

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Workforce Innovation High School	Julie Parra Area Superintendent	principaloc@innovationhigh.org (714) 576-2714

General Information

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

Orange County Workforce Innovation High School (OCWIHS) is a Dashboard Alternative Status School (DASS) independent study program. We serve a diverse student community with the mission of engaging students in learning who are no longer enrolled in a traditional classroom program or prefer a personalized learning education in an alternative setting. Our primary mindset is to build strong working relationships with students. We communicate directly with them, so we are acutely aware of the trauma our students and families are having as a result of the pandemic. We acknowledge that the COVID pandemic has significantly impacted our relationships and all learning has dramatically slowed due to students not engaging in person with educators and peers. At OCWIHS, our primary and immediate need was to see to the mental and physical well-being of our students, to ensure that their needs are met. A student cannot learn if they are not in the proper mindset to learn.

Due to the COVID pandemic, many of the parents of our students have become unemployed, and the grave uncertainty negatively impacts the family dynamic. The impact includes our students' capacity to concentrate on school. Additionally, our students who are parents themselves have struggled to make school a priority, because of the economic impact on their families.

We recognize that our school can be a primary source of hope for our community in that we provide students and families positive steps moving through the crisis together. Our staff, teachers, tutors and counselors engage in outreach to engage students and families in activities (albeit remotely) that are meaningful and elicit a sense of connectedness to each other that is essential for every human being.

Stakeholder Engagement

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

Throughout distance learning, stakeholders were asked for feedback in a variety of ways. Those included virtual parent meetings, L4L Connect posts, emails, and through phone calls in multiple languages. The parents/guardians were asked for feedback during PAC/ELAC meetings, through utilization of the school's social media, phone calls, emails, distance learning surveys and informally, during conversations with parents as the opportunity presents itself. Students were also asked for feedback on the LCP through the distance learning survey. Feedback from students were also informally collected during students' virtual appointment times with their teachers. Staff, while working remotely attended

multiple virtual meetings each week. Those meetings consisted of staff meetings, professional development opportunities and one-on-one leadership calls. Staff were asked for LCP feedback via a distance learning survey.

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

OCWIHS stakeholders were communicated with and given the opportunity to participate and to provide feedback on OCWIHS’s Learning Continuity Plan via zoom conference, L4L Connect surveys, emails, website notices and phone calls. Multiple virtual meetings were also utilized to facilitate our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings. Translations were provided in Spanish in order to facilitate participation, engagement and elicit input from our English Learner parents in these meetings. Furthermore, the draft of the LCP in English and Spanish were also made available to parent and student stakeholders through email and L4L Connect. Phone calls were made to parents who might not have had access to the internet. Finally, the draft of the LCP was also presented to our school board members for their feedback.

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

Feedback from our stakeholders was extremely valuable and helped to drive the actions described in our Learning Continuity Plan. Parents that participated in the ELAC meeting on August 18, 2020 were generally pleased and satisfied with how the school is handling the Covid-19 crisis and with the plans set forth on the school’s Learning Continuity Plan. Most expressed their appreciation for the hard work, communication, and support that the school has provided thus far. Many requested more instructional time for their students with their teachers whether it be virtual or onsite. Parents said that more time with the teacher or tutor would help keep students stay motivated and focused on completing their schoolwork. Additionally, the parents said that more time with the teacher would foster more schoolwork accountability in the students. Student engagement and keeping up with schoolwork were two challenges most frequently cited by parents with regards to supporting their students with distance learning. Additionally, many parents requesting onsite instruction expressed confidence to uphold the COVID-19 California Department of Public Health (CDPH) safety guidelines as well as Orange County’s safety measures (should onsite instruction become available). When asked if additional tutoring and instructional time would be helpful, 33% of the parents and students indicated that it would be. Aside from more instructional time, many parents also requested support for utilizing technology as well as receiving weekly reports on student progress and socio-emotional support.

Many parents of English learners said that they do not feel that their students are being supported during distance learning. Most were requesting the school to allow direct instruction onsite at least once a week for a brief amount of time to allow English learners to check-in with their teacher. Parents of students with IEPs said that instruction as well as support services are difficult to implement remotely. Furthermore, the staff supporting special education indicated difficulty in holding IEP meetings virtually and acquiring essential documentation remotely. Many of the parents of students with IEPs also indicated that their students need onsite and effective instructional time with their teacher and have confidence that this can be delivered as safely as possible.

Students responded that they are generally satisfied with their distance learning experience. They named their teacher’s persistent communication as one of the most successful strategies that the school is employing to keep them accountable. 54% of the students stated that distance learning is going better than expected with 27% expressing that they are receiving what should be expected. 75% of the students that participated in the survey shared that their teachers are providing several different ways to show learning. 66% of students

stated that they were able to meet with their teacher via video or phone conference several times a week. 87% shared that their teachers are available when they need help. Major challenges with distance learning that were cited by students were a lack of motivation, poor time management, not being able to participate in school activities, and emotional support. Many students also mentioned that it is particularly difficult to manage their daily schedules. Notably, 51% of the students reported themselves as being the ones responsible for managing distance learning.

Teachers noted that keeping students engaged virtually during distance learning has been the main challenge. Many also mentioned the need for more technological support for their students or the students' parents. Many claimed that much of the instructional time is being taken away by trying to figure out technology or helping students and parents navigate technology.

Additionally, staff said that their major challenges with working remotely is finding the balance between home and work responsibilities. A few are struggling with childcare, supporting their own children's distance learning and at the same time supporting their students remotely. Staff also said that their work and effort seemed to have doubled with distance learning, but with half the results that they usually get when working onsite. The LCP also takes into consideration the feedback from staff to increase in social-emotional support.

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

Based on the feedback received, if permitted by state and local public health authorities, students needing remediation, intervention and extra support would receive priority for on-campus instruction. Student subgroups especially students with IEPs, English learners, foster youth and students needing intervention will receive limited onsite support as requested by the student, their parents, counselors, or supervising teachers. Critical assessments needed by students with IEPs and English learners will also be provided onsite if remote testing is unavailable or too cumbersome for the student. These onsite supports would be provided for a short period while strictly following state public health protocol and county guidelines. Additionally, weekly virtual teacher check-ins will also be in place to encourage student accountability, student engagement and more one-on-one instructional time. Moreover, OCWHS will provide extended weekly operational hours. With regards to managing schedules and supporting students emotionally, OCWHS has provided students with digital student planners and counseling sessions have been scheduled with the counselors from teacher referrals or student requests. Teachers and staff lacking quiet spaces to work from at home will be provided the ability to work on site following a rotational schedule to ensure strict adherence to public health and safety guidelines. In response for training for enhanced technology literacy, professional developments such as basic computer use and navigation, Google Classrooms, SIS, L4LConnect, Kami, virtual tutoring offerings and sign up, and accessing electronic books will continue to be created and offered not only to the school staff, but also to students and their parents. Parent workshops will be facilitated on a monthly basis to support any additional concerns. Likewise, the request for socio-emotional support will be addressed by our counselors via training with staff to ensure that staff is able to ascertain the needs of students and their families. Our community partners are also available to provide various counseling and mental health services needed by students and their families.

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.]

OCWIHS is eligible to resume in-person instruction once Orange County has been off the State’s Monitoring List for 14 days, and we have developed a plan for resuming in-person instruction that complies with state and local guidance, in consultation with the local County Department of Public Health. Our plan adheres to the CDPH Guidance and includes the following components:

- Promote healthy hygiene practices
- Plans for cleaning, disinfecting and ventilation
- Plans for physical distancing inside and outside the classroom
- Employee and staff education, including training on how to wear PPE/face coverings, checking for signs and symptoms, and cleaning and disinfecting procedures.
- Family education, including a family communication plan
- Screening procedures for staff, students and visitors
- Surveillance for monitoring for attendance, verifying absences and notifying county health officials.

We continue to communicate with local and state authorities to determine current disease levels and control measures in each community. We regularly review and refer to relevant county variance documentation. We consult with a county health officer and/or a designated staff member who is best positioned to monitor and provide advice on local conditions.

All persons must take a temperature check before entering a learning center. Facial masks are required to be worn by staff, students and personnel inside the school premises. Student and teacher must maintain six feet of social distancing at all times. Desks are also separated within this guideline in all directions. Plexi-glass barriers are installed between teachers and students. Students, parents and other visitors must have a required appointment time with their teachers or other staff in order to enter the premises. Only 25% of site capacity is allowed inside. Once this capacity is reached, students and other visitors must wait outside six-feet apart until they are allowed inside the school premises. Weather permitting, school transactions and instructions are done outside in the school’s parking lot.

OCWIHS utilizes a personalized learning program to meet the unique needs of its students via a flexible learning model by design. Following an independent study model, teachers work with students one-on-one to help them understand their strengths, weaknesses, preferences, and unique needs as learners which helps students develop the necessary skills to support their own learning and ultimately be the driver of their own success. As OCWIHS teachers and support staff assess students who have experienced learning loss during the remove learning due to inaccessibility to technology/internet access and/or an inability to thrive in a distant learning environment, they will seek to schedule one-on-one direct instruction on site whenever possible. This onsite instruction will include student access to their teachers face-to-face, small group instruction (SGI) classes, scheduled intervention instruction with teachers and other support staff, and ongoing access to both on-site and virtual tutors.

The OCWIHS academic program is accustomed to working with students who have already experienced learning loss prior to Covid-19. Many of the students enroll with OCWIHS credit deficient and academically below grade level thus requiring personalized academic plans based on their unique needs. Student academic needs are assessed using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading and mathematics. NWEA assessments provide teachers with critical information on student instructional readiness in regard to their reading comprehension and math skills. OCWIHS utilizes these scores for academic planning and appropriate placement in courses, interventions and other curricular options. Additionally, NWEA is used at selected intervals throughout a student’s enrollment to assess and reassess academic growth.

In addition to NWEA, teachers also utilize assigned coursework and course assessments to measure student success and/or to mitigate student academic gaps and learning loss. For students who are struggling or need additional support with assigned coursework, OCWIHS teachers enroll them into highly engaging small group instruction (SGI) classes as well as arrange for additional one-on-one intervention time. Students are also referred to site tutors who provide additional one-on-one instruction when needed.

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

Description	Total Funds	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE), because our data shows that most of our students learn better with face-to-face engagement.	\$27,212	Y
School Supplies and Materials to support student coursework.	\$10,000	Y

Distance Learning Program

Continuity of Instruction

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

At the beginning of distance learning in March 2020, students were given Learning Events Packets that provided them several weeks’ worth of work. For those students who were unable to come onsite, the Learning Events Packets were mailed or delivered to their homes. As students worked on their independent Learning Events Packets, the teaching staff began to move their instruction to an online format. Physical books were distributed to students as availability allows. Electronic versions of student textbooks were provided to students who were unable to pick up their books from the school site. Teachers setup Google classrooms for group and one-on-one instruction. Learning Events Packets were converted to editable credits that could be completed on the student’s new school issued laptop using Kami. Kami is a resource through Google which allows students the ability to write, draw, type, annotate, comment, and augment a document. Kami allows for collaboration between the student and teacher in completion of the student work. Collaboration and instruction can also be done through a video lesson via Google Meet.

When students complete their work, it is shared with their teacher through Google Docs. The student work is then uploaded into the Student Information System by an operations staff member. Instead of students having onsite appointments with their teachers, the students no longer have online appointments. Students are provided the same services as they would receive onsite. Teachers set-up student appointment times through Google Calendar and the school-provided student Gmail account. If a student needs tutoring support, this occurs online instead of one-on-one onsite. Small Group Instruction courses occur via Google Classroom instead of onsite. Teachers, tutors and paraprofessionals also utilized Google Hangouts, Kami, online whiteboards, Nextiva phone calls, email and text messages to provide instruction and keep student appointment times. Students are able to submit work via Google Classroom, emailing copies of work done in paper, texting photos of completed work to their teachers or dropping off hard copies in a secured drop-off box in front of their learning center. OCWHIS also continues its extended school hours for working students, keeping some teachers and tutors available until 8pm or on Saturdays, even though instruction and appointment times are done virtually.

In addition, OCWHIS has developed COVID-19 specific elective courses to provide students choice and voice during this time of distance learning to help them express their journey. These elective credits range from social emotional curriculum to supplemental material that aligns with the core curriculum. And to further support students struggling with literacy, OCWHIS has expanded its subscription to the electronic book service, Learning Ally, to allow all students access to audio books if needed.

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.]

Providing students with access to technology is a top priority for OCWHIS. Designated as a Dashboard Alternative Status School (DASS), OCWHIS serves many students and families that are designated as economically disadvantaged and transient. California's COVID-19 closure has compounded the lives of many of our students who are now dealing with situations of job loss and homelessness. As a result, many students no longer have access to communitive devices and/or cannot afford internet services. And while many internet service providers offer free internet access to students as a result of the pandemic, many students and families have been unable to take advantage of it due to local internet service provider businesses being closed during the pandemic and/or students and families not having proof of residency needed to secure the free services.

Approximately, 120 laptops were distributed to students at OCWHIS. With need and as new students enroll, laptops are ordered and distributed as needed. All new students are provided a new laptop upon enrollment unless they state that one is not needed. A student resource page was developed for students to obtain online resources, community resources, student portal information, homework help, physical activity resources, and school counselor referral forms. Within the student resource page, students were provided with information for obtaining free or low-cost internet service. For those students who live outside a service provider's jurisdiction, hotspots were provided. The Orange County Department of Education provided fifteen hotspots and we ordered eighty-seven additional hotspots. When a needs assessment indicates that technology literacy is needed for parents, resources are provided to help parents support their students' distance learning.

The distribution of access devices and connectivity to students is done in collaboration with administrators, teachers, support staff and the LLAC internal communication application, Learn4Life Connect Parent Square. The process begins with teachers conducting a technology needs assessment with students and requesting needed devices and/or connectivity access. Once requested devices are secured by OCWHIS,

arrangements are made with students and families for pick-up via a drive-through checkout system at a local site, shipments of devices via mail, or devices are hand delivered to students' homes if necessary.

In addition to providing students with access devices, OCWIHS provides ongoing support to students and families in utilizing the technology in communicating with teachers and accessing curriculum and instruction. Upon receiving access devices and hotspots, students are shown how to logon to their school's Google accounts and how to access Google Classroom. Additionally, students have access to a helpdesk that provides continued support with technology issues that may arise.

For our students with special needs, a technology needs assessment in addition to a review of students' Individualized Educational Plans (IEPs) are conducted by the special education staff in order to evaluate student technology needs and/or software a student may need to meet his/her academic needs. Once appropriate technology and/or assistive devices are secured, they are delivered to students. Students and families are then provided with training on how to access technology and any specific virtually related services needed. Virtually related services include speech and occupational therapy being conducted in a distance learning environment, and equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments.

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.]

OCWIHS is a Dashboard Alternative Status School (DASS) providing an independent study program in accordance with Education Code provisions for a nonclassroom-based independent study program's time value of student work products. As an independent study program, we measure participation and time value of pupil work through proficiency attained and skills learned per the standards aligned to their coursework. Such proficiency and skills are developed through curriculum and instruction packaged in five Learning Events Packets per semester of coursework. The learning and completion of these five Learning Events Packets and their aligned assessments signifies a student has made the appropriate progress in a course. As student learning transitioned in mid-March from a site based independent study model to a distance learning model, OCWIHS was able to transition the same method for measuring participation and time value of pupil work.

Students are required to meet with their teacher at least once or twice per week for 1-hour time frames. This is done in a 1:1 setting via Google Meets, Google Hangouts, Google Classroom, and/or over the phone. For those students attending a Small Group Instruction (SGI) course, the student would be attending additional virtual Google Classroom meetings to accommodate the SGI class schedule. Likewise, students attending pod times (students attending the same subject, but different grade levels) are required to complete 1.5 hours of instructional time with their teacher via Google Meet. Academic competence is determined by completion of the credit, performance task, and mastery of the end of credit assessment. Completed work is obtained through Kami, a Google Doc, a hardcopy credit packet, photographed or scanned in work. Students with left over Learning Event Packets before the school closures were able to drop off work in contactless and secured drop-off box that was made available in the front of some learning centers. Students are not allowed to move forward on their coursework prior to mastering the credit work and assessment. Students must pass with a 60% or higher. Failing grades are not accepted.

OCWIHS's personalized learning approach ensures that our high needs population receives instruction tailored specifically for them. Teachers and administrators monitor the progress students make through the standards-based curriculum and make professional adjustments based on the student's understanding of the material, standardized scores, graduation plans, and individualized academic plans. Our curriculum framework is grounded in the California State Standards and monitored for growth each year.

For our students with special needs, OCWIHS special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments are used when new students with IEPs enroll with OCWIHS. The results generated by NWEA provide special education teachers with data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. OCWIHS will continue to administer this assessment to assist in monitoring student academic growth.

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.]

OCWHIS provided teachers and staff with self-enrolled, self-paced, facilitator-led, synchronous and asynchronous, pre-recorded professional development opportunities. These multiple modes of delivery are intentional in order to meet the needs of all staff and provide a wide array of flexible options and autonomous professional learning opportunities during the school day. OCWHIS provided the staff with professional development in several categories when the school moved to distant learning. Those categories included instruction, curriculum, and mental health. For instruction, the staff were provided professional development on how to develop Google Classrooms and successfully instruct student from home. The curriculum was moved to an online platform called Kami. Staff were engaged in professional development opportunities to learn how to teach the student how to use the platform, how to work one-on-one with students within the platform, and how to accept work into the teachers' Google Folders. The staff were given instruction on how to archive the student work once graded into OCWIHS Student Information System. This is new since moving to distance learning and all staff were trained on how to do this successfully. Professional developments on how instructional strategies and accommodations translate to distance learning were also conducted. Additionally, teachers were also trained on how to assign electronic versions of student textbooks to students. Tutors were provided training on how to conduct group and one-on-one tutoring while using Kami, online whiteboard, Google Meet, Google Classrooms and Google Hangouts. The distance learning courses include, in part: Building Virtual Relationships, Remote Use of the Student Information System, Virtual SGI Classroom Management, Virtual Differentiated Instruction, Kami Training for Beginners, Virtual Best Practices, and Online Curriculum for Beginners. For mental health, the staff were provided with weekly mindfulness activities, physical fitness challenges, and meditation opportunities.

In collaboration with Lifelong Learning Administration Corporation's (LLAC) Learning & Development Team, OCWIHS has access to Brightspace, a learning management system (LMS) that houses all professional development and training offerings. Additionally, through Articulate 360 training, the team can design LMS based professional development courses. Currently, the Learning & Development Team is actively creating a broad virtual professional development library in Brightspace by converting existing face-to-face trainings and professionally designing and editing them for virtual delivery and virtual interactions. OCWIHS and LLAC also continue to collaborate on staff safety trainings in preparation for site reopening and ongoing local safety compliance requirements as required by local and state authorities, Occupational

Safety and Health Administration (OSHA), and California Department of Public Health (CDPH). LLAC has also been instrumental in providing staff with COVID-19 training and awareness via PayCom and on its staff information site, MYLO.

In order to continue to meet federal and state special education timelines and mandates, special education teachers are trained in the use of DocuSign which permits the collection of required signatures and consent for services electronically. Special education teachers are provided with guidelines on best practices for conducting individualized education program (IEP) meetings using teleconference methods. Service providers receive training on practices and approaches for virtual service delivery and assessment. A series of checklists are currently being developed to allow case managers to conveniently track and gauge the delivery of services and the progress of students.

For the English Learner (EL) program, OCWIHS in collaboration with LLAC's EL Services Department created support materials and distant learning professional development with its ELD Digital Learning Handbook, resource list of ELD online learning tools, EL Program Placement and Individual English Learner Development Program training. LLAC will also provide distant learning professional development opportunities to OCWIHS with designated and integrated ELD learning strategies, EL compliance & accountably distant work process and ELAC training material. The department will use a learning management system as well as Microsoft office Teams to facilitate training.

All staff were provided with laptops prior to distance learning. All staff were provided with stipends for their internet and cell phones once they moved to distance learning.

Staff Roles and Responsibilities

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

The roles and responsibilities of OCWIHS staff have not significantly changed in scope, but rather in focus to ensure that the learning environment remains safe and positive for all stakeholders during these times of COVID-19. All of OCWIHS staff is committed to student and staff safety, academic accessibility for all students, and in meeting the social-emotional needs of students and families. OCWIHS leaders and administrators have prioritized virtual planning to support students' transition to online learning as well as a system of effective communication for students, families and staff. Training and implementation included a massive shift from paper-based, face-to-face instruction to the synchronous and asynchronous use of the Google Classroom and communication through the Learn4Life Connect Parent Square app. School leaders and administrators have also shifted energy and manpower into accessing resources in the community for our families to include technology accessibility and food insecurity. With the transition, leadership has created accountability frameworks and supported staff with systems and protocols for supporting students.

Due to the abrupt transition to distance learning following the school shutdowns in March, the OCWIHS teachers and instructional staff have been the most impacted employees as a result of COVID-19. Since then, teachers have been/and continue to be trained in using virtual platforms and tools including Google Classroom, Kami, SIS, Edmentum and Apex to successfully support students remotely. They work daily to track down those students most effected by COVID-19, as many have disengaged completely from their education and dropped communication with their teachers. Teachers have also been charged with finding creative ways to develop and implement academic protocols and new systems for operating academic Pods, Small Group Instruction (SGI) classes and independent study with students. Teachers have been tasked with developing both synchronous and asynchronous instruction. It is important to note that teachers have had to continue supporting their students' caseloads/rosters while balancing their own family needs and challenges, including homeschooling their own children, dealing with sick or lost loved ones, and facing uncertain economic challenges. Of most importance, OCWIHS teachers

continue to identify varying wrap-around services to support the “whole” student; teachers were trained on becoming crisis designees due to the social and emotional learning needs of many of their students during these challenging times. Wrap-around services include providing students and families with food and/or baby supplies, such as diapers and formula, for our parenting students. In addition, our counselors provide students and families with community resources available to them for temporary housing, shelters, and health care support.

For the OCWIHS special education teachers and service providers, additional responsibilities include electronically documenting student contact and the delivery of specialized academic instruction and related services to ensure FAPE. Paraprofessionals will also electronically document contact with students. The collaboration between special education teachers and paraprofessionals will be conducted virtually using synchronous and asynchronous approaches. Service providers such as speech and language therapists, school psychologists, and the adapted physical education teacher will deliver services virtually and will conduct assessments, where appropriate, virtually, as well. Special Education Case Managers will conduct IEPs using virtual platforms such as teleconference or videoconference, and will collect appropriate signatures using DocuSign, an electronic signature tool.

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.]

OCWIHS Trauma Resilient Educational Community has provided staff with countless resources for both students and staff. The counselor, community liaison and the HOPE community have provided resources for food, shelter, health care, counseling, substance abuse, general assistance, and diapers, and are following through with connecting students to these resources. Mindfulness and wellness sessions are being delivered to staff and students once a week. There is also a daily student and staff wellness check-in survey that is completed in order to determine wellness and potential need.

Instruction is differentiated or personalized always according to each student’s needs. Both Supervising Teachers and Small Group Instructors recognize that students learn in various ways and try to incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, Supervising Teachers work with Small Group Instructors to adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Small Group Instructors personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the SGI teacher may allow a slower credit completion rate, provide extra instruction, assign tutoring, provide supplemental material, provide study guides, or administer tests in sections. Teachers work with students to provide appropriate instructional interventions and accommodations, never merely “providing” them with extra resources without also providing them with their personal support.

English Learners (ELs) will continue to receive academic support from their EL & content teachers through online virtual meeting platform or phone. This support will be individualized to meet the needs of the student and based upon English Language Proficiency Assessments for California (ELPAC) assessment data, academic assessment data, and teacher input. Teachers will provide support with the student’s English proficiency levels in the areas of reading, writing, listening, and speaking by providing suggested learning activities for the EL students according to appropriate proficiency bands. Content teachers will continue to provide academic support to students in each core subject area with a focus on academic vocabulary and content specific language development. EL teachers will plan and work with the content teachers so

that online lessons and paper learning activities are designed for student accessibility and success. EL and content teachers will be available to support students and families each day, when school is in session, during the student's assigned weekly appointment and by phone or email.

In addition to measures already stated, OCWIHS is making paper Learning Events Packets available as needed for English learners, as well as fillable PDF versions available to be uploaded onto google classrooms. Laptops and hotspots are being delivered to student homes as some have been unable to make it to the learning center for pickup. Teachers with English learners have bilingual support staff to aid in communication with parents. Communications regarding school as well as other resources to aid families during these trying times are translated into the family's primary language as well.

For Special Education students with exceptional needs the additional supports, approaches, and activities that will be used are organized into three categories – communication/contact, delivery of instruction and student supports, and technology.

- 1) Communication and contact with students and their families allows us to determine when additional supports are working or whether different approaches should be considered. All communication and contact will be tracked and monitored.
 - Special Education instructional staff will collaborate with General Education teachers in content areas to ensure accommodations are being provided.
 - One of the primary tasks of the Special Education instructional staff is to maintain constant contact with Students with Disabilities. This task will be assisted by other site staff especially when a student has been non-responsive.
 - Multiple methods will be employed to establish and maintain contact. These include asynchronous forms, such as email and synchronous forms of communication such as phone calls, text, and the school app.
 - Parents will have access to Google Classroom, an instructional platform, so they can see student progress and check on due dates.
 - Teachers and paraprofessionals will set-up assigned days and times to help students/families learn the new technology components and systems.
 - Teachers and paraprofessionals will conduct daily check-ins through text to make sure students know that they are there and available if they need to connect.
 - Students with Disabilities will be notified of Office Hours conducted by General Education teachers so they can access supports and additional help.
 - Virtual calendars with appointments scheduled will be shared with students and parents.
- 2) Providing instruction and ensuring learning are the fundamental elements in supporting Students with Disabilities. Special Education teachers and paraprofessionals provide dedicated one-on-one personalized instruction and small group opportunities and are supported in this endeavor by general education content teachers and tutors. Opportunities will exist for multiple sessions per week with teachers and instructional staff to specifically ensure the delivery of Specialized Academic Instruction.
 - Special Education instructional staff will continue to use a variety of virtual platforms to educate Students with Disabilities. Teachers will informally evaluate each student's response to a particular platform to determine which one best supports the student. Certain platforms allow the teacher to provide immediate feedback. This includes the use of a Whiteboard option with real time editing. Kami, an instructional editing tool, allows the teacher and student to work together on the credit assignment due to the editable PDF feature. Kami also provides speech-to-text options for students. The virtual platforms will allow group instruction which provides a social/emotional benefit for Students with Disabilities. Paraprofessionals will participate in group virtual instruction and can hold a breakout room to offer more support.

- Ongoing collaboration with General Education teachers will allow for strategizing regarding student needs by ensuring accommodations are appropriately implemented and Students with Disabilities have access to the General Education curriculum.
 - The instructional staff will use the built-in checkpoints in instructional units and assignments to check for understanding and determine whether to reteach or move forward.
 - Mastery-based instructional Learning Events Packets will employ references to videos and apps for additional assistance where appropriate.
 - Instructional staff will employ strategies to ensure efficient and effective instructional delivery modes to Students with Disabilities in ways that work best for each student these include but are not limited to the following, such as in-person mastery-based instructional packet pick-up or drop-off, use of online curriculum, or a combination of the two in addition to staff dropping off or mailing instructional materials to students. Encouraging the use of electronic mastery-based instructional Learning Events Packets, where appropriate, will assist with reducing the occurrences of students losing their assigned work and minimize risk. Students will have flexible options in determining when it works best for them to submit school-work and which method for submission is best.
 - Students with Disabilities will be able to access language-based supports in Spanish, etc., as needed.
 - Instructional staff will continue to offer real time instruction which can be coupled with pre-recorded lessons. This allows for pre-teach, reteach, scaffolding, differentiated instruction, and multiple review opportunities for students.
 - Support and assistance in mastery-based instructional credit learning will be structured with supports like study guides, videos, personalized instruction.
- 3) Program Specialists will train and retrain teachers on reconceptualizing what constitutes Specialized Academic Instruction so that opportunities are maximized.
- 4) All related services will be able to be provided virtually so that Students with Disabilities are not in danger of experiencing a regression in skills. Students with Disabilities will be notified of Office Hours conducted by General Education teachers so they can access additional help.
- 5) In the distance learning model, technology is the essential component to ensure Students with Disabilities can access their instructional program, receive FAPE, and demonstrate educational benefit. We will continue to equip and provide Students with Disabilities with the technology needed to be successful. Furthermore, the instructional staff will continue to identify and use worthwhile platforms and resources.
- We will continue to train instructional staff on the use of all available technology so that they can maximize resources and platforms and identify which approaches work best for each student.
 - Once trained, Special Education instructional staff will be able to use a variety of virtual platforms to educate Students with Disabilities. Certain platforms allow the teacher to provide immediate feedback. This includes the use of a Whiteboard option with real time editing.
 - Kami, an instructional editing tool, allows the teacher and student to work together on the assignment due to the editable PDF feature. Kami also provides speech-to-text options for students. The virtual platforms will allow group instruction which provides a social/emotional benefit for Students with Disabilities. Paraprofessionals will participate in small groups support and can hold a breakout room to offer more support.
 - Google Classroom will provide structure for students since lessons and curriculum are in one place. In this environment, teachers will be able to add sentence frames, prompting questions, pre-writing activities, vocabulary lessons, and additional resources right into the documents. Teachers are able to see when students completed work and how much work they have completed in live time.

- Teachers and paras will set-up assigned days and times to help students/families learn the new technology components and systems.

Foster care students are kept connected to our school through multiple methods aimed at establishing and sustaining contact. These include asynchronous communications such as email and synchronous such as phone, chat or text. We also have modified office hours to meet student when they are available, because many of them work or have other adult responsibilities.

Pupils experiencing homeless are provided access to food, hygiene kits, and guidance and support from our Homeless Liaison who can connect them with additional community resources. There is collaboration with general education teachers in content areas to ensure accommodations are being provided and that students are making progress.

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

Description	Total Funds	Contributing
To ensure that our students have equal access we purchased computers and will continue to purchase and hot spots for to be able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This increased the capacity for students to access the curriculum online. We are purchasing 87 hot spots for students.	\$15,837	Y
Students needed additional academic support, so the tutoring program was increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	\$2,000	Y
Student outreach was improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	\$2,000	Y
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$10,000	Y
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	\$8,000	Y

Pupil Learning Loss

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

Many students arrive at OCWIHS with deficiencies in their education resulting in students testing below grade level in several academic areas. Upon enrollment, students take NWEA assessments in reading and math. Students retake the NWEA during the school year. These evaluations allow the counselor and Supervising Teacher to evaluate the results and to place students in the appropriate coursework and

provide necessary interventions based on the levels demonstrated. The personalized instruction learning approach allows students to receive individual attention helps ensure students are completing their required courses. During one on one instruction time, SGI teachers front load, review, and assign activities to facilitate student comprehension and application of the material, as the student needs it most.

Learning status is measured by 4 key indicators: course completion for ELA, ELD and mathematics, credit completion, attendance and grades. We monitor student progress using a team approach with the teacher, counselor, student retention support staff, and tutors sharing information about a student that results in a comprehensive support system for all students.

In terms of learning loss, we recognize that every student under quarantine has suffered months of learning loss. Standardized tests being waived this year is an indicator that everyone has suffered. However, at OCWIHS, as a personalized learning independent study model, we have already been preparing our students for distance learning; though students suffered from not being in school overall, our students were already practicing the concept of self-reliance and independence. Our teachers, tutors, and all staff continue to support students in an online remote capacity, and we are carefully following all guidelines to ensure that students and their health remain a priority.

A one-on-one Supervising Teacher who acts much like a coach/mentor establishes a relationship with each student. This format allows at least one teacher to develop a complex picture of each student's strengths and areas of improvement that guide all teachers in developing a highly personalized learning plan. Although COVID-19 has caused a delay in academic progress of many students, as a result of our individualized academic planning and access to virtual based content, our students will be able to pick up exactly where they left off. Should additional remediation be necessary, students will have access to math and ELA intervention courses as well as on demand virtual tutors to support them in bridging learning gaps that may have occurred during the pandemic.

The next immediate step was to launch our content into Google classrooms; this was also a challenge to our fellow educators, who rose to the task to assist students in this unprecedented time. As teachers engaged with students online, we also reached out to students in need of basic learning tools, such as internet and laptops, to ensure they were able to access our content.

The English language arts and math Curriculum and Instruction teams developed both student and teacher instructional videos to support distance learning resources and tools. Learning Ally, Kami, Whiteboard, TurnItIn, Illuminate and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos are embedded within the curriculum, so students are exposed to a plethora of avenues targeted to support skills and standards based around essential questions. As well, the Mathematics team ensured that flipped videos were created for highly used courses such as Algebra I, Geometry and Algebra 2 to deliver instruction to all students.

Realizing that students were at a physical, mental, and social disadvantage during this crisis, teachers adapted with our English language arts and math curriculum to focus on student growth and completion/understanding of content through homework checkpoints and performance tasks which reflected the content they had been studying in the unit. A significant change in our pedagogy was to waive multiple choice and/or online testing in favor of direct engagement and HQT teacher-based assessment.

English learners with ELPAC scores of intermediate or below are referred directly to the Literacy/EL teacher who works one-on-one with each student to improve his/her English acquisition. Several staff members are fluent in languages other than English. These translation functions

available in Apex Learning courses, in addition to online translation services, allow SGI teachers to further clarify and/or supplement instruction in a student's native language, when needed. Small Group Instructors differentiate instruction specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking at the text (when possible), and providing visuals to supplement text.

Similarly, all instruction for students with an IEP, or 504 Plan, is differentiated depending on the student's specific learning needs. Supervising Teachers and Small Group Instructors, along with the Special Education Case Managers, go the extra mile to aid student success in their course work. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read allowed to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs.

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.]

We recognize that our students have dropped behind in completing coursework in both English language arts, English Language Development and mathematics, and as a result may be impacted by learning loss. To combat the negative outcomes that COVID-19 has caused, we are employing the following strategies:

- Individualized Learning Plan based on each student needs, with goals and awards
- One-on-one instruction from a Supervising Teacher assigned to each student in a strong coach/mentor relationship
- Virtual Tutors, trained in outreach and trauma informed practices, are assigned to coach and monitor the progress of students, who are taking courses in ELA, ELD, and mathematics
- Socio-emotional support is system-wide with our Trauma-Resilient Educational Communities (TREC) platform, from first contact into job placement.
- Utilizing data to inform appropriate course placement and monitor progress
- Intervention courses are virtually accessible (including Read 180, Math 180, Literacy.
- Student Learning Teams with the Student Retention Support staff, teacher, tutors and counselors discuss each student and employ response to intervention for engagement and credit competition.

For our low-income students, instruction is differentiated or personalized according to student needs. Both Supervising Teachers and Small Group Instructors recognize that students learn in various ways and try to incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, Supervising Teachers work with Small Group Instructors to adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Small Group Instructors personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the SGI teacher may allow a slower credit completion rate, provide extra instruction, assign tutoring, provide supplemental material, provide study guides, or administer tests in sections. Teachers work with students to provide appropriate instructional

interventions and accommodations, never merely “providing” them with extra resources without also providing them with their personal support.

All instructional materials used to support ELs with language development are aligned to the 2012 ELD/ELA California standards. The charter uses Cengage Learning EDGE as their primary instructional materials for ELD. EL teachers have four different levels of EDGE to choose from which they correlate to the ELs’ proficiency level. HMH READ180 is available to students who require more support with reading comprehension. ESL Reading Smart is available to students who need foundational literacy support. Rosetta Stone is also available for new-to-country or beginning level English learners. General Education teachers also use various strategies to differentiate curriculum based on student need – graphic organizer, scaffolded assignments, tiered curriculum, etc. All English Learners receive content instruction designed to meet their linguistic and academic needs through Specially Designed Academic Instruction in English (SDAIE). Students shall have access to grade-level content standards in mathematics, science, and social studies courses.

Students in special education receive instruction with highly qualified general education teachers as a means for inclusion in the general education program, as well as, specialized academic instruction with a highly qualified education specialist. The education specialist collaborates with the general educator in teaching the standards-based Common Core curriculum, instructs the student in IEP goal areas, and implements the necessary accommodations and modifications for the student. The department also sends out reports indicating progress towards the student’s academic and post-secondary goals. Virtually related services such as speech and occupational therapy are also conducted via distance learning environment with equipment such as headphones, microphones, audio books, etc. as needed per students’ IEPs and/or academic needs assessments. OCWIHS special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments are used when new students with IEPs enroll with ALA. The results generated by NWEA provide special education teachers with data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to special education students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. OCWIHS will continue to administer this assessment to assist in monitoring student academic growth.

Foster and homeless students are provided the same supports and curricular options as all students who attend OCWIHS. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

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.]

Throughout the school year, the school administration and teams will monitor the effectiveness of the planned services and supports. Learning status will be measured by 4 key indicators: course completion for ELA, ELD and mathematics, credit completion, attendance and grades. We monitor student progress using a team approach and the teacher, counselor, student retention support staff, and tutors share information about the student that results in a comprehensive support system for the student. Additionally, students will take the NWEA assessment in the spring, if it is feasible. Regularly implementing an effective response to student progress will help ensure any learning losses are addressed and the student is making progress towards graduation.

Other on-going measures for monitoring student progress are done to assess the effectiveness of the distance learning program using digital resources. In our intervention courses, students will be assessed regularly through their respective course. These assessments include: reading inventory, math inventory or CERCA writing assessments. Students may also be evaluated on course progress through Illuminate course and benchmark assessments. Google Classroom data will be collected and monitored, ensuring students engaging and making adequate progress on their assigned courses. Our tutors will track tutorial sessions with each student to track impact on increasing students' overall academic progress, especially in ELA, ELD and mathematics courses.

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

Description	Total Funds	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics.	\$45,000	Y
Diagnostic Testing for students through NWEA.	\$3,375	Y

Mental Health and Social and Emotional Well-Being

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

The OCWIHS Trauma-Resilient Educational Communities (TREC) school development model advances individual and organizational health through trauma-informed education by developing an understanding of trauma, building positive supportive relationships between and among staff and students, cultivating mindfulness and compassion, and embracing diversity and inclusion. Following the lead of Gavin Newsom’s call for truth telling and Nadine Burke-Harris’s (California Surgeon General) call for trauma-informed practices across all public health and helping sectors, the TREC model ensures that all of our school’s programs, systems, and offerings are infused with evidenced-based educational and professional practices, especially guided by Adverse Childhood Experiences (ACEs) science, HeartMath, and our foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets. All of our staff is trained in the TREC model as well as have access to our Bridge to Wellness professional development modules which include offerings in: Self-Care, Mindfulness, Social Restorative Justice, and Equity & Inclusion.

Our primary systems for monitoring and supporting mental health and social and emotional well-being of our pupils (and staff) is facilitated by our school leaders and our full-time counseling staff to provide targeted social-emotional support for students and staff. Our school also has Workforce Investment Opportunity Act (WIOA) funded partners who provide universal services, case management, and targeted wrap-around services to our student population. All of these partner staff are also included in our TREC training and school development model as a means

to ensure consistency of social-emotional services for our students. We have also been working with our partner organizations to contribute to and provide needed physical resources for our students and community during the COVID-19 epidemic.

A key component of our TREC model is the infusion of social-emotional resiliency learning and best practices into elements of our core curriculum and student offerings to promote resiliency and overall wellness among our student population. Our resiliency programs include offerings HOPE (Helping Our Parenting students Excel), Jobs for California Graduates (J4CG), meditation, SOURCE (Students of Unity, Respect, Consciousness, & Energy), SLAM, and trauma-informed yoga. SLAM is a core English course offering that has been infused with elements of student expression and processing to help develop wellness in students as they develop their voice in writing and poetry. Our resiliency programs have focused on checking in with students and providing virtual spaces for them to express themselves and their current needs in regard to COVID-19 and the quarantine and then putting structures in place to address the needs of our students. For example, our Helping Our Parenting students Excel (HOPE) team has been regularly delivering much needed baby and food supplies to our pregnant and parenting students. Our resiliency programs also employ pre- and post- surveys to assess our students' social-emotional skills so that we can more effectively address student needs in this area.

In response to COVID-19, and the civil unrest that our country is currently experiencing, we have developed various programs and offerings for both students and staff. We also have available 20 mindfulness video offerings produced by the Wellness Initiative Network, as part of our system of schools. Our school has also developed a healing-centered community talking circle to provide space for students to express themselves and to organize their response to the racial injustice which is currently at the center of our country's attention. These healing centered spaces are being facilitated to address our students' social-emotional needs and provide a space for constructive student expression.

For OCWIHS students who currently receive mental health services designated in their IEP, the school psychologist will continue to provide all services virtually. They will monitor student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis. The school psychologist will continue to have a weekly check-in with the Psychological Services Coordinator to discuss progress and give the opportunity to troubleshoot any challenges in order to receive suggestions for addressing situations and student needs. Furthermore, a school psychologist will be on call for emergency and unexpected situations. School psychologists and school counselors will increase their collaboration so there is overlap of services and supports available for students and staff. There will be an increase in the offering of Mental Health First Aid Training for staff members. This training provides valuable information to help our staff recognize students who may be suffering from a mental health challenge and/or who are in immediate crisis and teaches them a research-based approach to intervening, de-escalating, and supporting students in need. Furthermore, an elective course for students is being developed and addresses social-emotional learning.

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.]

Students who were disengaged are supported through a 3-tiered process. Tier-1 consists of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determines what is keeping the student from completing the work and what supports the school could provide to the family. Tier-2 consisted of an Attendance Intervention Meeting between the teacher, student,

parent/guardian, and Student Retention Specialist (SRS). This type of meeting discusses the same items as in Tier-1 but adds the support of the SRS. The SRS has additional resources that can support the student. For example, the SRS can make additional phone calls home and can drop off work at the student's home. Tier-3 consists of the SRS doing a home visit. These visits are typically made for students who are unresponsive to phone calls and other forms of communication home. The SRS will visit the home to ensure the student and family are doing well, remind the student about attending school, and provide any supports the student and family need to be successful. Because of COVID-19, the SRS makes sure to exhausts all available communication lines such as emergency and alternative numbers before conducting home visits.

When our instructional staff have determined that a student with disabilities is not connecting with our distance learning approach, the staff will identify potential causes for lack of participation or engagement. These causes could be difficulties suffered in their home lives such as disruptions in their living or housing arrangements or parental or employment status. Students could be experiencing personal social/emotional distress making it difficult for them to respond to attempts to engage them in their education. Students could have made early attempts to participate in the distance learning model but experienced challenges and became disheartened. And finally, the lack of participation could be associated to a very practical reason such as lack of technology or technology support. To assist with determining the cause, special education teachers will convene the team to hold a special IEP for students who are not engaging in the current distance learning program to discuss additional supports that may be necessary for the student and to problem solve obstacles hindering learning and engagement.

Communication with parents of English Learners in their primary language is essential. The school will provide parents written communication, in their primary language, when fifteen percent or more of students speak a language other than English as indicated on their annual language census. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, report cards, ELAC meetings, ELAC Agendas and other parent notifications. In cases where families are not literate in their native language, oral communication will be provided. Each year during individual parent-teacher conferences, parents of ELs are informed of their student's progress towards ELD designation.

Re-engagement distant learning strategies for students that have been identified as an English Learner are personalized according to the student's social-emotional health, technology access, English Language proficiency level and academic skill level in an initial re-engagement meeting with the principal, student, families and appropriate school staff. The school will monitor the re-engaged student weekly following the personalized re-engagement plan developed for the student. Some examples of these strategies could include technology training for the student and family, multiple weekly virtual appointments, and daily support calls.

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.]

OCWHIS believes well-nourished students promote a positive learning environment. We believe hungry students will not be in the optimal state of mind to learn if they are lacking a basic need of food. Therefore, OCWHIS will have nutritional food and drinks readily available to students during school hours when students return to onsite instruction. For students having scheduled appointment times exceeding two hours in a school day, a nutritionally adequate meal will be provided as required by Education Code Section 47613.5.

OCWHIS is compliant with AB 1871. As a program that does not require our students to attend for longer than two hours a day, we are actually exempt from AB 1871, however we have chosen to provide all of our students with free nutritionally adequate meals throughout the day anyway and have done so for years. Our vendor is Better 4 You Meals and they provide us with prepackaged meals that are in compliance with the State of CA guidelines. Our community liaison is actively searching for partnerships and food pantries to provide food to our students and their families.

During remote learning, students were able to drive by to pick up food at the site and were able to pick up food at several community partner sites. In addition, a student resource page was developed to house all of the locations throughout the community where free meal pickups were available.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement	Student Retention Support personnel to help with reengagement.	\$36,000	Y
Social Emotional Well-Being	Additional Professional Development such as First Aid Mental Health and Trauma Informed Practices in a COVID setting.	\$5,000	Y
School Nutrition	Nutrition when school reopens or as needed.	\$19,565	Y
Social Emotional Well-Being	HOPE Program and supplies for students who are parenting.	\$40,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.03%	\$891,417.00

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.]

- 1) Approximately, 120 laptops were distributed to students at OCWHIS. With need and as new students enroll, laptops are ordered and distributed as needed. All new students are provided a new laptop upon enrollment unless they state one is not needed. A student resource page was developed for students to obtain online resources, community resources, student portal information, homework help, physical activity resources, and school counselor referral forms. Within the student resource page, students were provided with information for obtaining free or low-cost internet service. For those students who live outside a service providers' jurisdiction, hot spots were provided.

English Learners and students with exceptional needs work with highly qualified education teachers as a means for inclusion in the general education program, as well as, English Learner specialists and/or a highly qualified education specialist. Both specialists collaborate with the general educator in teaching the standards-based Common Core curriculum, instructs the student in their goal areas, and implements the necessary accommodations and modifications for the student. All English learners are provided an Individualized English Language Development Plan (IELDP) that outlines instructional strategies and accommodations that can be used during virtual integrated and designated ELD. The IELDP is followed by all of the English learner's teachers in a concerted effort to increase EL's English language proficiency every year. Additionally, paraprofessionals for English Learners and students with IEPs were utilized to lend extended instructional support and accommodations.

Foster and homeless students are provided the same supports and curricular options as all students who attend OCWIHS. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

- 2) To meet the needs of these students in these populations, laptops and hotspots were provided for the students to complete their schoolwork. In addition, food, shelter, and parenting resources were provided so students could sustain the goals of their education.

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

The school implements a personalized learning experience for foster youth, English learners, and low-income students that is strategically integrated with their unique academic and socio-emotional needs. All students are provided with an individualized learning plan and their learning gaps are identified and addressed throughout the implementation of their learning plan. OCWIHS has been successful in graduating students who are behind in their academics.

Foster youth, English learners, and low-income students will receive additional tutoring through a robust virtual tutoring program. They will also have increased connectivity to the internet and have digital devices that provide them access to their teachers during distance learning.

Foster youth and low-income students who are experiencing low attendance and engagement will receive additional outreach through dedicated personnel like student retention services, tutors, counselors and teachers. OCWIHS will provide bilingual outreach for students who are behind in completing their coursework. In addition, OCWIHS students have access to multiple socio-emotional and trauma related services provided by the school and through local community service providers that OCWIHS partners with to support the wide range of needs and challenges our students are facing.

OCWIHS students have unique needs that most educators are not trained to address in a distance learning environment. Teachers are provided with additional professional development opportunities to support their students with distance learning and in navigating the barriers to success as a result of COVID-19. Google Classroom is being used for online learning, and with the addition of Brightspace and Articulate 360, teachers will have access to specific training platforms that are available to them. Supporting our teachers, tutors and paraprofessionals with specialized professional development is crucial to our students' success.