one, and onsite classes with an adequate meal.

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

Section	Description	Total Funds	Contributing
Professional Development	Additional PD for First Aid Mental Health and Trauma Informed Practices in a COVID setting	\$10,000	[Y]
School Nutrition	Operating costs budgeted for returning cohorts for 1 semester and possibly 1 quarter.	\$ 13,500	[N]
Mental Health Group Counseling for students and Families	Possible group counseling with professionals with Engage.	\$20,000	[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
4.8%	\$83,708

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.]

The items below are available for all students, however, they were created with the foster youth, EL, and low-income students at the forefront of the decision-making process.

The school’s math and english intervention one-on-one and small groups are tier 2 approaches that allow the students to have an individualized targeted intervention plan. The aforementioned student population thrives academically with the individualized attention that takes into account their learning style and specific skill deficits.

The school provided Edgenuity online assessments are a tier 1 approach that provides supplemental online learning that supports the core academics in the student’s educational plan. The chosen curriculum provides a variety of instructional techniques and platforms that allow for a higher level of student engagement based on learning styles and the specific needs of the aforementioned student population.

Due to the trauma that students may have experienced due to COVID-19, an increase in school counseling services is critical for this student population. Foster, EL, and low-income youths experience trauma at a higher rate than their peers and a counselor can help provide social-emotional stability that will allow the students to better meet their academic goals.

Given the virtual nature of the students' education plan, the school felt it was in the best interest of the aforementioned student population to increase its intervention times for math and english. This synchronous online instruction meets the needs of this population that thrive on direct instruction and may not have it readily available in the home environment. These interventions help to better engage these students and mitigate any learning loss.

The at-risk student population is at a higher risk of not having the needed technology to access online learning, therefore, the school will provide devices and internet to foster and homeless students, as needed.

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

The at-risk student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, synchronous online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support on the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-risk student population is being instructed to best meet their needs. A personalized education model is key to mitigating learning loss in these students and supporting them in their academic achievement.