

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.]

After the March 13th Governor’s executive Order N-26-20, FIELD administration directed a one-week closure of all in-class instruction in order to assess changes required to return to classes. On March 14-15, EPIC de Cesar Chavez administrators began planning via online meetings for the immediate transition to a hybrid form of distance education. Teachers initially prepared short-term independent study contracts for all students with assignments and resources that were needed. Textbooks and packets of work were distributed to students for the first week away from class. Continuing instruction was provided online through a learning management system (LMS) and included Cyber High distance education, textbooks with paper packets, and online meetings with teachers via Zoom or Google Meet.

Shared instructional resources and Q&A pages were quickly made available to teachers in Google Drive as teachers surveyed indicated the preferred LMS was Google Classroom. A teacher technology team was assembled to provide all staff with training in Google Classroom and applications. Twenty online training sessions were provided to teachers and staff. All students were surveyed 1:1 to assess their home access to devices and technology needed to participate in online learning. As a result, 247 Chromebooks and laptops were purchased for distribution to EPIC students, and 150 hotspots to provide Internet access.

In the area of student academic outcomes, out of the expected 244 students who were on track to graduate, 221 completed all the requirements for a high school diploma. The students who were unable to complete the requirements will return next semester to finish. Over 200 EPIC students also signed up to take Career Technical Education via online classes that were made available starting in May. This impacted the students’ class schedules and added time constraints for students who could now only access their teachers online.

Students were surveyed to gather information as to their struggles with online learning. The most significant finding and major impact on EPIC students was the immediate need to assist students unfamiliar with, or lacking devices or technology. Also, adult students at home had to teach their own children while still attending their EPIC classes. In April, a student survey indicated a three-way split regarding the immediate impact: 1) not enough time at home, 2) family took most of the time away from study, or 3) there were no time problems. 44% of the responses indicated that they would like to continue a similar hybrid form of instruction. 21% said they preferred online only.

Devices and hotspots that had been ordered to provide to students who lacked these were slow to arrive due to delivery problems caused by COVID-19 related issues. Some students were without a device or hotspot for Internet access for more than one month.

Unexpectedly, enrollment was affected positively. Fifty-one additional students were enrolled after March 23rd stating that distance education allowed them continue studying from home. These enrollment results have also impacted planning for the 2020-21 school year.

Since EPIC has a student body that is 93% unduplicated English Learner and/or low-socioeconomic status, intervention measures had to apply to 100% of EPIC students. In particular, the students taking English Language Development level classes students who were supported by in-person meetings with their teachers now required the use of Teacher Aides (TAs) for each virtual classroom. TAs were made available to students during scheduled online hours and were assigned to assist with language translations, vocabulary development, some scaffolding, and tutoring. TAs also received training sessions for the use of technology and Google Classroom LMS, and in turn they trained students in the use of the same technology and Google applications. TAs also attended the online classes with the students, and were then scheduled for class hours during which students could make appointments to get 1:1 tutorial help with assignments, translations, assistance with writing skills, and the like. For the 2020-21 school year tutors will continue to support students' academic tasks.

The Career Technical Education classes that were implemented in May as planned were also affected by the lack of in-person class sessions. The CTE classes that depend on varying degrees of hands-on instruction and practicums such as agriculture, solar installations, and fire-fighting were unable to schedule these hands-on training sessions. All CTE classes could only meet online.

Teachers also had to adjust their instruction to meet the needs of the English Learners. Teachers translated their PowerPoint presentations to help students understand the material in their own language while expanding their vocabulary in English. Some basic classes in the Cyber High online program were accessed in Spanish per the student's preference. Regional teams of counselors, teachers and Community Service Coordinators reached out to non-engaging students to see if they had any needs and to encourage them to continue to participate in the educational activities.

When students were surveyed as to their most challenging difficulty with online remote instruction, 32% indicated that their family needs caused a loss of time to access synchronous instruction and study. This was due to all schools being closed and children at home needed attention.

EPIC de Cesar Chavez will begin the school year with distance education and plan to provide a hybrid educational program as soon as state and health directives allow for it.

Stakeholder Engagement

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

Student, faculty, staff, and stakeholders were surveyed on several occasions throughout the spring months through telephone calls, emails and shared Google form questionnaires. 275 students, more than 50% of the active students, responded to the online questionnaire.

At the onset of the requirement to close in-class instruction for public schools in March, the Student Services department initiated 1:1 phone calls to every student to ascertain technology needs and internet connectivity as administrative staff determined that more devices and

hotspots would be needed to enable all EPIC students to access online learning. Almost 100% of students responded to the phone calls that were made in Spanish and English as needed as about 85% of EPIC students are Spanish speaking English Learners.

All teachers were surveyed 1:1 by school administrators to determine their needs for technology, Internet access from home, and training for online learning/distance education. Weekly meetings were held with all instructional and classified staff for continuous feedback as to what were their ongoing needs. The Teacher Survey was distributed via word of mouth, phone, and email in a shared Google Form in April.

The CTE Advisory Committees whose members include industry professionals provided guidance to the CTE teachers to help them continue to develop high quality programs.

Spring surveys were also distributed via email with Google in April and in July 2020 to all staff, and other stakeholders. These surveys were designed to solicit information as to the affect that distance learning was having on students, families, and staff. Stakeholders such as board members, community members, administration and classified staff were surveyed to determine what priorities they thought were needed for the following school year as the implementation of distance education is expected to continue per the Governor's executive orders.

Public, staff, and stakeholder meetings were held via online platforms to give ongoing input for EPIC's continuing adaptation of the implementation of distance education. This information was used to inform the development of the current plan.

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

Public meetings were held via electronic platforms such as group conference calls, and Zoom and Google Meet virtual online meetings. Notices were posted at the main office, regional offices, on the website, and distributed via emails with links to the meetings.

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

The major impact on EPIC students was the immediate need to assist students unfamiliar with, or lacking devices or technology. In addition, adult students at home had to teach their own children while still attending their EPIC classes. The student survey conducted in April indicated a three-way split regarding the impact on their ability to continue their studies from home: 34% did not have enough time to study at home due to work, 32% said that family needs took most of the time away from study, and 32% said they had no problems with time to study from home.

73.4% of the adult students who responded to the survey consider themselves to be English Learners. 43.9% stated that they were currently unemployed. 54% of the students indicated that they want to continue a post high school education. 49% scheduled themselves to take an online CTE class.

In response to questions about their experiences with online learning, 44% of the student responses indicated that they would like to continue a similar hybrid form of instruction. 21% said they preferred online only, and 20% said in-class direct instruction only worked best. 51 more students were enrolled after March 23 who when asked stated that distance education allowed them continue studying from home.

When current students were asked if they wanted to continue with online instruction for the next school year, 37% said a hybrid program would be best. 43% said that yes it would work, and 17% said no. These results have impacted planning and teacher professional development for the 2020-21 school year.

Only 1% of the teachers needed assistance with home Internet connectivity. When the majority of teachers indicated that they preferred to use Google Classroom as the Learning Management System of choice, a teacher technology team was assembled to provide all instructional and other interested staff, such as teacher assistants, with training in Google Classroom and other applications. Twenty online training sessions were provided to teachers and staff within the next 2.5 months.

While 34% of students answered that their time to study at home was compromised due to work, and another 32% due to family, teacher perceptions of this issue were different. Teachers responded with the following when asked what they thought the students' biggest challenges were due to the transition to distance education.

- 52% - No time to study due to work
- 65% - No time to study due to competing interests
- 95% - No time to study due to family and children's needs
- 78% - Students did not know how to use technology
- 61% - Students did not have access to the internet
- 30% - Students had scheduling conflicts with the classes they were taking
- 52% - Students need more 1:1 academic support

When asked about increased or improved services to English learners, teachers recommended that students have more 1:1 synchronous time with instructors, or 1:1 tutoring, continued daily and weekly communication between staff and students, increased counseling services, provision of ESL classes for beginning ELs, and outreach to provide community resources such as transportation.

In the Stakeholder survey that was distributed in July 2020, 71% of the respondents had daily interaction with EPIC in some way. 71% think a hybrid design would work best for next year and 24% think 100% distance education would be best. When queried about teacher professional development needs, 47% think third party webinars would be the best for teacher PD and 65% thought training directly from FIELD/EPIC staff would be best.

88% of the stakeholders indicated that they thought it is important or extremely important that funds need to be spent on mental health and social well being of students and that resources need to be allocated to address trauma and other impacts of COVID-19 in the community.

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

- Increased access to technology, devices, device repairs and upkeep, and Internet
- Updated technology and devices in the classroom for teachers to use while providing synchronous instruction such as newer laptops, and cameras with microphones
- A distance education manager will be hired to help teachers implement the necessary changes with and support for the Canvas LMS.
- English Learners targeted for more support with additional educational software, and level 2 support

- In spite of higher enrollment numbers, less students completed graduation requirements, thus need more targeted counselor intervention is needed.
- Bi-lingual English Learner counselors and instructional assistants to be added regionally to provide intervention and tutoring
- Counselors to provide more post high school education and workplace assistance
- Purchase of English reading software to measure lexile and English vocabulary growth weekly instead of quarterly
- Social Emotional Learning lessons to be add to curriculum
- Mental health/wellness checks instituted by counselors with students and staff
- Purchase of Canvas Learning Management System and creation of course shells for immediate teacher training and use
- Scheduled student trainings in the use of Canvas and technology used for online instruction
- Professional Learning Communities to be scheduled weekly by regions to share resources and best teaching practices
- Professional Development for teachers provided for eight days before the start of school to assist with implementation of Canvas, online teaching techniques, teaching to English Learners
- Introduction of Universal Design for Learning to take place during the initial professional development with follow up by teacher coaches
- All potential EPIC graduates prioritized for early distribution of technological devices.
- Implementation of scheduled Career Technical Education classes via distance education with hybrid design to allow for hands-on in person sessions.

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.]

In response to guidance from the Governor’s office, and county public health offices, during the first semester of the 2020-21 school year most, if not all, instruction will be provided in a distance education environment. However, in order to assist students who are in need of direct instruction, a flexible bell schedule with seven hours of instructional time will allow for students to come in to the classroom for limited direct instruction for a few hours per week while observing social distancing, wearing masks, and with oximeter readings prior to entrance in the classroom. Students will work remotely online for the rest of the week.

When possible, students who have most need of in-person instruction will be scheduled to come in to the classroom as a priority, with the teacher on a limited basis and no more than 1-3 students at a time. Socially distancing will be required within a specified allotted time. Need is defined as: unengaged students, chronically absent students, low functioning English Learners, Special Education students with IEPs, and other underperforming students as determined by the certificated teacher. All health and safety protocols will be observed such as masks, social distancing, classroom surfaces disinfected before and after any of these sessions, per CDC guidelines. Other students will continue to complete their classes online through both synchronous and asynchronous instruction as scheduled.

As each county is notified that the regulations against in-person classes is lifted, each school site in its own location will implement a gradual re-opening plan following the above noted protocols.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] Hire 20 Bilingual Tutors, one per teacher to assist with the English Learners	[\$ 0.00] LLMF	Yes
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] Redirect and retrain Bi-lingual counselors to meet needs of ELs	\$200,000 Supp/Concent	[Y/N]
Utilize five Instructional Assistants as guided by the credentialed teachers to provide academic follow-up with: repeat instruction, 1:1 student assistance, accommodations for student needs that affect academic achievement, and the like	\$200,000 CSI	Yes

Distance Learning Program

Continuity of Instruction

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

The current rigorous standards aligned course outlines will continue to guide instruction. Daily lesson plans, assessments, and instructional methodologies used will be at the discretion of the classroom teacher based on approved EPIC curriculum and course outlines with benchmarks, state content standards, and English Language Proficiency Standards, that will provide an equivalent level of rigor as in-person learning for students engaged in distance learning and approved technology, or as noted in students’ IEPs and will drive all instructional objectives.

When providing distance learning all academic content, classwork, assignments, projects, synchronous instruction, asynchronous instruction, and live online interaction will be in place so as to meet the daily minimum minutes per grade level. Daily block schedules will be provided by school administration that teachers will use to provide both synchronous and asynchronous instruction and small group or 1:1 meetings with students online. This weekly schedule will allot time for teachers to meet in Professional Learning Communities to share resources, and best practices.

Teachers will be required to prepare interactive instruction that includes student interaction with their teacher/classmates in either a written or visual format through an online meeting platform that includes Universal Design for Learning strategies. They will also be required to prepare and deliver synchronous lessons that engage students verbally and visually, and that provide the students with encouragement and feedback.

Teachers will be required to teach synchronously and work from their empty classrooms without students present. This will provide teacher with access to their instructional resources. They will be required to share their weekly schedules and planned subject matter based on the approved course outlines. Follow-up tutoring requests by students will be conducted 1:1 via an online platform by either the teacher, the instructional assistant, or tutorial support. A hybrid/distance education model with both distance education and in-class instruction will be implemented as allowed by each county's health authorities where classrooms are located.

During summer 2020, the Canvas Learning Management System (LMS) was purchased and training begun for administrative staff. Teachers will be provided with nine days of professional development to receive training the Canvas system and helped to create their course shells with coursework, resources, assignments, and other instructional materials that they were using prior to the transition to distance education. Teacher Assistants were provided emergency training in Google Classroom in the Spring, and will also be trained in the use of the Canvas LMS in order to assist all students manage the online technology requirements.

Teachers will continue to assign students to the online learning program, Cyber High. Prior to the COVID-19 shut down, students only accessed the Cyber High program (from the Fresno County Office of Education) while inside the classroom under the direct supervision of the teacher. Students can continue to access it from home also with teacher supervision and follow-up. Due to test security issues however, teachers will provide alternative final assessments such as projects or research papers until such time as test security issues are resolved. As 85% of EPIC students are English Learners whose primary language is Spanish, bi-lingual Spanish-English Teacher Assistants will be assigned to the virtual classes for both EPIC and Career Technical Education classes that are part of the EPIC program. TAs will have online office hours during which students can make appointments for front loading vocabulary for lessons, scaffolding, tutoring, language translations, assistance with writing skills, vocabulary development in English, and the like.

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.]

At the end of the 19-20 school year the EPIC laptops and hotspots that had been distributed to students were collected from the students at each school site with the intent to redistribute them again for the Fall semester. Technological devices such as laptops and Chromebooks, and hotspots that were distributed to students in the fourth quarter and then collected at the end of the school year will be re-distributed to all students who indicate a need. Student technology and Internet access needs will be ascertained 1:1 through personal phone calls. Upon initial enrollment the Student Service Coordinators will survey each student as to their technology needs and will inform the regional managers who will submit requisitions for the devices that each student needs. Individual students will use these from their homes as long as necessary during the school year to complete their required classes.

Laptops that were collected are currently being updated and repaired by the FIELD technology/business office to prepare them for use in the

20-21 school year. Additional laptops will be purchased with targeted funds and distributed as needed to ensure that every EPIC/CIE student has what they need. A Distance Education technology manager will be hired to oversee this process and work closely with the regional managers to ensure that all students have what is needed to access to the online educational program in a timely manner.

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.]

EPIC students are required to demonstrate daily participation that includes, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and in person or 1:1 virtual contacts between staff and students. A student who does not participate daily in either in-person instruction or distance learning will be marked as absent by the teacher on a daily basis.

Upon enrollment, classified staff will ensure that contact information for each student is current, in order to communicate with them for weekly notification of absences. Each region will have a plan in place for outreach to the student who is not participating as evidenced by five or more consecutive absences. This outreach will consist of phone calls home, emails, and potentially home visits observing health and safety protocols. Part of the plan is also to determine student needs including referrals to health and social services as necessary and as soon as it is possible, transition the student to in-person instruction. Counselors and Student Service Coordinators will assist in the development of this plan. Enrollment forms also contain a section where students can request specific social/emotional wellness assistance that counselors will use for follow-up work with students.

EPIC teachers will determine the time value of the instruction and assignments give and will record that on the weekly time log reports. Teacher will also ensure that a weekly engagement record is completed for each student that documents whether that student participated in synchronous or asynchronous instruction for each whole or partial day of distance learning. Daily participation will be verified through the use of the California Department of Education provided “Combined Daily Participation and Weekly Engagement Template” report. Teacher will also use the Canvas LMS for tracking assignments and contacts and the student information system to track absences. Daily class participation is calculated at 240 minutes per day in instructional classwork. Students are expected to have daily communication with teachers, and scheduled tutorial hours with teacher assistants. Administration will monitor monthly enrollment and attendance rates per school site to provide support and/or intervene as needed.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All staff will be provided training in the Canvas LMS in order to become trainers of students in this same program. The first two weeks of the teachers’ work year will include eight days of professional development during which they will be trained in Canvas and given time to create their classes in preparation for the start of school. During this time they will meet in Professional Learning communities assigned by subject

to prepare and organize distance education lessons, modules, and resource engaging activities that will be shared with all EPIC teachers for every subject.

Teachers will also periodically receive professional development classes online through Outreach and Technical Assistance Network (OTAN) and California Adult Literacy Professional Development (CALPRO). These are statewide government funded organizations provide professional develop free of charge to teachers and specialize in instruction to adult students. These classes are structured to meet all the requirements of the state academic standards for adults.

Instructional Assistants and Student Service Coordinators will also be given trainings in the use of Canvas in order to be prepared to assist and train students also.

A Distance Education Technology manager will be hired to assist staff with all technology needs in a timely manner so as not to interrupt the learning flow and to provide technology support for teachers.

Teachers will be given time weekly to meet in Professional Learning Communities with their peers in order to share resources and best practices. There is also an online Google Drive shared resources file for teachers to access and share with others.

The MyOn Reader program that measures lexile level growth and English language improvement will be purchased and implemented in every classroom. Staff will be provided with training in its use and materials and technology purchased to support this program.

Staff Roles and Responsibilities

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

Distance Education Technology Manager will be hired to support the technology needs of teachers and students

Counselors will undergo preparation to specifically support the English Learners in EPIC and will in turn train others.

Bi-lingual Instructional Assistants will be hired to provide a second tier of intervention for non-participating students

Math/Science Specialist- Teacher on Special Assignment will be hired to support teachers' instructional needs with math and science teaching strategies

Teacher Technology Support Team will be reconvened to consist of teacher volunteers who will share their expertise in the Professional Learning Community meetings.

English as a Second Language instructors has been reassigned as Teacher aides from March to June, 2020. Most will return to their previous assignment, and some will continue as instructional Assistants.

Student Service Coordinators who were at risk for lay-off due to the COVID-19 prompted closure of classrooms were reassigned to become online tutors and translators. Most will return to their work as Coordinators.

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.]

Historically there have been very few students enrolled in EPIC who have Individualized Education Plans (IEP) or 504 plans, only 2-3 per year. For those students the Nevada County Superintendent of Schools Office provides supervision and management of the IEP meetings, requirements, accommodations and modifications. Special needs students will continue to receive the necessary accommodations modifications to their educational program per their IEPs. This will continue online as previously practiced. Since all students are over the age of 18, they have aged out of the foster system in California; however, counselors continue to work with these students and they are allowed to meet the California Department of education minimum graduation requirements if under the age of 22.

Students with special needs will meet with counselors to adjust their daily and weekly class schedules to best meet their educational needs with modifications and accommodations. Counselors will also provide referrals for these students and their families who indicate social/emotional well being concerns and needs.

About 85% of students who enroll in EPIC each year are English Learners (EL). A very small percentage are under the age of 22, from 25-30 students out of the total enrollment. Those students undergo English proficiency testing with the state’s English Language Proficiency Assessments for California (ELPAC) and are scheduled into either English as a Second Language or English Language Development classes per their diagnoses. All the EL students are tested using the California Adult Student Assessment System in both reading and math. These students are also placed in the appropriate level English class according to their proficiency levels.

The staff who work with the ELs are bi-lingual and provide language support in the student’s home language which is primarily Spanish. Counselors and Instructional Assistants are also bi-lingual, and bi-cultural and prepared to support the EL students’ success in school. They will have online office hours to provide 1:1 assistance and tutoring for students. Some of the core classes provided through Cyber High are available in Spanish and students who struggle at the lower levels of English are assigned to take those classes in their native language. This allows them to continue to learn course content such as U.S. History while learning English.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] Purchase and provide training for Canvas Learning Management System	[\$ 0.00]	[Y/N]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 10,000]	[Y/N]
Purchase video cameras and microphones for live in-class instruction		
Purchase additional laptops per student need	150,000	
Hire 20 bi-lingual Teacher Aides for each class	LLMF	
Expand outreach through social media and other online sources (PT employee)		

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.]

- Diagnostic assessments will be administered upon students' entry into school.
- Interim assessments will be administered at specified intervals to measure learning gains, assess persistent gaps, and ensure consistent monitoring school-wide.
- Personalized Learning Plans will be created for all students and periodic meetings held with students, and families if appropriate.
- Administration will define and communicate the strategies and frequency of updating grades/gradebooks in order to monitor student progress.
- The Canvas Learning Management System that includes standards-based instructional materials using the school adopted curriculum during distance learning will be used to provide online instruction.
- Usage of the LMS by students will be monitored to determine if certain content areas or students may need additional support or resources.
- Student users will be able to comment about resources or request resources within the LMS.
- A transition and communication plan for transition between in-person and distance learning including a method by which to communicate with adult students will be adopted and implemented.
- Teachers to be asked to focus on student active engagement and participation, the content of instruction and its application to English language acquisition and follow-up monitoring.
- Teachers will provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.

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.]

- Performance assessments in the Renaissance myON® Reader that is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are matched to each individual student's interests, and Lexile® reading level.
- Analysis of CASAS competencies and Educational Functioning Levels for English Learners
- Teacher criterion referenced tests that diagnose functioning levels in English and math.
- Curriculum provided diagnostic tests through the Ventures series from Cambridge University Press
- Instructional coach(es) will provide support for EPIC teachers in online instructional strategies for students with need for learning interventions.
- Partner with the CTE Early Childhood Education classes to provide virtual child-care hours that students can access for their children while engaged in synchronous learning with their classes.

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 following will be measured quarterly.

- Growth of one Educational Functioning Level on the CASAS assessments.
- Growth in two Lexile reading levels in the myON® Reader program
- Graduation requirements met and/or on schedule per student learning plans
- Increase in the percentage of days of student participation by students who are at risk of dropping out

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		[Y/N]
Purchase math support software	\$5,000	
Hire instructional coaches (TOSA) to assist teachers with online instruction in core subject areas	\$6,000	

Description	Total Funds	Contributing
In-class technology such as web cameras and speakers/microphones to make the instruction clearer and more accessible through the Internet.	\$10,000	
MyOn Reading Instruction Software with reading materials and supplies for both English Language Development and English Language Arts with training	\$40,000	
Timely recording and sharing of CASAS testing data to teachers		

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.]

STUDENT SOCIAL EMOTIONAL COUNSELING

Counselors will meet with students as needed to have daily check-ins and provide interventions and resources online as needed. Counselors will work with administration to determine the best method to respond to needs, to select and administer a mental health screener for students as necessary to provide self-awareness of the level of emotional and behavioral impact on the students' daily functioning due to the chronic life stressors experienced by students and families during this current global crisis.

Counselors will conduct student groups (in-person or virtually) to facilitate student expression of impact. They will then document identified needs and initiate services as determined. These actions will be documents in the students information system. Counselors will also meet with administration to reassess needs over time to determine impact of services. School sites may invite mental health specialist guest speakers to address student needs and provide informational videos.

STAFF NEEDS

Administration will periodically survey staff and meet with staff during the school year to continually assess staff needs. Individual conversations (in-person or virtual) will be held to ascertain additional needs and to provide resources.

Counselors and other staff will be provided training as appropriate on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate interventions.

COMMUNITY RESOURCES

EPIC will work to facilitate student and family connections with no-cost community resources since many families have suffered losses of employment and medical benefits. Available resources will be made available to all students and services provided will be logged in the SIS.

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.]

The attendance requirement per the approved school calendar is 180 days per year, 240 minutes per day for secondary grade levels. The attendance fields will be modified in the SIS to record positive attendance. The Student Service Coordinators will regularly monitor

attendance and begin tiered interventions as needed after five consecutive days of absence. The daily participation will be documented in the SIS attendance codes.

The teacher will regularly monitor student work completion and daily check-ins to build rapport with the student and communicate regarding that student's academic progress and wellness. Teachers will also keep logs that document the students' participation daily such as who logged into a synchronous class meeting, made a phone call, sent a text message, or participated in a virtual meeting or collaboration with a small student group.

Upon enrollment the SSC will ensure that the enrollment goal setting forms are completed and filed. Teachers and counselors will initiate the completion of the students' Individualized Learning Plans and check in periodically with each student to assess progress toward meeting educational goals.

Tier 1 = SSC phone call home. Assign daily office hours with a TA tutor, bi-lingual as needed. Verify that modifications/accommodations are in place per IEP, if appropriate. Recommend community mental, health, social, work, etc. referrals as needed.

Tier 2 = Second phone call home and follow up with Tier 1 interventions. Teacher and counselor meet with students to ascertain needs, and make a learning participation plan that specifies type of instruction whether online or through textbook with handouts, or project based. Review and/or revise community referrals for student needs. Report non-participation to the site administrator for additional outreach.

Tier 3 = In-class instruction scheduled weekly if possible. 1:1 meeting with the teacher scheduled. If still unable to communicate with the student, schedule a home visit observing all health and safety protocols. All home visits will be conducted in pairs of staff members and be conducted outdoors.

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.]

Distribution sites will be at each local classroom with the Chavez Conservation Environmental Corps members assisting with distribution as necessary. All health and safety protocols will be observed during distribution. Each school site will undergo a county health department led health inspection before food will be delivered to the sites. Students will be able to come in to the office and/or classroom to pick up one week worth of the prepackaged meals at a time. Times will be announced via online class bulletin boards and the school website. In addition, announcements will be posted at the classroom sites, and coordinators will communicate this information to any students who do not have access to the online sources of information. Data will continue to be collected regarding the distribution of food and reported to administration.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
N/A	Hire one distance education coordinator/manager		
		[\$ 0.00]	[Y/N]
Mental Health and Social Emotional Wellness	Partner with online mental health resources If a need is assessed and a student cannot make scheduled appointments with mental health professionals, counselors will research available online resources to provide for the student.	TBD	

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
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Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.55%	\$1,659,145.

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.]

93% of EPIC students meet the criteria as unduplicated students who are either English Learners, low-socioeconomic status, or foster youth. As such the entire LCP is designed to meet the educational needs of 100% of the students.

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

The almost 40% increase in service to the unduplicated students will be met by revising the job requirements of counselors to include a specialty in English Learners, the hiring of Instructional Assistants for the teachers, the purchase of software programs that target core classes, the addition of Career Technical classes to assist students in their career pathways of choice, updated textbooks and curriculum, and the purchase and implementation of a Learning Management System that will increase access to students through distance education.