

# 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>.

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## General Information

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

In response to the school closures resulting from the COVID-19 pandemic, Accelerated Achievement Academy transitioned all classes to a distance learning environment in spring of 2020. Anecdotal data has shown that this pandemic has impacted students and families in a variety of ways. Most significantly, in relation to education, students had to completely manage their own program participation and, subsequently, work production, something they were completely unaccustomed to given the high level of management/oversight by teachers and other Accelerated Achievement Academy staff members while learning was on-campus. Additionally, parents were charged with being the only direct oversight for their student(s), which, at times, proved very challenging, as parents were new to that role and initially unfamiliar with class content, routines, and assignments. Furthermore, for parents who were still working, it was difficult for them to find adequate time to help with oversight. Additionally, a few students struggled with connectivity issues due to living in very rural areas with limited service while others lacked internet service all together requiring they acquire it or use paper assignments. Student participation/success in the spring of 2020 during distance learning was generally not as successful as on-campus program participation/success. Unfortunately, as a result of the continued spread of COVID-19, Accelerated Achievement Academy decided to open the school year with continued distance learning with hopes of beginning a hybrid model of learning that allows students on campus for classes four days a week during first semester, assuming Mendocino County can achieve the necessary benchmarks to get off the state watch list.

## Stakeholder Engagement

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

- 4/2020--A student survey was made available soliciting information about distance learning experiences.
- 5/2020--A parent survey was made available soliciting information about distance learning experiences.
- 5/22 --Staff meeting was held to discuss possible scheduling options for 20-21 as well as review the parent and student survey feedback.
- 8/26--The LCP was a Parent Advisory review and discussion item.
- 8/31--A public hearing for the LCP was held at a special board meeting.

9/2--The Learning Continuity and Attendance Plan (LCP) draft was submitted to staff for feedback.

9/2--The LCP was a SSC meeting review and discussion item.

9/8--The LCP was adopted at a regular board meeting.

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

All stakeholder feedback opportunities allowed for remote participation by way of Zoom or electronically submitted survey feedback.

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

Stakeholders generally responded positively to the distance learning plan. Parents were generally happy with the schools efforts to communicate and support students. There was some concerns with connectivity expressed by parents. Students expressed that they struggled with tracking so many meetings and assignments from the various classes. Parents expressed an interest in a hybrid program that allowed students to attend a half day four days a week over the alternative of two full days a week. Staff were concerned with the lack of meeting attendance and work production during the spring.

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

As a result of the feedback from stakeholders, the school designed an educational program that limited the number of core classes at any given time to no more than two in departmentalized grades--most grades have no more than one in any given session. Additionally, a uniformed class meeting time was established. The school established small group support on campus giving priority to the school's special populations as well as a daily tutoring hour in the afternoons. The school purchased hot spots for students struggling with connectivity and provided computers to any students in need. The Student Services Coordinator, Principal, Office Manager as well as the tutorial teachers are working to monitor student engagement and work production reaching out to students and parents.

## 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.]

Once Accelerated Achievement Academy can reopen campus safely as recommended by local Public Health and State Guidance, all students will have the opportunity to attend classes on campus for half days (either 8:30am to 11:30am or 12:30pm to 3:30pm), Monday through Thursday in small, socially-distanced, stable groups with face coverings required. Friday will remain a distance learning day for all students. In grades 4-7, self-contained teachers will integrate curriculum as much as possible to meet the various academic standards. In grades 8-12, using a model pioneered by Colorado College, students will take only one core course at a time for four weeks. Students will rotate each four weeks to complete at least four courses by December. We hope this concentrated approach will foster deep learning while

streamlining the logistics of maintaining stable groups and allowing students to engage meaningfully with one teacher at a time. Additional information about procedures for hybrid learning can found in the Charter Academy Reopening Plan posted at [https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan\(1\)%20\(2\).pdf](https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan(1)%20(2).pdf).

In addition to our hybrid model learning, when in full distance learning, students who need more support will have access to limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their learning, as long as allowable by Public Health and the Governor's State Guidance for schools. Students will be scheduled for Tuesday and Thursday with groups being held on multiple sites to prevent interaction between the stable groups. Face coverings and distancing of 6 feet or more will be required for all students and staff on campus. Parents may request this extra support for their students, and IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support.

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

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	Y
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,750	N
Provide necessary protective personal equipment for all staff and students.	\$4,000	N
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	N
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$5964	N
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	N
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$4000	N
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	N
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	Y
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	\$21,900	Y

Description	Total Funds	Contributing
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$6,200	N
Provide Tutorial time in person to all students daily to allow for math skill building.	\$12,750	Y
Provide CTE courses to juniors and seniors	\$30,416	Y
Provide ELD support within their English class and Advisement	\$66,982	Y
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,400	Y
Provide online teacher extra help hours on Fridays for all students.	\$9,800	Y
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	Y
Provide online tutoring hour five days a week.	\$12,750	Y
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	N

## Distance Learning Program

### Continuity of Instruction

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

When on full distance learning, the instructional model will remain the same for all grades with grades 4-7 focused on integration and grades 8-12 participating in four-week intensive blocks minimizing the number of classes students focus on at one time. In this four-week block model, no student will have more than two core academic classes at any time. We are hopeful that this continued four-week intensive course model will simplify distance learning for our students. Students on distance learning will have mandatory live class meetings on Zoom every day, Monday through Friday, at either 9:30am or 12:30pm and, occasionally, at both times. It will be required that students attend that live class meeting, and attendance will be taken just as if they were on campus. If a student cannot make it to their live instruction session, a parent must call the office and arrange alternative communication with their teacher. Students will have access to weekly assignment logs on Google Classroom. These will be available on Fridays, and they will outline the assignments/requirements for each day of the following week. The use of the weekly assignment logs for providing students an overview of the weekly instructional minutes will remain consistent whether students are participating in a hybrid model of learning or in full distance learning. All assignments/activities will be posted in Google Classroom no later than the day prior to the day they are expected to be started. Teachers will maximize live instruction time by using

techniques learned in various distance learning trainings. This includes techniques such as designing a flipped classroom, a model that delivers initial learning offline through books, podcasts, and carefully chosen online resources and then brings students and teachers together on Zoom to engage in discussions, presentations, and demonstrations that focus on student interaction. Students will also continue with the same distance learning schedule on Fridays that they have during our hybrid model schedule, providing an increased sense of continuity between the two. Additional information about procedures for distance learning can found in the Charter Academy of the Redwoods Reopening Plan posted at [https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan\(1\)%20\(2\).pdf](https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan(1)%20(2).pdf).

## **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.]

Any technology/materials needed to complete distance learning will be provided by Accelerated Achievement Academy prior to the beginning of the school year. Students may checkout Chromebooks and Verizon hotspots as needed

## **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.]

Teachers will assign no less than 240 minutes of instruction daily. All instructional minutes will be accounted for on the weekly assignment logs published on Google Classroom as well as in PowerSchool. All students on distance learning will have live interaction with a credentialed teacher and peers daily as a part of their total instructional minutes. Student progress will be closely monitored through PowerSchool by way of attendance in live sessions and completion of assigned work. In this way, the minutes represented by all completed class activities/assignments will be recorded for each student, represented by teachers inputting a grade for each assignment/activity. The entry of a "0" in PowerSchool will indicate that those minutes were not fulfilled. If a student's grade drops below 60% or a student misses two consecutive days of live instruction, the Principal will be alerted and student re-engagement actions will be enacted. Additional information about procedures for assessing pupil participation during distance learning can found in the Charter Academy of the Redwoods Reopening Plan and the Hybrid and Distance Learning Procedures Handbook.

## **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.]

Staff engages in two weeks of professional development prior to the beginning of the school year at Accelerated Achievement Academy. This year, four of the days contained training specific to distance learning and technological support. Additionally, some teachers took part in voluntary distance learning trainings over the summer, including one conducted by Stanford Online High School. To address teachers

technology needs, Accelerated Achievement Academy contracted with a local technology support company, TechPro, in order to ensure that teachers had access to adequate technology support and purchased new laptops for teachers with computers aged 5 years or more.

### Staff Roles and Responsibilities

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

Some staff roles shifted slightly as a result of COVID-19. As a result of the redesigned schedule, one teacher will now oversee students who remain on full distance learning once Accelerated Achievement Academy opens its hybrid learning model. Additionally, campus aids were given the opportunity to request additional maintenance duties on campus in place of the hours they might normally spend supervising students on campus during times like breaks and lunches. Finally, while full distance learning persists, some instructional aids will work remotely providing services such as after-school online tutoring and helping teachers to monitor and track student progress in online learning sites such as Khan Academy, IXL, Moby Max, Renaissance Learning, and myOn.com.

### 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.]

Extra help will be available for all students on Zoom on Fridays from their core academic teachers. Additionally, all students will have access to an "after school" drop in tutoring hour from 3:30pm to 4:30pm Monday through Friday. For students who need more support, we will have limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their learning, assuming this is allowable by Public Health and State Guidance. Students will be scheduled for Tuesdays and Thursdays. Parents may request this extra support for their students. IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support. All students with IEPs will continue to receive services through UUSD. All accommodations/modifications for both students with IEPs and 504s will be adhered to both in distance learning and on campus learning, as written into their plans. Finally, the Student Services Coordinator will provide additional academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.

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

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	Y
Provide technology for distance learning to all students as needed, including Chromebooks and Verizon hotspots.	\$13,500	Y
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	N



Description	Total Funds	Contributing
Provide distance learning training opportunities for staff.	\$9,600	N
Provide administrative time to design full distance learning schedules and procedures.	\$4,000	N
Provide online tutoring hour five days a week.	14,250	Y
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	\$6300	N
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	Y
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$21,900	Y
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$6,200	N
Provide Tutorial time online to all students daily to allow for math skill building.	\$14,133	Y
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,400	Y
Provide CTE courses to juniors and seniors	\$30,416	Y
Provide ELD support within their English class and Advisement	\$66,982	Y
Provide online teacher extra help hours on Fridays for all students.	\$9,800	Y
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	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.]

Accelerated Achievement Academy will use a variety of methods to assess learning loss. The primary method will be through teacher developed and delivered assessments. All teachers will continually formally assess student learning status throughout their core academic

instruction using grade-level state-aligned curriculum. Students who are struggling to maintain a 60% or higher in their classes will be considered as having some learning loss and referred to extra academic support. Additionally, Accelerated Achievement Academy will administer interim CAASPP assessments in both ELA and math in October and November to grades 4 through 11. That data will be used in comparison to student data from previous years to further assess student progress or lack thereof. Finally, grades 4-8 and 11 will take the summative CAASPP assessments in the spring providing more data of any learning loss that occurs during the 20-21 school year.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To mitigate student learning loss, Accelerated Achievement Academy will employ a variety of strategies. The primary strategy will be to provide a streamlined distance learning and hybrid learning program. In grades 4-7, self-contained teachers will integrate curriculum as much as possible to meet the various academic standards. In grades 8-12 students will focus on one core academic class at a time and allows teachers to give one class of students their undivided attention. In this way, teachers and students will be able to work together closely to identify any gaps in skills or knowledge and develop meaningful strategies to address those gaps. In addition to core class curricular design, all students will be participate in daily online math review and skill building as a part of their Tutorial class, an elective course all students take at Accelerated Achievement Academy. Students in grades 4-7 will participate in online ELA review and skill building in Tutorial also, while students in grades 8-12 will participate in online ELA review and skill building in Advisement. Students will be monitored in this daily math review and skill building to ensure that they are working at the appropriate level and experiencing continual growth. The Student Services Coordinator will also monitor all students' academic progress in their respective core classes. Students who are identified as having learning loss will be referred to additional supports, including on campus, online tutoring, and summer school. EL, foster, homeless, IEP, 504, and SED students will have priority for on campus tutoring as well as receive additional academic monitoring and advising services.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports will be measured by way of assessments administered throughout the year. This will include both assessments administered by teachers as a part of the students' core academic classes and standardized assessments to include interim CAASPP tests and summative CAASPP tests administered to grades 4-8 and 11. For assessments delivered as a part of core academic instruction, student grades as reported in PowerSchool will serve as a broad indication of the overall effectiveness of the strategies implemented.



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

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	Y
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	N
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	N
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	Y
Provide Tutorial time to all students daily to allow for math skill building	\$12,750	Y
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	Y
Provide online teacher extra help hours on Fridays for all students.	\$9,800	Y
Provide online tutoring hour five days a week.	\$12,750	Y
Administer and score interim CAASPP assessments.	\$14,000	N
Provide summer school (2021)	\$9250	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.]

Teachers will regularly assess students' social and emotional wellbeing during live instruction with students and report any noted concerns to the Principal or Student Services Coordinator for follow up. All staff receive training in mental health warning signs and suicide prevention as well as mandated reported training that addresses looking for possible signs of emotional or physical abuse. Additionally, Advisement classes serve as a community building time that focuses on students' social and emotional well-being, including providing students with mental health resources such as crisis contact numbers. Finally, students are actively encouraged to stay in close communication with school staff, including the Principal, who can provide referrals to other local mental health resources to students in need.

# 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.]

Outreach to parents and students began in early July and continued throughout the remainder of the summer, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. Once the year is underway, students who are absent from distance learning have their parents contacted by the office each day they are absent. Any student absent for two consecutive days or whose grade drops below 60% will have their parents contacted by the Principal or Student Services Coordinator to discuss actions for re-engagement, which can include but is not limited to a letter detailing the students' attendance or academic issues, placing the student on an attendance contract, requiring supplemental online tutoring, and recommending on-campus academic support.

## 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.]

Accelerated Achievement Academy participates in the Community Eligibility Program, and, as such, provides free breakfasts and lunches to all enrolled students. All meals meet the nutrition requirements for the National School Lunch and Breakfast Program and are provided by our School Food Authority, Willits Charter School. While all students are on distance learning, students who order meals are provided two days' worth of breakfasts and lunches on Mondays and three days' worth of breakfasts and lunches on Wednesdays. Once students are back on campus for our hybrid model of learning, lunches and breakfasts will be available Monday through Thursday for daily pick up with Thursday serving as a pick up day for two days' worth of meals since Fridays will continue to be a distance learning day. Once regular campus operations resume, free breakfasts and lunches will be available Monday through Friday.

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

Section	Description	Total Funds	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$19,277	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
29.72%	\$344,057

## 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.]

Accelerated Achievement Academy's population of foster, EL and SED youth consists of approximately 82% of the student population. Therefore, most actions contribute to the services to these populations while also being offered to the entire school population.

Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.

Often parents of unduplicated youth need help supporting their children, particularly during distance learning. Many parents of unduplicated youth do not speak English, must work during school hours, or lack the skills or knowledge to help with school work. Providing additional support to students on campus is critical to their success.

Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.

Accelerated's unduplicated students often lack the resources to pursue higher education. By providing textbooks and paying any fees associated with college courses, we increase their opportunities for higher education.

Provide Tutorial time to all students daily to allow for math skill building.

Statistically, unduplicated populations underperform in math. Distance learning creates additional barriers to success in math by students not having in person access to their math teachers. Therefore, providing additional time within the program to focus on math will help improve students' math skills.

Provide CTE courses to juniors and seniors

Many of Accelerated's unduplicated population lack the resources for career training. By providing CTE courses, we are increasing their ability to find quality employment after high school.

Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.

Mental health among youth is becoming more of a concern in all youth, but particularly in unduplicated youth. The stressors of COVID-19 are only increasing the mental health challenges in youth and the lack of daily access to outside adults. Training staff to identify signs of mental health needs and abuse are critical to supporting students.

Provide online teacher extra help hours on Fridays for all students.

Often parents of unduplicated youth need help supporting their children, particularly during distance learning. Many parents of unduplicated youth do not speak English, must work during school hours, or lack the skills or knowledge to help with school work. Providing additional support to students through tutoring is critical to their success.

Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building

Statistically, unduplicated populations underperform in math. Distance learning creates additional barriers to success in ELA by students not having in person access to their ELA teachers. Therefore, providing additional time within the program to focus on ELA will help improve students' ELA skills.

Provide online tutoring hour five days a week.

Often parents of unduplicated youth need help supporting their children, particularly during distance learning. Many parents of unduplicated youth do not speak English, must work during school hours, or lack the skills or knowledge to help with school work. Providing additional support to students through tutoring is critical to their success.

Provide technology for distance learning to all students as needed, including Chromebooks and Verizon hotspots.

The majority of Accelerated's unduplicated population lacked the necessary access to technology to effectively participate in distance learning. Therefore, providing technology was necessary to allow those students to participate in distance learning.

Provide summer school (2021).

The majority of students participating in summer school are unduplicated students. Summer school will be critical to providing students time for skill building.

### Student nutrition program

The majority of students participating in the school meals program are unduplicated youth who would normally access the free meals on campus. This program is even more critical given the impact of COVID-19 on unemployment rates affecting many families.

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

29.72 is the percentage to increase or improve services for 2020-2021. Much of this percentage is calculated based on services that are also offered to the student body at large as mentioned above. However, the school has two specific actions aimed at only our unduplicated students.

Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising and support for IEP, 504, homeless, foster, SED and ELD students.

The Student Services Coordinator meets/calls unduplicated students more often throughout the year.

Provide ELD support within English class and Advisement.

English teachers target activities and lessons specifically designed to increase English language skills in English learners. English Learners have additional skill building during Advisement to improve overall reading and writing skills.