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.

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General Information

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

The one.Charter Learning Continuity and Attendance Plan represents 4 distinct programs. Come Back Kids Schools (6 Adult High School Diploma Sites, serving students age 18-99), Visual and Performing Arts Charter Schools (2 sites that serve 7th-12th grade), Career Readiness Academy Schools (6 sites that serve 12th grade students in their 4th year that are severely deficient credits), and our Charter Elementary school (serves K-6 homeless students) represent the 4 distinct programs of the one.Charter Family. Our one.Charter schools provide meaningful teaching and learning in all core academic areas and operate in a variety of instructional models including traditional seat based programs, modified daily instruction, and independent study. Collectively the one.Charter sites were serving over 800 students at the time of school closures. After the school closures on March 16, 2020 all of our one.Charter sites began offering distance learning to all our students. For the Come Back Kids (CBK) and Career Readiness Academy (CRA), this shift to distance learning was minimal. Due to the Independent Study structure of the CBK and CRA learning model, students were already accustomed to receiving instruction and academic support on a minimal in-person schedule. The majority of CBK students had already received Chrome Books upon enrollment to support the independent learning model. For the remaining one.Charter Schools, the shift to distance learning was significant.

To support students and families in this shift to distance learning, all students and families were provided with the opportunity to receive Chrome Books and access to WiFi. For those students and families who felt the online method of instruction was not effective, they were provided with paper/pencil alternatives and we offer drop off and pick up opportunities in a safe, socially-distanced school setting. Teachers utilize Google Classroom as the main learning management system to provide lessons, and Google Meet to interact virtually with their students. When the 2020-21 school year began with distance learning, our main objective was to reengage students with our educational community. Our teachers, counselors, administrators, Student Services, and Truancy Intervention Team initiated a concerted effort to reach out to students and reconnect them to school. Our schools continue to emphasize pre and post assessments utilizing FasTrack to gather baseline data in reading and math to inform learning loss intervention strategies.

For many one.Charter students and families, the impact of the COVID-19 pandemic placed additional stressors on the family. Loss of income, need for essential supplies, and housing concerns, are just a few of those stressors. To support students and families, our Mental

Health Services Staff, Family Engagement Staff, Truancy Intervention Team, School Counselors, Transition Specialists, and Student Services Team have all continued to receive referrals and requests for assistance. Through phone calls, zoom meetings, webinars and texts, all staff were able to provide needed support to students and families or provide them with information to reach out to other community based organizations for additional support outside of the educational setting.

This pandemic has required the one.Charter stakeholders to continually research, re-think, and respond to the ever changing landscape so that we can provide for the continued academic and social/emotional needs of our students and families. How we functioned as an educational program six months ago to today is remarkably different. It has required the efforts and passion of all stakeholders along with additional financial support to make this major shift to how we educate, feed, and provide social/emotional support to our students and families.

Stakeholder Engagement

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

The overall process used to engage all stakeholders in helping finalize the Learning Continuity Plan included the following activities:

Electronic surveys were sent to all families, students, teachers, support staff and stakeholders soliciting feedback regarding the Learning Continuity Plan (LCP). Families who did not have internet connectivity were sent paper surveys through U.S. Mail. These surveys were provided in Spanish, which is the primary language spoken by our students other than English. Also, our Student Services staff have multiple employees who speak a variety of languages, and they are often used to engage families and students directly when soliciting feedback about their educational and social/emotional needs.

A virtual stakeholder forum was conducted during Back-to-School Nights at one.Charter sites to provide the opportunity for live feedback from parents and students and a draft of the Learning Continuity Plan was shared during these Back-to-School events. Additionally, teachers in the Come Back Kids program would solicit direct responses from students (who are also the parent) via phone calls, text messaging, emails and one-on-one orientation meetings. The LCP will be posted to the school website 72 hours prior to the public hearing scheduled for September 14, 2020. This public hearing will be available via teleconferencing and parents and community members will be allowed the opportunity to provide more feedback and input.

Engaging stakeholders that included our Mental Health Clinicians, Truancy Specialists, Special Education staff, Student Services staff, Nutrition Specialists, Technology team, Professional Education Director, Site Administrators, and Site Counselors required multiple on-line meetings, emails, phone calls and in person meetings. Through these efforts, they all had valuable input in finalizing the Learning Continuity Plan for one.Charter.

All stakeholder input and feedback was analyzed by the team responsible for developing this plan. This team considered the stakeholder input and balanced that against the feasibility, the safety, the legal impact, the financial impact, the technical impact, the emotional impact, etc. of the suggestions/feedback as they developed and finalized the report.

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

A hearing to provide the opportunity for public comment will be conducted by the one.Charter Board on September 14, 2020. These meetings were posted on the SJCOE website and a link to a teleconferencing option was provided for public access and comment in accordance with Executive Order N-29-20. Automated phone calls and text messages were sent to all stakeholders as further notification of this public hearing.

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

The specific stakeholders we received feedback from included parents, students, Student Services, Technical Support Services, Nutrition Services, Special Education Department, Professional Development Staff, Teachers, Administrators, Probation, Truancy Prevention Staff, Mental Health Clinicians, Nurses, School Counselors, and Family Engagement Specialists.
The main ideas/trends that emerged from an analysis of the feedback we received included academic support for all students, providing Chrome Books and connectivity for students, providing nutrition, professional development for teachers, communicating with students and families, establishing relationships with students and families, and how to best support students and families in a consistent manner during these ever changing times.

From these main ideas we created statements of "We Need To":

Provide a safe educational setting for staff and students, if students are allowed to return to the classroom setting.
Provide students with Chrome Books and connectivity as we continue in a distance learning model and then potentially a hybrid learning model that includes some days at school and some at home.
Provide a nutritional program that meets the needs of all families and students in a distance learning model and the hybrid model.
Provide ongoing professional development for staff to support distance learning and a hybrid learning model.
Provide quality educational support for Foster Youth, Homeless Youth, English Learners, and Special Needs students.
Provide an assessment process to identify learning gaps created by schools shifting to a distance learning model in March of 2020.
Provide intervention programs to help close identified learning gaps.
Provide social/emotional support to students, families and staff.
Provide a truancy/reengagement process to help reconnect and maintain connections for students and families to schools and teachers in a distance learning model and hybrid model.
Provide efficient means of communication for parents and students.

Provide means of identifying additional supports requested by students and families and connecting them with community resources outside of the school system.

After identifying the needs of students, families and staff, we then set to work in designing and implementing responses/actions/programs to meet the needs of our students and families.

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

An aspect of the Learning Continuity and Attendance Plan (LCP) that was influenced by specific stakeholder input included making sure that we first took into consideration the safety of all our stakeholders if we returned to a classroom based setting. This need led to the creation of a hybrid learning model for our three schools that typically had a majority of students coming to the school sites on a regular basis. For our Come Back Kids program, this adjustment was minor given the appointment based model of that program. With this creation of a hybrid learning model, we needed to create our safety protocols that all students and staff would follow. We based these protocols on guidance provided by the Center for Disease Control, California Department of Education and other documents provided by local health agencies. After determining the hybrid schedule, we needed to establish a system of assessing our student's current learning level in English and Math and then creating specific interventions to close any learning gaps. We implemented a new assessment program called Fastbridge which required training our teachers on this new program and then assessing students as quickly as possible to get a baseline understanding of their reading and math levels. This information can be found on our In-Person Instructional Offerings.

Another major aspect that was greatly influenced by stakeholder input was our Distance Learning model that we needed to implement again due to an increase in COVID-19 cases in the community. The first thought was the Distance Learning Model had to be more robust, engaging, and supportive than the model we quickly transitioned to in the Spring of 2020. All stakeholders were asked a basic question, what do you need to make Distance Learning better and more meaningful? The first major thought was additional Chrome Books and connectivity devices since that was an immediate need identified by all stakeholders. Once that need was addressed, the next major need was professional development for staff so they could better provide instruction and academic support for students in distance learning. From this point, the feedback focused on how to provide mental health support to students and families, nutrition, monitoring and supporting student engagement, and how to best provide support for our Foster Youth/Homeless students, Special Needs students, and English Learners. The responses/actions to meet these needs or aspects can be found in the Distance Learning Program, Mental Health and Social Emotional Well Being, Pupil Engagement, and Supports for Pupils with Unique Needs sections.

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.]

Ongoing and close consultation between the San Joaquin County Superintendent of Schools and the Director of Public Health, the decision was made on Monday, July 13, 2020 to adhere to a distance learning instructional/learning model through August 31, 2020. This guidance will be reviewed throughout the month of August and updated, accordingly.

When classroom-based instruction becomes available the Come Back Kids and Career Readiness sites will continue to function on the same schedule used in the distance learning model which is an appointment based model in an Independent Study structure. The other sites which include Charter Elementary, Charter Main, and Charter Bianchi will adopt a hybrid model. A specific outline of this model is provided in the attachment portion of this document. (Hybrid Instructional Model)

Students will be placed in small cohorts in order to maintain social distancing and safety protocols. The hybrid-model will allow students to be able to have staggered class times in order to reduce the number of students in a school building at once. The small cohorts of students may be determined based on student intervention needs in order to allow for targeted instruction and support. Those students who exhibit severe learning loss will be given an opportunity for one on one support by their teacher. All students will create an individualized learning plan with their teacher with academic learning goals. The goals will be reviewed regularly and interventions and supports will be available, such as one-on-one teacher instructional support. Teachers will maintain office hours for students to use for additional help beyond the school day. An ELD instructional coach will work with English Learner students and their teachers for additional assistance. Teachers will have access to GoGuardian to help provide additional assistance to students while using Chrome Books in the classroom. The program allows teachers to view students' screens during real-time without impacting social distance guidelines.

County Operated Schools and Programs (COSP) have the following health and safety protocol to ensure the safety of students and staff:
All staff received COVID-19 safety and cleaning training through Keenan modules at the start of the 20-21 school year.
All staff received safety starter kits if they would be accessing sites during closure as well as reopening. Supplies included mask, gloves, sanitizer, and sanitizer wipes.
Staff received training on proper mask and glove application.
All staff were trained on how to request additional COVID-19 supplies with ease.
A system is in place for reordering and restocking supplies at all sites.
Staff were provided cleaning supplies for daily cleaning of high-touch surfaces. Additionally, janitorial staff are scheduled to provide daily deep cleaning after school hours. There is a monitoring system in place to ensure compliance of daily janitorial cleaning.
COVID-19 precaution signs are in place at all COSP sites.
A/B hybrid model is to take into affect upon reopening with smaller student cohorts. Students also have access to additional safety options: independent study; regional daily face-to-face option for families with child-care needs; full distance learning option for families that are not comfortable with face-to-face.

Multiple entry and exit points in place to minimize traffic.
Meals distribution will occur in smaller cohort classes rather than shared common room.
6 feet distance signs placed at all school sites and staff trained to maintain 6 feet distance culture.
Contact tracing symptom screening tool is established for staff and students. Staff directed to report daily symptom screening. Additional staff employed for contact tracing and reporting.
Sites increased access to soap, water, paper towels, hands-free sanitizer dispensers, and sanitizer bottles for students and staff.
Hands-free thermometers provided to all sites.
Sites strongly encouraged to use virtual mediums for communication and instruction.
County COVID-19 task force is in place for additional guidance. The Task Force consults with the public health officer directly.
Resources provided to all staff and students regarding COVID-19 testing locations in the county.
County drivers trained to clean vehicles per CDC safety recommendations.
A robust on-line enrollment system is in place to minimize public traffic at sites.
Parents notified of safety measures.

To address learning loss that may have occurred after the March school closures, all students were enrolled in summer school and given the opportunity to continue their learning through summer. Throughout the 20-21 school year, intervention and remediation will be offered to students who are performing below grade-level and/or experiencing learning loss due to the school closures. Teachers will administer diagnostic assessments in reading and math to all students within the first few weeks of school, and as new students enroll in our programs. Based on the results of the assessments, students will receive the appropriate interventions and support to help close the learning gaps identified. Teachers will meet with each student individually and in a virtual setting to review their assessment results and develop an Individualized Learning Plan (ILP) to help close the learning gap. Students may also be placed in an additional intervention class through Google Classroom, if identified as a need in the ILP. All students will take another diagnostic assessment in winter, and again in spring to monitor student progress and growth. Teachers will continue to monitor student progress and use formative assessments through Web 2.0 tools delivered through Google Classroom.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPEs) and additional sanitation protocols to provide safety and health measures for students and staff in classrooms and offices. (IPI-1)	$6,583.20	No
ELD Instructional Coach - In collaboration with SJCOE Educational Services, an ELD specialist works with our teachers to provide side-by-side instructional coaching with an emphasis on supporting our English Learners. (IPI-2)	N/A	No

Description	Total Funds	Contributing
GoGuardian - This classroom learning management system provides our teachers impactful tools to support student learning in person or virtually. (IPI-3)	$3,752.78	No

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.]

In ongoing and close consultation between the San Joaquin County Superintendent of Schools and the Director of Public Health, the decision was made on Monday, July 13, to adhere to a distance learning instructional/learning model until further notice. This guidance will be reviewed and updated, accordingly.

The one. Program will provide distance learning for students through the use of Google Classroom and Google Meet. All teachers have transitioned the core curriculum for all subjects, including ELD, to Google Classroom. Teachers will post and assign classwork through Google Classroom, and meet with students virtually using Google Meet both in groups and one-on-one for more individualized support. Teachers and students were trained in and using Google classroom prior to school closures which helped make the transition smooth.

Continuity of instruction will be provided to students through the use of Google Classroom and the adopted core curriculum. All adopted core curriculum includes access to the instructional materials and textbooks online and digitally. Students and teachers will access the curriculum and materials through Clever and Google Classroom. Clever is a sign-on platform that allows students and teachers to click once for access into all online curriculum, materials, and web 2.0 tools. This process was established prior to school closures and therefore provides consistent processes and expectations for students and teachers allowing the transition between in-person instruction and distance learning to be smooth and familiar. Prior to the school closures in March, teachers utilized Google Classroom for in-person instruction as well.

We recognize that the role of parents in their students' education has changed dramatically. In response, the Family Engagement team has put together a series of parent workshops to help them support their child in distance learning. Workshops are offered in both English and Spanish. Topics of the workshops include how to:

Stay Connected
Create a Google account
Use Google Classroom
Use Google Meet

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.]

To ensure access to devices and connectivity for all pupils, one.Charter committed to one-to-one access to Chrome Books for student use. The Come Back Kid students that consist of the largest portion of enrollment in one.Charter were already provided with a Chrome Book upon request prior to the closure of schools in March. So, the transition to providing Chrome Books was a relatively easy transition in regards to distribution. It just took time to order the needed Chrome Books to provide all students with access starting in August. When the need for home internet access for some students arose, our Academic Technology department purchased MiFi units through Empower ED 2.0, a T-mobile program sponsored by the CDE. Since that initial request for MiFi units, one.Charter has purchased 130 MiFi units with plans to purchase another 100 units. From a basic educational need, one.Charter stakeholders determined we need Chrome Books and MiFi units for all of our students, and we acted upon that need. We communicate with students and families in a variety of formats to ascertain if they need a device and a MiFi unit. We have a system in place which makes it straight forward to receive a device, simply ask. A student simply needs to communicate to their teacher that they need a Chrome Book or a MiFi unit and it is supplied to them. And if they don't ask for a device, we ask them.

To ensure technological support so students and parents can use the devices and MiFi units, our Academic Technology Department established a support phone hotline that students and parents can contact for technical assistance. Also, when students first acquire their devices, they are provided with a handout that clearly describes how to operate the Chrome Book and also access Google Classroom, the main student learning management system used by one.Charter teachers. So, if a student has a question about using the Chrome Book, or logging into our "system" they can contact their teacher for that support. If a parent/student has a question about using the MiFi unit or other technical concerns, they can contact our Technology Department or tell their teacher or counselor they need assistance with the technical side of connectivity, and they will put our Technology Department in contact with the student.

Families with unique circumstances will have access to devices and connectivity simply by making a request to a Teacher, Site Administrator, Counselor, Student Services personnel, or Family Engagement Specialist. We as an organization have made it a priority to go directly to the families as needed in a safe manner to provide them with a Chrome Book and MiFi unit. We have families that are living in hotels and homeless facilities, and if they can't come to us, we go to them. Again, we have an extensive outreach and engagement process in place to connect with all students and families that one.Charter serves. We are constantly monitoring and tracking student enrollment, and when we establish solid contact with our families, we make sure they are given every opportunity to receive devices and can access the internet.

This outreach approach started back in March of the 2019-2020 school year and continues into the 2020-2021 school year.

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.]

one.Charter is a non-classroom based authorized program and functions on an Independent Study instructional model. Pupil participation, progress and time value of pupil work will continue to be assessed as it has always been done prior to COVID-19 school closures. That process is based on student's submission of completed work and assignments as agreed upon by the teacher and parent/student using a Master Agreement and the Academic Work Record which is a monthly document that details the classes and credits a students is working on in that month. All student work is assessed by the teacher and students are provided with direct feedback. All Independent Study paperwork including student work samples is submitted on a monthly basis to Student Service staff for review and approval. All schools that are operated by one.Charter function on this independent study concept regardless of instruction being delivered on a modified daily concept or in individualized appointments.

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.]

During the 19-20 school year an emphasis in professional learning was placed on Google Classroom with the expectation that teachers use the platform to deliver instruction. When schools initially closed in March, teachers were prepared to deliver grade-level, standards based instruction to students. Between March and May, virtual professional learning was offered to teachers in topics related to Distance Learning, such as using Web 2.0 tools like EdPuzzle, FlipGrid, and Padlet. Beginning in June 2020, a cohort of 20 teachers and administrators began a course in Leading Edge Certification, an 8-module program in educational technology and curriculum design. At least two more cohorts of 20 teachers and administrators are scheduled to also complete the certification course throughout the 20-21 school year. Teachers will also participate in virtual professional development modules specific to Web 2.0 tools, lesson planning, and ELD instruction. New teachers and substitute teachers will receive additional professional development and guidance with Google Suites, including Google Classroom and Google Meet. In addition, teachers are given the opportunity to take a 10-week course in WRITE (Writing Designed for Innovative Teaching and Equity) to help strengthen their teaching in integrated ELD. There is also a cohort of teachers who continue to develop project-based learning units with the guidance of WestEd to help increase student engagement.

A teacher Google Classroom was created to provide additional resources and opportunities to teachers. The teacher Google Classroom contains video tutorials to Web 2.0 tools, links to recorded webinars for how to sync the core curriculum to Google Classroom, links to intervention and remediation strategies and tools to address learning loss, support in analyzing the diagnostic assessment results with students, and other topics and resources that have been identified as support for teachers in a blended teaching environment. In addition to the teacher Google Classroom, a curriculum website continues to be maintained which provides further support for teachers with the core and supplemental curriculums, including resources for English Learner students.

Technological support for staff needed to provide a distance learning program is provided by two main teams: The first is the Academic Technology Resource team that directly supports teachers, counselors, clinicians, administrators, clerical staff, etc. They are the first line responders and have established a system of placing work orders for service. The other team is the IT Department, that supports the entire San Joaquin County Office of Education. They make sure our own internet access at school sites and offices is working and can support the various new systems we are using including Zoom meetings, Google Meets, new on-line learning platforms, and a variety of other technical needs. They have also been instrumental in ordering Chrome Books and MiFi units in bulk, making it more cost effective and convenient to support the needs of the students and families of the one.Charter Schools.

Staff Roles and Responsibilities

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

On March 16, 2020, all schools operated under the auspices of the San Joaquin County Office of Education were closed based on guidance from the State of California and the San Joaquin County Health Department. A number of modifications were made to staff roles and responsibilities as distance learning opportunities were developed to continue access to meaningful academic and social-emotional learning experiences.

Campus Security Technicians (CSTs) initiated nutrition distribution at school sites. In addition, they organized the distribution of Chrome Books and MiFi units for students to ensure connectivity and access for distance learning experiences.

Director of Curriculum, Professional Learning and Assessments - All professional learning, including WRITE strategies, Project Based Learning, Integrated Math shifted to virtual environments. Coordination with vendors and consultants shifted to virtual meetings to plan professional learning opportunities for teachers and administrators.

Coordinator MTSS engaged staff in a virtual environment and established on-line protocols for staff to conduct PBIS strategies and Restorative Practices strategies.

Family Engagement Program Managers continued facilitating Parent Project classes online. In addition, they developed Family Connections, a series of online instructional meetings to support parents/guardians in navigating distance learning with their children.

Truancy Intervention Team developed a new system of monitoring student attendance in the Distance Learning Model. They also established new safety protocols used to conduct in-person home visits.

Technology Support staff have had to include support of new Zoom meeting platforms along with Google Meet platforms to their responsibilities. In addition, they had to create a new tracking system for the check out and distribution of Chrome Books for students to use

in the distance learning model. Prior to the school shut downs, Chrome Books were not available for use outside of the classroom setting except for CBK students.

A good portion of the teaching staff had to adjust from an in class model of instruction to a distance learning model. This required extensive training in the use of Web 2.0, Google Classroom, Fastbridge online assessments and a host of other online programs. This added a new technical responsibility to them that was not required prior to the school closures.

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.]

Foster Youth Services Coordinating Program (FYSCP) and transition staff continue to connect with foster and homeless youth by providing the necessary resources regarding access to food, housing, school and mental health resources. Chrome Books have been provided to those in need ensuring access to distance learning curriculum and ongoing connection to school staff. FYSCP and transition staff have also provided clothing and hygiene supplies to homeless youth and families.
Foster Youth continue to be immediately enrolled and placed in appropriate courses and distance learning programs within court and community schools based on their individual needs. All 16-18-year-old Foster Youth will be provided the opportunity to participate in the Independent Living Program run in collaboration with San Joaquin Delta Community College and the San Joaquin Human Services Agency. Classes are scheduled to begin September 1, 2020 and will be delivered via ZOOM virtual learning format.

In addition, the Foster Youth Services Advisory council conducts quarterly meetings with the local school districts, San Joaquin County Probation, San Joaquin Child Welfare, higher education, faith based organizations and San Joaquin County Juvenile Courts. Meetings have been offered and held via virtual platforms (Google Meet and ZOOM). Agenda has been focused on best practices and strategies for foster youth who may face barriers to educational access during the COVID-19 Pandemic. In compliance with EC 4291(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/linkages to tutoring/mentoring, counseling, transitional and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus and the one. Programs SIS (PROMIS).

All English Learner students will receive integrated ELD instruction in their core classes. Integrated ELD instruction will be delivered through Google Classroom using the WRITE materials and instruction. This is the fourth year that WRITE remains the adopted integrated ELD curriculum. All EL students will be enrolled in a designated ELD course that aligns with the English level course they are enrolled in. SpringBoard continues to be the designated ELD curriculum and is delivered to students through Clever and Google Classroom. Additional interventions and support will be provided to EL students, as needed. ELD designated instruction will be provided in live instruction through Google Meet and live interaction.

Students with exceptional needs are served by Educational Specialists. Each service provider will call or email the parent or guardian for students they provide direct and/or consultation IEP services. The needs of both family, child and/or staff may change the longer school

closures are in effect, so it is advised to revisit these questions with the family during consultation times to revise the distance learning plan as needed. The Education Specialists will identify by name and title other service providers as well as time(s)/date(s) and method for team consultations related to the distance learning plan with the Education Specialist being the main point of contact for the family. Every goal may not be able to be addressed through distance learning and the plan will be revised with the family to determine which goals will be addressed. Services include 1:1 virtual and/or telephone support as well as collaboration between general education teachers, mental health clinicians, school psychologists and speech/language service providers. San Joaquin County Office of Education SELPA provided a Weekly Engagement Log which is being maintained by all Education Specialists for all students with IEPs. An interpreter with training and experience in special education is available to assist the service providers as necessary. Students referred to the one. Program by local school districts provide resource specialist services as well as instructional aides to collaborate with general education teachers as well as provide 1:1 support. Assessments will be conducted as needed in person 1:1 with San Joaquin County Office of Education safety precautions and protocols in place. Students with significant support needs requiring full day intensive services are not referred to the one. Program. Those students' needs are met in district and SELPA programs. Finally, the San Joaquin County Office of Education SELPA hosts a weekly check in with all district Special Education Directors to collaborate and share resources related to serving students with exceptional needs.

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

Description	Total Funds	Contributing
MiFi units-provided to students and parents to provide connectivity to the internet so they can access on-line learning tools and programs. (DLP-1)	$70,107.41	Yes
Ear Buds/Headphones/Web Cams - Earbuds and headphones facilitate small group learning and interaction between students and teachers. Webcams are used to allow for hybrid instruction and collaboration. (DLP-2)	$23,326.00	Yes
5 Web 2.0 Modules - With the support of SJCOE Educational Services, we are providing five Web 2.0 trainings for all teachers to increase access to online learning tools. (DLP-3)	N/A	No
Leading Edge Certification (LEC) - In collaboration with the Stanislaus County Office of Education, we continue to offer the 8-module professional learning series. The focus of LEC is to increase capacity for online instruction with an emphasis on Web 2.0 tools and effective use of our learning management system - Google Classroom. (DLP-4)	$25,000.00	No

Description	Total Funds	Contributing

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.]

All students will take the FastBridge diagnostic assessment in reading and math, within the first three weeks of school, remotely through the Illuminate portal. Once students complete the assessments, teachers will meet individually with students (virtual environment while on DL) to review the results of the assessment with the student and will develop an Individualized Learning Plan (ILP) for each student. The results and report will recommend interventions for students based on the score. The interventions included on the report should be included on the ILP. Teachers and students will create quarter 1 goals and then return to the ILP to create Q2 goals, in October. Teachers will continue to use formative assessments during distance learning through the use of Web 2.0 tools, such as Quizlet and FlipGrid. Students will take another assessment in winter and in spring, and continue to review and revise their ILP and academic goals.

Beginning in second semester, teachers will have the ability to create intervention groups via Fastbridge to be able to track and monitor student progress and to apply specific and appropriate interventions based on student need. Teachers will use formative assessments in Fastbridge to monitor student progress.

In addition to the diagnostic assessment timeline, teachers will use formative assessments to monitor student progress throughout the year and to provide targeted interventions and support to students. All English Learner students will be given targeted ELD instruction in both designated and integrated settings. Assessments in the ELD curriculum will be used to help teachers identify academic areas of need for their EL students. Students will also be given a common writing assignment (PWA) in four genres throughout the year (compare and contrast, narrative, research, and argumentative). These essays are assessed with a common writing rubric that is used program-wide.

Elementary students in grades K-6 will also be given the iReady assessment in math as part of the current math curriculum pilot. The iReady results are reviewed by teachers regularly and informs instruction and strategies.

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.]

The following actions and strategies will be used to first identify specific learning losses and then target specific learning needs to accelerate learning progress for the following student groups.

First, all students will be assessed using the FastBridge diagnostic assessment in reading and math to establish baseline of current reading, writing and math levels. In addition to this assessment tool, teachers will use formative assessments to determine current student academic levels on grade level content in core academic areas to determine student competency levels. Once teachers have an understanding of the learning needs of individual students the following strategies will be used to accelerate student learning.

EL students will receive individualized one-on-one instruction during teachers' designated live instructional hour times. These scheduled times will be available after the students' daily schedule of live instruction. ELD teachers have received training and have access to the practice ELPAC assessments to provide additional support and formative assessment tools for EL students. An ELD instructional coach is also available to support teachers and students beyond the regular school day. The designated ELD curriculum (Springboard) is aligned to the ELA curriculum and is available through the SpringBoard website. Teachers use Google Classroom to provide the ELD instruction and assignments to students. Students will also be given a common writing assignment (PWA) in four genres throughout the year (compare and contrast, narrative, research, and argumentative). These essays are assessed with a common writing rubric that is used program-wide. Students academic progress will be monitored regularly and will include assessment results and teacher feedback. English Learners are at an even higher risk of learning loss because of the lack of opportunity to collaborate and learn language from their peers. As a response, teachers were engaged in professional learning to use Web 2.0 tools to provide collaboration opportunities for students even in asynchronous settings. One way that teachers are supporting students in language development is by using FlipGrid. FlipGrid is a video-based web tool that allows teachers and students to record videos of themselves speaking, and then sharing it with the class. It also allows for feedback from classmates and the teacher through video responses. The video allows teachers to assess oral language ability while in an asynchronous setting. Students are also provided with an opportunity to work on our online curriculum (Edmentum) for additional intervention in Math and English as well as English Language acquisition. When students are able to return to school, they will continue to have access to Edmentum as well as receive additional after school tutorial opportunities. To support any credit loss, students have an opportunity to recover academic credits needed for graduation through our Credit Recovery Program and Directed Learning Program.

Learning loss identified for students with exceptional needs will be addressed by 1:1 virtual and/or telephone support as well as collaboration between general education teachers, mental health clinicians, school psychologists and speech/language service providers, and other related service providers. San Joaquin County Office of Education SELPA provided a Weekly Engagement Log which is being maintained by all Education Specialists and special education teachers for all students with IEPs. An interpreter with training and experience in special education is available to assist the service providers as necessary. Students referred to the one. Program by local school districts provide resource specialist services as well as instructional aides to collaborate with general education teachers as well as provide 1:1 support. Assessments will be conducted as needed in person 1:1 with San Joaquin County Office of Education safety precautions and protocols in place.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various leaning platforms Low-income students are also provided with an opportunity to work on our online curriculum (Edmentum) for additional intervention in Math and English. When students are able to return to school, they will continue to have access to Edmentum as well as receive additional after school tutorial opportunities. To support any credit loss, students have an opportunity to recover academic credits needed for graduation through our Credit Recovery Program and Directed Learning Program. When students are able to return to school, they will continue to have access to Edmentum as well as receive additional after school tutorial opportunities. To support any credit loss, students have an opportunity to recover academic credits needed for graduation through our Credit Recovery Program and Directed Learning Program.

Teachers who are working with Foster Youth and students experiencing homelessness will continue to be supported by our Foster Youth District Educational Liaison and their support team to make direct contact with students to provide additional training on how to use technology and other on-line resources. This team will also support student engagement and helping to ensure students are taking the FastBridge assessment so an accurate level of reading, writing and math can be determined. These students will also be provided with additional one-on-one academic support by our instructional staff, and once students are able to return to class, they can access after school tutorial programs. Foster Youth and homeless students are also provided with an opportunity to work on our online curriculum (Edmentum) for additional intervention in Math and English. When students are able to return to school, they will continue to have access to Edmentum as well as receive additional after school tutorial opportunities. To support any credit loss, students have an opportunity to recover academic credits needed for graduation through our Credit Recovery Program and Directed Learning Program. When students are able to return to school, they will continue to have access to Edmentum as well as receive additional after school tutorial opportunities. To support any credit loss, students have an opportunity to recover academic credits needed for graduation through our Credit Recovery Program and Directed Learning Program.

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.]

Teachers and administrators will meet during common collaboration time throughout the year to analyze data and determine needed changes in instruction to meet student needs. Teachers will implement intervention strategies, and routinely assess the effectiveness of those strategies. Teachers will review the students' Individualized Learning Plan (ILP) quarterly and review and revise goals and interventions based on formative and benchmark assessment data. Teachers will continue to use formative assessments during distance learning to inform instruction and identify learning gaps.

Administrators will also review and analyze assessment data (including diagnostic, formative, and PWAs) quarterly to determine the effectiveness of the intervention tools being used program wide and to provide additional support to teachers.

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

Description	Total Funds	Contributing
Using Fastbridge as an assessment tool for ELA and Math to determine current student reading and math levels. (PLL-1)	$12,541.67	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.]

The one.Charter will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on following the five social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

1. Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
2. Self-management - managing emotions, controlling impulses, and setting goals
3. Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
4. Relationship skills - communication, cooperation, and conflict resolution
5. Responsible decision-making - understanding and thinking about the consequences of personal behavior

The professional development provided to teachers and staff will include an emphasis on Trauma Informed Care, practices, and systems. We will monitor and support the mental health and social and emotional well-being of pupils and staff during the school year by utilizing a Multi-tiered Systems of Support. Our Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the universal levels of support. Students will have equitable access to counselors, clinicians and school site faculty during regular school hours and will have access to the counselors, mental health clinicians, and teachers beyond regular school hours through direct email, scheduled telehealth services and appointments, and designated office hours.

Multi-tiered System of Support for Mental Health and Social Emotional Wellness

Tier I – Universal Interventions of Mental Health and Social Emotional Wellness trainings for teachers and staff:
Trauma Informed Care (TIC), Restorative Practices (RP), and Positive Behavior Interventions and Supports (PBIS)
Linkage and connections to school and community supports through family engagement efforts
Community based partnerships for increase access to resources while impacted by COVID-19

Tier II – Targeted Interventions
Group Interventions (healthy coping strategies, positive relationships, motivation, decision-making, stress management)
Short-Term Individual Counseling focused on a targeted goal – engagement, anger management, substance abuse, grief, etc.
Linkage and connections to school and community supports

Tier III – Intensive Interventions
Individual counseling
Risk & safety assessments and referrals
Appropriate linkage and connections to school and community supports

Teachers will have access to a social-emotional curriculum that supports the development in SEL competencies and resiliency building skills. Teachers, counselors, clinicians, and administrators will have ongoing training in Restorative Practices and using circles effectively that are tailored around a trauma responsive model. Teachers and staff will continue to have access to Positive Behavior Interventions and Supports (PBIS) through in person and virtual training to support every learner in a variety of learning models. With the emphasis on universal mental health and emotional well-being, professional learning is designed around a series of trauma-informed care training and psychological resilience building workshops for teachers and pupils.

Teachers will also be provided trauma mitigation totes that include tangible tools and resources/literature that address issues related to trauma and other impacts of COVID-19. School site teams will continue to analyze data and monitor students by meeting on a weekly basis to discuss the academic, behavioral, and social-emotional progress of each individual pupil and discuss or make appropriate referrals to necessary support or intervention as needed.

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.]

To ensure that one.Charter students are actively engaged in distance learning, the following tiered reengagement/tracking/outreach strategies and interventions were implemented at the start of the 2020-2021 school year.

Tiered Reengagement/Attendance/Outreach Strategies:

Establishing a four tiered intervention and outreach system to track and address student engagement. This tiered system will be monitored through a series of thresholds developed within the Educlimber platform (Educlimber is part of our Student Information System and allows us to monitor student engagement, design specific interventions, and provided for specific follow up actions as a student progresses through the Tiers). All tier specific interventions are identified for staff through the Educlimber/Smart Form process and have assigned data points for future evaluation.

Tier 1 (3 or more days of disengagement)
Automated phone calls and text messages are sent to parents/guardians of students for all student absences.
School site team selects one or more tier 1 interventions and tracks progress through the Student Intervention and Support Plan (school site based interventions).

Tier 2 (5 or more days of disengagement)
School site team selects one or more tier 2 interventions and tracks progress through the Student Intervention Support Plan (school site based interventions).

Tier 3 (10 or more days of disengagement)
Legal guardian receives the first formal written notice of student disengagement.
Student and legal guardian participate in Student Attendance Support Meeting. This meeting includes the school site team, site administrator, legal guardian, counselor, and probation representative. Student Attendance Support Meeting is documented and an action plan (including interventions) is developed to re-engage student. All outcomes of the Student Attendance Support Meeting are documented on the Student Intervention Support Plan and will be reviewed by a set outcome date.
Student is automatically identified as a possible truancy sweep candidate.
Student site placement is reviewed and appropriate site placement is determined.
Site administrator review is required.

Tier 4 (20 or more days of disengagement)
Legal guardian receives a second formal written notice of student disengagement.
Student is automatically referred to the truancy intervention and prevention team (A-Squad) for individual case management.
Student is identified as a candidate to attend a truancy intervention based school site.
If appropriate, student and or family is referred to internal and or external support services.
Site administrator review is required.

Outreach to pupils and parents will include, but is not limited to:
Social Media
School Website
one.Charter Facebook page
Peachjar eflyers
Phone Calls
Automated Text Messages
Case Management & Home Visits
Tier 3 & 4 level case management as needed/appropriate.
Home visits as needed/appropriate.
Sharing and partnering of resources
*All information shared is in multiple languages.

Outreach and support for parents will also include The Parent Project program. The program is divided into three different levels. Loving Solutions-Parents of children aged between 5-10 years-old, who are having difficulty in raising their child, may take part in a 10-week class called Loving Solutions. Truancy Workshop-Parents of children aged between 10-17 years-old, who have a demonstrated history of truancy and the SARB process may participate in this one-time, three-hour workshop.
Parent Project Sr.- This 10-week, award-winning class provides parents with an opportunity to gain additional supports and invaluable tools in order to improve family dynamics. It is meant for parents of students with out-of-control and destructive adolescent behaviors who have exhibited tendencies in truancy, violence and aggression, gangs, suicide, alcohol and drug abuse and so much more. This peer-supported class allows parents to walk away feeling empowered and their relationship with their child transformed.

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.]

The one.Charter is providing school meals in a grab and go/pick up service format at select strategically located school sites while in distance learning. Students may pick up a lunch for the current day and breakfast for the next day. Students and parents are being notified about the meal service locations and times via email, phone, social media and online. Once in person instruction begins, meals will be provided at all

school locations in a non-congregate grab and go format at the end of the student's scheduled day. All meals will meet the nutrition requirements of the National School Lunch Program and School Breakfast Program. All meals will be provided at no cost to students enrolled in the one.Charter except for Come Back Kids adult students.

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

Section	Description	Total Funds	Contributing
N/A	Family Connections Workshops - This five-part series provided by our Family Engagement Specialists will support parents/guardians in navigating through the distance learning instructional model.	N/A	No
N/A	Disinfecting schools beyond the normal cleaning process.	$3,280.00	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
41.07%	$2,995,887

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 one.Charter schools (including Come Back Kids) serve some of the most vulnerable student populations in San Joaquin County, including foster youth/homeless students, English Learners and low-income students. How these students are considered first is simple, if we can create systems and programs to effectively educate and support our most vulnerable students, then those systems and programs will easily serve our entire student population. With that in mind, we backwards map the design for these students. We don't wait to find out what barriers, obstacles, and or challenges may show up. We ask students and families what their barriers are and then work to eliminate those. When the transition to distance learning first occurred, we determined what these students needed most, and then worked to provide it. Chrome Books, adequate connectivity, nutrition, clothing, mental health support, on-going academic support, these are all examples of things we considered and then figured out how to provide them to students. Those plans easily transferred to helping all students in the program, but it was the need to support the at-promise students that initiated the overall design and implementation of our instructional model during the COVID-19 outbreak.

The effectiveness of these actions in meeting the needs of the students is measured in multiple forms. First and foremost, it is done with direct contact with the student and families. This contact can come from the teacher, transition specialists, counselors, site administrator, truancy specialists etc. The information from these direct contacts is then shared in our student information system in the form of narratives and interventions. Teachers access this information to make sure the student has the necessary tools to do the course work; the needed nutrition to support learning; clothing and other self-care items needed to maintain a healthy lifestyle; and then additional academic support as determined by the student's individual needs. Other forms of measuring effectiveness include tracking student attendance and engagement, assessing student learning using Fastbridge and from those results creating Individualized Learning Plans, and credits earned in a grading period. If the student is attending school, is engaged in their learning, is earning the appropriate credits to maintain the path towards a high school diploma and is demonstrating they are emotionally in a "good space", then we are pleased with the effectiveness of the plans and actions we have put in place. If a student is struggling in any of the areas mentioned, we have individuals and teams identified to work with the student and their families to reduce or eliminate barriers that continue to impede that student's success.

Foster Youth Services Coordinating Program (FYSCP) and transition staff continue to connect with foster and homeless youth by providing the necessary resources regarding access to food, housing, school and mental health resources. Chrome Books and MiFi units have been provided to those in need ensuring access to distance learning curriculum and ongoing connection to school staff. FYSCP and transition staff have also provided clothing and hygiene supplies to homeless youth and families.

Foster Youth continue to be immediately enrolled and placed in appropriate courses and distance learning programs within court and community schools based on their individual needs. All 16-18-year-old Foster Youth will be provided the opportunity to participate in the Independent Living Program run in collaboration with San Joaquin Delta Community College and the San Joaquin Human Services Agency. Classes are scheduled to begin September 1, 2020 and will be delivered via ZOOM virtual learning format.

In addition, the Foster Youth Services Advisory council conducts quarterly meetings with the local school districts, San Joaquin County Probation, San Joaquin Child Welfare, higher education, faith based organizations and San Joaquin County Juvenile Courts. Meetings have

been offered and held via virtual platforms (Google Meet and ZOOM). The agenda has been focused on best practices and strategies for foster youth who may face barriers to educational access during the COVID-19 Pandemic. In compliance with EC 4291(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/linkages to tutoring/mentoring, counseling, transitional and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus and the one. Programs SIS (PROMIS).

All English Learner students will receive integrated ELD instruction in their core classes. Integrated ELD instruction will be delivered through Google Classroom using the WRITE materials and instruction. This is the fourth year that WRITE remains the adopted integrated ELD curriculum. All EL students will be enrolled in a designated ELD course that aligns with the English level course they are enrolled in. SpringBoard continues to be the designated ELD curriculum and is delivered to students through Clever and Google Classroom. Additional interventions and support will be provided to EL students, as needed. ELD designated instruction will be provided in live instruction through Google Meet and live interaction.

In addition to the diagnostic assessment and ILP academic plans for students, EL students will receive individualized one-on-one instruction during teachers' designated live instructional hour times. These scheduled times will be available after the students' daily schedule of live instruction. ELD teachers have received training and have access to the practice ELPAC assessments to provide additional support and formative assessment tools for EL students. An ELD instructional coach is also available to support teachers and students beyond the regular school day. The designated ELD curriculum (Springboard) is aligned to the ELA curriculum and is available through the SpringBoard website. Teachers use Google Classroom to provide the ELD instruction and assignments to students. Students will also be given a common writing assignment (PWA) in four genres throughout the year (compare and contrast, narrative, research, and argumentative). These essays are assessed with a common writing rubric that is used program-wide. Students academic progress will be monitored regularly and will include assessment results and teacher feedback. English Learners are at an even higher risk of learning loss because of the lack of opportunity to collaborate and learn language from their peers. As a response, teachers were engaged in professional learning to use Web 2.0 tools to provide collaboration opportunities for students even in asynchronous settings. One way that teachers are supporting students in language development is by using FlipGrid. FlipGrid is a video-based web tool that allows teachers and students to record videos of themselves speaking, and then sharing it with the class. It also allows for feedback from classmates and the teacher through video responses. The video allows teachers to assess oral language ability while in an asynchronous setting.

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

Supplemental/Concentration funds are used in an LEA-wide manner to provide the following actions/services. What follows is a description of how services for Foster Youth, English Learners, and Low-Income students are being increased.

These actions/services are principally directed at attendance and engagement support because our unduplicated student population is highly transient, often times not having attended school in months or even years. Therefore attending school is a key part of student success with the overall goal of returning students to their home district or earning their diploma.

Connect targeted Foster Youth, Low Income, English Learners and re-designated English Learner students with community resources to assist with attendance improvement.
Maintain the number of agencies participating in truancy task force meetings and truancy sweeps. Ensure translators are present for home visits.
Maintain on-going truancy intervention site for transitioning students throughout the program.
Maintain an intervention services clerk and hire additional classified staff to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.
Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and re-designated English Learners.
Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and re-designated English Learner students.
Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and re-designated English Learner students transitioning to our traditional school sites.
Maintain a designated Foster Youth counselor who will provide on-going services to meet the needs of and assist Foster Youth and Homeless students.

These actions/services are principally directed at academic support for our English Learner students because our unduplicated students inherently require differentiated instruction to be successful in accessing rigorous curriculum. Because unduplicated students are enrolled throughout all sites, all teachers and administrators should be trained to effectively serve the individual needs of each student.

Work with school sites on monitoring the implementation of English Learner programs.
Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms that are specifically used for instruction of English Learners.
Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.
Continue English Learner curriculum support to best meet the needs of EL and re-designated EL students.
Continue to monitor the appropriate placement of instructional staff to ensure they are properly trained to effectively teach English Learners.

These actions/services are principally directed towards building relationships and support systems because our unduplicated students typically have challenges in their personal lives that impact their ability to effectively engage in their academic progress . Partnering with community resources and involving families provides additional support to create better learning environments enhancing the potential for student success.

Examine data regarding student mental health needs to build upon and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.

Community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and re-designated English Learner students.
Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.
Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.
Maintain Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.
Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.

Foster Youth, English Learners and Low-Income students continue to be an on-going focus of the one.Charter program. Their academic and social-emotional progress is constantly monitored and individual learning plans adjusted by multiple teams (truancy, mental health, counselors, academic literacy, student services, teachers) to ensure these students are not only making adequate progress towards graduation, but are excelling as students and human beings.

Monday (Group A)

				Grades
1	8:00-9:00	Seniors	Tutoring lab/Credit recovery	10-12
2	9:00-10:15	Math	English	7-11
3	10:15-10:45		PE	
4	10:45-12:00	Math	English	
Lunch	12:00-12:30			
5	12:30- 1:15		RP/PBIS/SC	

Wednesday (Group A)

				Grades
1	8:00-9:00	Seniors	Tutoring lab/Credit recovery	10-12
2	9:00-10:15	Science	Social Studies	7-11
3	10:15-10:45		PE	
4	10:45-12:00	Science	Social Studies	
Lunch	12:00-12:30			
5	12:30- 1:15		RP/PBIS/SC	

Scenario 1
(for a 2 teacher site)

Tuesday(Group B)

				Grades
1	8:00-9:00	Seniors	Tutoring lab/Credit recovery	10-12
2	9:00-10:15	Math	English	7-11
3	10:15-10:45		PE	
4	10:45-12:00	Math	English	
Lunch	12:00-12:30			
5	12:30- 1:15		RP/PBIS/SC	

Thursday (Group B)

				Grades
1	8:00-9:00	Seniors	Tutoring lab/Credit recovery	10-12
2	9:00-10:15	Science	Social Studies	7-11
3	10:15-10:45		PE	
4	10:45-12:00	Science	Social Studies	
Lunch	12:00-12:30			
5	12:30- 1:15		RP/PBIS/SC	

Monday/Wednesday (Group A)

				Grades
0	8:00-9:00	Seniors	Tutoring lab/Credit recovery	10-12
1	9:00-9:35	Math	English	7-11
2	9:35-9:55		PE	
3	9:55-10:30	Math	English	
4	10:30-11:05	Science	History	
5	11:05-11:25		RP	
6	11:25-12:00	Science	History	
7	12:00-12:30		Lunch/Dismissal	
8 (optional)	12:30-1:30		Tutoring/Study Hall/Credit Recovery	7-12

Scenario 2

Tuesday/Thursday (Group B)

				Grades
0	8:00-9:00	Seniors	Tutoring lab/Credit recovery	10-12
1	9:00-9:35	Math	English	7-11
2	9:35-9:55		PE	
3	9:55-10:30	Math	English	
4	10:30-11:05	Science	History	
5	11:05-11:25		RP	
6	11:25-12:00	Science	History	
7	12:00-12:30		Lunch/Dismissal	
8 (optional)	12:30-1:30		Tutoring/Study Hall/Credit Recovery	7-12

Notes

1. This model is for our traditionally daily sites and larger contracted learning sites
2. Students on the site roster will be broken into two cohorts (A and B)
3. Social distance guidelines will be followed in the classroom (1 student per desk)
4. Lunch will be served in the classroom
5. Students will have their temperature taken at the door before entering the building
6. Students with an elevated temperature or showing Covid symptoms will be isolated in a designated room in the building
7. CSTs will disinfect the classrooms between classes

		Monday	Tuesday	Wednesday	Thursday	Friday
Virtual/Online Instruction Schedule		Period 1: 8:00-9:00	Period 1: 8:00-9:00	Period 1: 8:00-9:00	Period 1: 8:00-9:00	8:00-9:30: Site Team Meetings
		Period 2: 9:00-9:45	Period 5: 9:00-9:45	Period 2: 9:00-9:45	Period 5: 9:00-9:45	9:30-11:15: Scheduled Appointments
		Period 3: 9:45-10:30	Period 6: 9:45-10:30	Period 3: 9:45-10:30	Period 6: 9:45-10:30	Lunch: 11:15-11:45
		Period 4: 10:30-11:15	Period 7: 10:30-11:15	Period 4: 10:30-11:15	Period 7: 10:30-11:15	11:45-1:30: Attendance phone calls/Plannning
		Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45	
		Office Hours/Student Check in: 11:45-1:30 (Any required meetings will be scheduled after 1:30)				

	Notes
1	Virtual/ Online Instruction would require teachers to be available for immediate response to students.
2	Teaching staff will be working from their classrooms, providing instruction during class periods as scheduled
3	Since teachers are working from their classrooms a 30 minute lunch break is accounted for in the schedule
4	Students will check in virtually/online to their classes daily for accountability
5	Time after lunch everyday is scheduled for student support. Students can schedule appointments to meet with their teachers during this time
6	Period 1 is dedicated for Seniors and Edmentum Lab time for credit recovery Monday-Thursday 8:00-9:00