



# 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
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## General Information

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

Excel Academy is a personalized learning public charter school that offers independent study through approved curricula and textbooks for all subjects, various online platforms, and independent Content and Community Providers (CCPs). The parent or guardian is the primary educator who is directly guided and supported by a credentialed teacher. Due to the design of our non-classroom based model, Excel Academy has been able to continue operating.

As a result, the educational impact of the Governor's "Safer at Home" order on students and families has been minimal. Prior to the "Safer at Home" order, Excel Academy had systems in place to support distance learning that included Teachers of Record (ToRs) providing support to parents weekly and meeting with students and families in-person every Learning Period. In response to COVID-19 safety guidelines, our Community Providers offer instruction in a virtual format, and our ToRs meet with parents and students virtually. Our park days have been temporarily postponed, and all community events and field trips have been moved to a virtual platform. In addition, curricular materials are mailed directly to the student or dropped off at the family's residence following strict safety protocol.

While Excel Academy Charter School's IEP and SST meetings have always been held virtually, Special Education services and assessments that were provided in-person have been moved to virtual services to adhere to all safety guidelines.

# Stakeholder Engagement

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

During an all-staff professional development meeting held on September 2nd, the document was presented, discussed, and all staff members had the opportunity to provide feedback using a Google survey. The document was also discussed at our English Learners Advisory Council (ELAC) and School Site Council (SSC) meetings. The draft was posted on ParentSquare, and parents and students had an opportunity to provide feedback through a Google survey.

In addition, all stakeholders are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Student Council, and Parent Advisory Council (PAC) meetings. Invitations are sent through the Teacher of Record, ParentSquare, and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the Board Governance heading.

EACS collected parent survey feedback to assess family needs and address them. In addition, we created an easily accessible form on our website where families can request support. Through ParentSquare all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. An English Learning Advisory Committee Meeting was held on September 1, 2020, and a School Site Council Meeting was held on September 3, 2020. The plan was discussed, and upcoming boarding meetings were announced at both meetings.

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

To ensure parents have the opportunity to provide input, communication of the following meetings is shared through a variety of platforms, such as the school website, school social media, ParentSquare, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, or computer.

A Governing Board Public Hearing for the Learning Continuity and Attendance Plan was held on September 10, 2020. The agenda was posted 72 hours with information concerning the location of the LCP draft on the school website prior to the meeting. A Governing Board meeting for the adoption of the Learning Continuity Plan was held on September 14, 2020.

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

EACS parents, students, and staff are very supportive of the plan. They did not recommend any significant changes and commented that our LCP was comprehensive in detailing the school's increased and improved services.

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

Based on feedback from our stakeholders, we included our CTE course offerings both to the plan and as an action item because these courses were believed to be of significant benefit to our high school students.

## 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.]

Within the independent study model utilized by Excel Academy Charter School, the parent serves as the primary teacher for the student. In this model, direct instruction by the parent has not been interrupted. All of the curriculum is shipped directly to the student so that the parent or guardian is able to facilitate the student's learning.

Community Providers (CPs) who offer in-person classes have currently moved to a distance-learning model. CPs will resume offering in-person class options as soon as it is deemed safe to do so. Many school-sponsored field trips and Zoom classes are being offered weekly in lieu of in-person field trips.

The Teacher of Record (ToR) is in continual communication with the family through email, text, and phone. In addition, ToRs meet with students virtually at least every 20 school days to review the completed body of work, to discuss the learning that took place, to review academic pacing, and to collect the work samples that the student completed. The ToR provides other applicable resources as needed and can request an SST meeting if concerns arise. Students who have been identified as needing extra support are provided with additional online lessons to complete each week through Read Live, i-Ready, and Moby Max, and CMAT Essentials. Their progress is regularly monitored by the ToR, who provides additional support to the family when necessary.

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

Description	Total Funds	Contributing
Action 1: Every student in grades 2-11 has an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. It may be a required intervention for students one or more grade levels behind.	\$21,000	Yes

Description	Total Funds	Contributing
Action 2: An online Read Live account is provided to all students who score one or more grade levels behind in reading. These students are required to use this resource weekly to help close learning gaps.	\$2,128	Yes
Action 3: School-wide subscriptions are provided to all students. This provides additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.	\$9,763	Yes
Action 4: Parent training is provided through a Parent Summit to make sure parents have the tools they need to teach their children and access all available school resources.	\$0	No

## Distance Learning Program

### Continuity of Instruction

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

Parents use instructional funds to order curricula before the start of the school year. Due to current guidelines, curricular resources may be shipped directly to the student or dropped off at the doorstep by the Teacher of Record while following all safety guidelines. Since the parent is the primary teacher, the delivery of instruction will not change for most students throughout the 2020-2021 school year. Community Providers, who are currently offering online instruction, have a reopening plan to guide the shift to in-person classes when state regulations allow for this, but the content and quality of instruction will not change, and students who choose to continue online will have the opportunity to do so. Students continue to have access to i-Ready, personalized lessons, Moby Max, BrainPop, Enchanted Learning, Super Teacher Worksheets, Mystery Science, Starfall, Tales2Go audiobooks, and Study.com throughout the year. In addition, Excel Academy offers a variety of online classes for middle school and high school students with direct instruction from highly-qualified teachers. These HQTs have been selected for their ability to teach meaningful and engaging lessons in a virtual format.

## 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.]

Excel Academy ensures that all students in need of technology to support their learning have access to it. Each student receives an allotment of instructional funds to use for curricula and other educational resources. A school computer or tablet may be purchased with these funds before the start of the year. Any student who does not have adequate funds to cover the cost of the device may lease a refurbished computer.

Internet access is imperative at Excel Academy Charter School in order to check email daily and to stay in regular contact with the Teacher of Record. The vast majority of our families have internet access upon enrollment. However, any family that needs a device or help with connectivity can reach out to their Teacher of Record or disclose this need in an access survey in order to be provided with the resources to obtain it. In addition to the access survey, our Title 1 Coordinator has additional follow-up procedures in place to ensure all foster youth and homeless students are provided with laptops and WiFi hotspots when needed so that there will be no barrier or disruption to their continuity of learning. Our Special Education team and case managers work closely with their students to ensure they have access to all forms of technology and internet access

## 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.]

The ToR communicates with each family weekly, monitoring progress and providing support as needed. Learning Period meetings are currently conducted online through Zoom. During these meetings, the ToR and student discuss the course content in order to evaluate the learning that took place, and work samples are scanned to the ToR for review and assessment. If the ToR has concerns, a student can be referred for a virtual Student Success Team (SST) meeting where goals and interventions are created to support the student and parent. EACS uses i-Ready diagnostic data to identify struggling students and gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program and complete additional online lessons weekly through Moby Max, Read Live, CMAT Essentials and/or i-Ready. School-wide i-Ready data is also analyzed in the fall and spring to determine how to best support academic achievement for all students in the upcoming school year.

Our ELD curriculum addresses the diverse needs of ELs through a flexible approach to learning. Our English Learners in grades K-3 use Imagine Language & Literacy, our 4-12 grade students use ESL Reading Smart, and Pearson's print materials for grades K-5 are provided to any families who request it. This year we are implementing online ELPAC assessments. We have also increased ELD instructional minutes by 50% and added live Zoom support. At this time, Excel Academy is below the 15% threshold that requires translations; however, all posts on ParentSquare can be immediately translated into Spanish. Translated information and updates in other home languages are available to parents/guardians of English Learners upon request. During Learning Period meetings, ToRs ask English learners to discuss their progress in the curriculum as well as their learning throughout the month. The ToR also discusses the student's progress in ELD with the parent during this meeting. ToRs encourage parents to use SDAIE strategies to make learning accessible and comprehensible for the student and all online providers are familiar with these strategies and incorporate them into their teaching.

## 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.]

EACS Teachers of Record are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers were previously trained in using Zoom, Google G Suite, and ParentSquare to communicate effectively with parents and students.

Prior to the start of school, Teachers of Record received training on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS.

In addition, ToRs were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready Benchmarks in math and/or reading. This included updates on how to use and monitor students within i-Ready, MobyMax, and Read Live: the online programs used to support these struggling students.

In addition, teachers are required to participate in Safeschool Training Modules every year on the following topics: Sexual Harassment Prevention for Non-Managers (SB 1343), Active Shooters, School Intruders, Bloodborne Pathogen Exposure Prevention, Mandated Reporter: Child Abuse and Neglect, Medication Administration: Epinephrine Auto-Injectors, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Prevention and Postvention.

Further training has been scheduled to support ToRs in evaluating the progress of ELs in their ELD curriculum and understanding families' rights under the McKinney-Vento Act.

## Staff Roles and Responsibilities

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

Excel Academy remained open, and as a result, staff roles and responsibilities did not change. Teachers continue to complete weekly wellness and academic checks through regular communication by phone, email, texts, and virtual meetings.

The Human Resource Specialist is the designated COVID-19 staff liaison, and her contact information is provided to all stakeholders. The Human Resource Specialist dedicated time to editing the employee handbook, updating the safety guidelines, and creating a school-wide reopening plan that outlines the appropriate protocol to follow when the school can resume in-person classes and meetings. She also created a staff COVID-19 FAQ document that was distributed via email to all stakeholders. She is also responsible for managing employee leave in regard to COVID-19. She attended the following training: COVID-19: YMC's Legal Guidance for Charter School Leaders, Surviving Legal and Operational Obstacles Caused by COVID-19 & Planning for the Next Normal at School: Key Starter Plays for Prioritizing Health when Schools Reopen.

Our Special Programs Coordinator created and posted information on ParentSquare and our website about COVID-19 making community resources available and accessible through a variety of platforms.

Our office manager oversees the daily operations of the EACS administrative office. In addition to her previous duties, she makes sure mail is distributed to remote employees, ensures safety standards in and around the building, and orders appropriate PPE supplies. She disinfects computers and iPads that are returned, coordinates with IT staff, and carefully reapporitions them to students and staff in need. She handles all of the shipping and receiving of school supplies while maintaining the inventory. Necessary office supplies and equipment are ordered and shipped to staff members so they can effectively work in a remote setting.

In addition to her regular duties, our Intervention Coordinator created the Care Corner newsletter and the Keep Calm & Carry On webinar series which focused on health, coping skills, and balance during the pandemic. This series is available on the school website. She also attended training on Homelessness and McKinney-Vento.

The supports for pupils with unique needs are built into the everyday operation of Excel Academy. Because Excel Academy remained open, there were no additional supports required. Excel Academy reviewed the needs of students with IEPs and provided their services virtually. The school psychologist monitors this fluid situation on a daily basis to ensure that EACS is following federal civil rights and state health guidelines. Teachers' regularly scheduled meetings provide Excel Academy with information concerning student wellness and ensure that students have access to the appropriate curricular materials.

School leadership attends webinars hosted by CDE, SDCOE, and other organizations to stay current with information, trends, and best practices to serve all students, including EL's, Homeless, Foster Youth, and low-income students. Additionally, a Title 1 Coordinator was hired to specifically monitor at-risk students to ensure they are on track with their educational plan and offer resources as needed. She attended a training entitled Putting it All Together Session 3: Learning Loss Mitigation, MTSS Tiered Support, and Alternative Metrics - Measuring/Monitoring Registration.

## **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.]

At Excel Academy Charter School, our English Language Development (ELD) curriculum has always been online. This allows our English Learner students to seamlessly continue their ELD curriculum. If there are any unique challenges for our EL students, an SST meeting is held to address those on an individual basis. Excel Academy is well below the 15% threshold for providing oral and translated communication. However, translated information and updates in home languages are available to parents/guardians of English Learners upon request.

Each foster and/or homeless student is assigned an additional support staff member consisting of either a school counselor or our Intervention Coordinator. The support person assigned to each foster and homeless youth has remained in close contact with both the family

and the student's ToR to ensure they are well supported. The Title 1 Coordinator sent out parent surveys to make sure all of our students with unique needs are being well served and to identify and address any unmet needs.

In keeping with the continuum of services for our special education students, all services were moved to a virtual setting, with computers and hotspots being provided to students who do not have access to the internet. Document cameras are also provided to students receiving special education services so that service providers are able to continue assessing students in all areas. The document camera enables effective evaluation of students' written work and hand movement.

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

Description	Total Funds	Contributing
Action 1: We hired a full-time Title 1 Coordinator/Homeless Liaison to make certain that all of the needs of our at-promise population were being met.	\$58,084	Yes
Action 2: We hired a full-time Intervention Coordinator to lead SSTs, support struggling students, and monitor the effectiveness of our intervention program.	\$58,084	Yes
Action 3: We gave Special Education students document cameras to aid with virtual assessment.	\$300	Yes
Action 4: Teachers are required to participate in 8 SafeSchool Training Modules every school year.	\$816	No
Action 5: Our Title 1 Coordinator attended CDE and SDCOE Training to best support foster youth, ELs, homeless youth, and Title 1 students.	\$0	Yes
Action 6: Our leadership team is attending the Distance Learning - Trauma Informed Practices training in order to inform our practices of supporting at-promise students in a distance learning format.	\$0	Yes

Description	Total Funds	Contributing
Action 7: We provide research-based ELD curriculum to English learners and offer a paper based curricular option for those who request it to support our ELLs.	\$5,989	Yes
Action 8: We hired bilingual teachers to support families that speak another home language and to provide translation when needed.	\$146,826	Yes
Action 9: We offer Career and Technical Education classes to support high school students in the following pathways: Education, Health Science, and Marketing. We began the Health Science pathway for the first time this year and hired a new CTE teacher for this.	\$8,727	Yes
Action 10: Hotspots and internet service are provided to any students in need of connectivity in order to facilitate communication between families and teachers as well as distance learning.	\$11,284	Yes
Action 11: All staff are provided with laptops.	\$4031	No
Action 12: Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.	\$2,285	No

## 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.]

Every EACS student in grades 2-11 takes the i-Ready reading and math diagnostic benchmark assessments within the first three weeks of school or upon enrollment. Our K-1 students are given paper and pencil benchmark assessments at the first LP meeting to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program which was created by our Intervention Coordinator, and complete additional online lessons weekly through CMAT Essentials, Read Live, and/or i-Ready. Younger students use Moby Max or Starfall. Moby Max and i-Ready were provided for free to all continuing and enrolled students throughout the summer to encourage ongoing learning during the break.

Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN (Progress Improvement Notification) from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, a Student Success Team meeting is held with the Intervention Coordinator, the parent and the ToR. If a 3rd PIN is issued, it is sent to the parents by certified mail and an internal evaluation is conducted, at which point the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to get the student back on track before the gap widens. In response to an increase in absences, the Executive Director and administrative cabinet had weekly meetings to adjust these policies and procedures that address attendance, pacing, and progress. Excel Academy requested that the Board of Directors review and approve changes to the following policies: EACS - 6115 Attendance, Progress Notification (PIN) and Involuntary Withdrawal Policy to make sure they were up-to-date.

## 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.]

Due to the fact that Excel Academy Charter School remains in operation and students continue to be taught and supported by their parents with curricula that they keep at home, there has been minimal learning loss as a result of COVID-19. To mitigate any learning loss that did occur, students struggling academically will continue to participate in our intervention program and receive the support of additional online programs and increased assessment to measure progress throughout the year. ELD minutes were also increased by 50% per week to allow students more time to master these needed skills. English Learners take the ELPAC online and the progress in the ELD curriculum is monitored weekly by the ToR. Our Title 1 Coordinator is continually monitoring the progress of low-income pupils, foster youth, and pupils experiencing homelessness and providing the support needed for each of these groups to succeed.

## 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.]

All students in grades 2-11 retake the i-Ready diagnostic measures in the spring. This data allows us to see the progress these students have made since they tested in the fall and if the variety of supports we have put in place have resulted in closing the achievement gap for these students. Students in grades K-1 also receive a teacher-led assessment to measure growth and progress. In addition, we sent out surveys to our stakeholders to determine if all of the services provided were adequate to address the needs of our student population.

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

Description	Total Funds	Contributing
Action 1: i-Ready (See Continuity of Learning, p. 3)	\$0	Yes
Action 2: Title 1 Coordinator (see Distance Learning, p. 7)	\$0	Yes
Action 3: Intervention Coordinator (See Distance Learning, p. 7)	\$0	Yes
Action 4: SafeSchools Training (see Distance Learning, p. 7)	\$0	No
Action 5: Office supplies and shipping costs (See Distance Learning, p. 7)	\$0	No

## 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.]

EACS provides school-wide webinars addressing mental health needs. For example: Suicide Prevention (twice a year), Keep Calm & Carry-On (6 session series): managing anxiety and stress, etc. In the spring of 2020, the weekly Care Corner Newsletter introduced new and creative coping skills to our students and families. Students are also encouraged to utilize the SEL lessons provided in our school-wide subscription to BrainPop. Our mental health team will attend the California Student Mental Wellness Conference in September 2020 to receive critical professional development, which will be applied through programs for our students. For the 20/21 school year, EACS will implement school-wide social emotional learning.

EACS addresses individual mental health needs through the SST process. Through the SST meeting, we can determine what level of support is needed: more frequent check-ins with their ToR, reduced academic pressure, scheduled “me” time, counseling, etc. Excel Academy hired an additional School Counselor for the 20/21 school year in anticipation of the increased need of mental health support. Up to 6 sessions of 1-on-1 counseling will be provided to high-need students while we work to connect them with community resources. The Crisis Team, which consists of a school psychologist, two school counselors, and an intervention coordinator, collaborate to respond to our most intense mental health crises.

The Title 1 Coordinator/Homeless Liaison attends training hosted by SDCOE and community and state organizations. This information is shared with the staff in professional development meetings, staff meetings, as well as in individual conversations to address the needs of our students. Proactive mental health support is provided to all students covered under McKinney-Vento.

All teachers have been trained on current school policies related to COVID-19 and the appropriate protocol to follow when we are released to resume in-person meetings with students. The SafeSchool Trainings on Child Abuse and Neglect, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Prevention, and Postvention all enable teachers to best meet the needs of our at-risk students.

## **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.]

Since the parent is the primary educator, the majority of EACS students are not participating in distance learning. All students have access to books, workbooks, and other curriculum materials, and the majority of students are receiving direct instruction from the parent at home. There are some students who choose to learn from an online teacher or use recorded lessons as part of their curriculum, but the parent is still involved in their education on an ongoing basis. In addition, the i-Ready diagnostic provides results on how the student is currently performing in math and language arts. Any students who score one year below grade level are monitored more carefully by the teacher and held accountable to complete additional lessons each week. Information is regularly communicated to families on ParentSquare. In ParentSquare, all information can be translated instantly into Spanish. All other languages can be translated as needed.

Due to the important role of the parent, we are quick to follow up with students who are not making adequate progress in each Learning Period so that the student can get them back on track. Families who fail to follow agreed-upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, an SST meeting is held with the SST Coordinator, the parent, and the ToR. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in an independent study model. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to reengage the student and get them back on track before the gap widens.

## 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.]

School-wide interventions are available to support our students. Due to the high unemployment rate, we recognized that support could be needed across all socioeconomic tiers. We post recurring advertisements of the No Kid Hungry program, which provides free meals at local school campuses, and we post available community resources on our website. Additionally, we note in our monthly staff meetings for ToRs to notify the Crisis Team if any family is struggling and in need of food or shelter. A list of community resources has been created, by the county region, addressing these needs. In addition, we sent surveys to all families to ensure that all students had access to adequate food, water, and shelter. Our newly hired Title I Coordinator has already been in contact with families to support their needs.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Action 1: We hired an additional high school counselor to support the growing mental, social, and emotional needs of our students.	\$37,316	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.84%%	\$523,768.00

### 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.]

The strategies outlined above are available for all students; however, they were created with the foster youth, EL, and low-income students at the forefront of the decision-making process. Services for our low-income, English learners, and foster youth are evidence-based interventions that were identified by a collaborative effort of the school Executive Director, Assistant Director, and staff to determine the resources available that support the academic and graduation rates for our student groups.

The school's Intervention Coordinator is a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.

Due to the trauma that students may have experienced due to COVID-19, an increase in school counseling services is critical for this student population. Foster, EL, and low-income youth experience trauma at a higher rate than their peers, and a counselor can help provide social-emotional stability that will allow the students to better meet their academic goals. EACS hired an additional counselor to help meet this growing need. Spreadsheets with resources for food, shelter, and mental health services for our families are developed, maintained, and updated regularly and shared via ParentSquare, our newsletter, and on our website.

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

Additionally, the school's Title 1 Coordinator, along with the support of the Intervention Coordinator, will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney Vento, Home Language Survey, and other school surveys, we identify the needs of our student population and ensure that our foster youth, English learners, and low-income students are receiving the support they need. We continue to work strategically to gather feedback from all stakeholders for continuous improvement.

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

Excel Academy's foster youth, English learners, and low income students' needs are identified through regular School Site Council meetings, Parent Advisory Council meetings, ELPAC meetings, and collection of the McKinney Vento identification form. Our services are significantly increased by hiring a full-time Title I Coordinator, in addition to our Intervention Coordinator. To ensure student needs are being met, the Title I Coordinator creates a request form to address needs specific to these stakeholders, which is posted on the Excel Academy website and is accessible at any time. Our Title I Coordinator contacts families within six weeks of a student's SST to ensure any strategic actions put into place during the SST meeting are effective. We will also continue utilizing School Site Council meetings, Parent Advisory Council meetings, ELPAC meetings, and collection of the McKinney Vento identification form to identify and address the needs of our students. Resource options for these groups are shared monthly via newsletter, email, and our school communication system.

To increase the support for families identified under the McKinney Vento Act, we will be scheduling a minimum of two SST (Student Success Team) meetings annually so we can be sure to maintain consistent communication. EACS teachers are required to attend upcoming professional development related to the McKinney Vento Act to learn best practices regarding foster and homeless students. Finally, a survey will be completed by teachers for further data collection regarding these families so we can better understand and meet their needs.

The Intervention Coordinator provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. She implements evidence-based interventions that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions.

We significantly increased our services to at-promise students by hiring an additional High School Counselor who can provide 1:1 counseling for students in need.

EASC bilingual teachers provide increased and improved services for our English learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, who review student needs and gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, a strong ELD curriculum for ELLs, Title I Coordinator monitoring and support, and support on the social-emotional level all of which ensure that students are progressing academically. The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-risk student population is receiving instruction that best meets their needs. A personalized education model is key to mitigating learning loss for these students and supporting them in their academic achievement.