

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.]

Coastal Academy TK-8 and Coastal Academy High School are two of the seven campuses within The Classical Academies. At The Classical Academies, we constantly strive to provide quality educational options, connections with our community, as well as being available and ready to support our students by partnering with parents. As an Independent Study school in the State of California, all of our students and families were already completing school work from home in combination with learning at school when COVID-19 hit. This enabled us to shift quickly and continue with learning.

As we shifted to the new reality of not coming back on campus for the 2019-20 school year, we coordinated efforts to stay connected and to continue to value learning. We believe that having ongoing communication is a way to keep us grounded, manage expectations, and give families security that our partnership was continuing during this time. Weekly information and updates were released to parents and students from teachers, site leaders, and combined organizational community messages. Through email, phone calls, and video updates, students and families were encouraged to stay in touch with teachers, remain engaged in daily learning, and services and support continued while in distance learning. We saw an average of 95% engagement by the end of the year.

- On March 13, 2020 we honored the Executive Orders and Shelter in Place, by closing all sites, but allowing full access to all learning platforms and materials without introducing new content.
- Students were given the opportunity to check out school chromebooks to assist with distance learning.
- Beginning on March 30, 2020, we were able to provide structure, flexibility, and touch points for families as they engaged with 100% distance learning including new content.

As the school year neared its end, we turned our focus to the 2020-2021 school year and we began surveying all stakeholders:

- Parents were asked what worked well and what needed improvement during distance learning, as well as what supports they needed to be more successful.

- All employees were asked for their input on returning to school plans including their preference for being back on campus and working from home. They were also asked about how health guidelines might influence their preferences. Additionally they were given the option to share concerns and questions in a short answer format.
- Parents were asked in a separate survey their preferences on returning to school in the Fall of 2020 including preferences for programming options including rating three options - regular programming, blended learning, distance learning. Parents were also asked about the health guidelines and how those might impact their decision to return to campus once schools opened.

All of the information gathered through the surveys, the county's health guidelines, SDCOE & CDE's guidelines were used to create plans for the 2020-2021 school year. At the end of June, we introduced our two reopening plans with our community. Plan A was to reopen with pre-COVID programming when allowed. Plan B was to offer a modified schedule that would allow limited time on campus for small groups, while honoring all health mandates.

Once the Governor issued the Executive Order based on counties being on the watchlist, we shifted our plans to full distance learning and informed our community of Plan C in late July. We began the year with distance learning and will stay with distance learning through October 2, 2020, after which point we will assess what is best for our community moving forward.

As we assess our next steps we will again survey families and employees as many elements have changed since we surveyed them in May & June. This information along with the current health guidelines will be used to refine our Plan B, blended learning model.

Stakeholder Engagement

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

As an Independent Study program, electronic communication with our families is a regular part of school. We have regular communication with families through a weekly email. In addition, teachers interact with families through email and our Learning Management System, Schoology, frequently each week. Every year, all families with connectivity issues are assisted and supported as they begin school with us. Any families who had additional issues due to COVID were connected and supported. One of the primary ways we accomplished this was by distributing school issued chromebooks within the first two weeks of distance learning. Again as an Independent Study program with schooling already happening at home, support was already in place for families whose primary language is not English.

As we gathered input from families, Google surveys were created and distributed to families using our distribution lists and regular communication channels. There were three surveys distributed:

In May 2020 Classical Academies asked for parent input to help understand our families programming preferences as we developed plans for the return to school in the fall. 66% of our families responded to the survey.

In June 2020 we asked all employees for feedback on working from campus and from home, as well as input on health guidelines and concerns.

In June 2020 we asked for feedback on the March - June 2020 educational experience. Parents in grades TK-12 were asked for feedback on what went well and what needed improvement with distance learning. They were also asked what additional supports were needed to improve the learning environment.

The information gathered in the programming survey, the employee survey and the educational feedback survey were reviewed by the leadership teams as we developed plans for Fall 2020.

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

Board meetings dates, agendas, and minutes are posted on The Classical Academies website. Notices are posted at school sites and during the closure, notices of board meetings were shared in our weekly email update to the whole school community. Remote access to board meetings are listed at the top of each agenda which are publicly available on the school's website. During the meeting those who wish to make public comment are given directions on how to notify the moderator of the meeting their desire to speak and on which topic they wish to make a public comment. The same procedure is followed for public hearings.

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

Feedback from Programming Options Survey:

- 66% of our families prefer to return to our traditional blended learning environment.
- 17% of our families prefer a modified version of our traditional blended learning model.
- 8% of our families would prefer independent study at home exclusively.
- 11% of families indicated they would not be able to return to any campus based activities due to health concerns.

Feedback from Employee Survey:

- 58% were comfortable returning to campus or office
- 96% were confident that their personal feelings about the pandemic were being taken seriously and being taken into consideration as plans are being developed

Feedback from Educational Experience Survey:

What went well: TK-8

- Communication from school/teachers and flexibility to help with a variety of family needs
- Support from Teachers through virtual live sessions, recorded sessions, flipped classroom model, phone calls, emails, etc.
- Instructional plans created for all school days with video support
- Chromebooks provided to students to do distance learning

What went well: High School 9-12

- Responsiveness to need and concern (24 hour turn around)
- Maintained A-G rigor in college prep classes

- Achieved a 96%+ student engagement rate by the end of the school year

What needs improvement: TK-8

- More connection for the kids with each other
- More interaction with Elective classes during distance learning
- More online instruction requested for distance learning
- Parent instruction for logging on to Hangouts - some families had trouble logging in and using the functions
- Consistency amongst all classes and virtual support

What needs improvement: High School 9-12

- Consistency and cohesion in Schoology course layout
- Synchronous "LIVE" learning time
- Increased social emotional opportunities
- More student interaction
- Increased teacher scaffolding to set students up for success at the start of the week
- Structures to help students be organized

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

As plans were created for Distance Learning this fall the following feedback was incorporated into those plans.

TK-8:

- Additional recording and videos added to curriculum
- Live sessions scheduled throughout the day to accommodate multiple children in one household
- Align virtual live lessons and times for each grade
- Elective offering distance learning with video support
- Elective activities page created to support families with elective activities
- Teachers can teach from their classrooms or from home during distance learning
- Telework is being utilized where possible

High School 9-12:

- All teachers set up Schoology courses the exact same way
- Monday weekly screencast overviews for each class
- Tuesday/Thursday full synchronous virtual school days
- Monday Mentor Advisory synchronous meeting time for focus on mentoring and social emotional development
- Monday biweekly mentoring for all 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.]

We reviewed parent feedback, San Diego County health guidelines, and educational best practices, as we developed plans for Fall 2020. We have two options for In-Person Instruction. The health and safety guidelines at the time of reopening will determine which plan will be implemented.

Plan A: Return to our regular blended “pre-COVID” programming. As an Independent Study program, our regular programming offers a blend of on campus instruction with at home instruction.

Plan B: This is a modification of our regular blended model. The number of students on campus is limited in this plan, due to social distancing guidelines, and the physical size of classrooms. Student academic needs, social emotional needs will also be taken into consideration as plans for student time on campus are created. This plan will be evaluated and adjusted with the goal to continually increase student time on campus as allowed per the healthy and safety guidelines. Initially it will build on our full distance learning program by bringing small groups of students for targeted instruction to campus.

When students return to school, student health and safety will be a high priority. Classrooms will be provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews have installed multiple sanitizing stations at each campus. We have increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms are being established and proper signage is being ordered. We will provide videos on proper handwashing, masks wearing, and social distancing expectations before school reopens and again in the classroom once students return.

Another area of concern will be student’s social/emotional health. As students return to campus, teachers will spend classroom time to connect students with their peers through group activities, student groups, clubs, etc. Before students return to campus, school counselors will provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] School site Counselor	\$131,956.96	[Y/N]

Distance Learning Program

Continuity of Instruction

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

With the current Executive Order and health mandates in place, we will begin the year with Plan C at least until October 2, 2020, after which point we will assess to determine our next steps. We will monitor state and county guidelines to determine when we can shift from Plan C to Plan B, our blended model, and eventually to Plan A, which is regular programming.

Here is a brief overview of Plan C and the elements it contains to support our students:

Plan C: Distance Learning

For students enrolled in Tracks A, B, M, Summit, C'lectives, and High School

- School days will be a blend of synchronous "real time" classes and asynchronous work assigned through Schoology/Summit platform.
- Each week targeted support will be offered. Most of this support will be offered in a synchronous format.
- Each week intentional time during synchronous learning will be devoted to building community and making student connections.
- Intervention services will be offered virtually

For students enrolled in Track C and Independent Study

- Schoology lessons will be provided with step-by-step lesson plans
- Educational Specialists are available to support
- C track classes are offering distance learning sessions on their usual day(s)
- Parent support groups will be created to connect families who wish to participate
- Intervention services will be offered virtually

Clubs & Activities

- Students in grades 7-12 will continue with pre-established clubs and ASB via Distance Learning. Campus specific updates will be given in the first few weeks of school.

Parent Support

- August 13, 2020 was the Annual Jumpstart Parent Education Conference. It is designed to inspire, connect, and motivate parents as they kick off the school year! The conference features a keynote address and educational breakout sessions.

- Parent Orientations and Coffee Chats are another way to learn about each campus. Look for more information once school begins.
- Parent support groups are being created for new Track C families.

Special Education

- IEP Services will be synchronous “real time” sessions, if/when needed services may be provided as pre-recorded lessons.
- IEP Meetings will be held via Google Meet
- Case managers will reach out to families before the school year begins to discuss students’ service schedule
- Special Education services will be provided virtually

As an Independent Study program, we already have curriculum, both physical and digital, that supports a blend of learning at home and at school. All students have received the necessary curriculum for the 2020-2021 school year’s grade or specific subject area. Physical curriculum has been checked out to families as it is every year to be used at home. We have added chromebooks to the curriculum check out list as devices are requested.

As we move from Plan C to Plan B to Plan A, the curriculum will stay consistent in each model with families having full access all year to the materials they need.

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.]

A technology survey was sent out to all families to assess and evaluate the number of students needing technology. The ongoing results of the survey allowed us to coordinate the pick up of computers on specific dates and times for all students, including English learners, foster youth and low-income students. Connectivity issues are also being addressed case by case, just as we do every year.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

As an Independent Study program, time value is built into our Master Agreements and Assignment & Work Record forms. We will measure participation and time value based on these Independent Study documents just as we do every year.

While in distance learning, teachers will be offering live instruction on the days the students would typically be on campus. The rest of their school day will be asynchronous and delivered through our LMS, Schoology. The live instruction is as follows:

AB Track

K - 30 minutes 2 times per week

1st - 60 minutes 2 times per week

2nd - 75 minutes 2 times per week
3rd - 60 minutes 2 times per week
4th - 120 minutes 2 times per week
5th - 165 minutes 2 times per week
6th - 155 minutes 2 times per week
M Track
7th - 120 minutes 3 times per week
8th - 120 minutes 3 times per week
C Track
TK-2nd - 30 minutes 1 time per week

3rd-6th - 30-45 minutes for 1-6 sessions per week
7th & 8th - 45-60 minutes up to 1-12 sessions per week
High School
9th-12th - 305 minutes per week

In addition teachers are offering one-on-one or small group support twice a week as “office hours”.

Each week during the live sessions, teachers will build in group work, community building, connecting with peers activities to encourage a sense of belonging to the school community. The school counselor will post weekly updates to the whole school, and they will work with students as needs arise in a virtual setting.

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.]

As teachers returned to work a two hour professional learning session on Distance Learning tools was offered for all teachers including special education teachers, support providers and leaders. The professional learning started with a whole group session on Zoom and then breakout sessions were offered on virtual classrooms, breakout rooms in Zoom, video and editing techniques, and asynchronous learning tools such as slide deck voice overs.

Throughout distance learning weekly updates on distance learning tools will be given in an asynchronous manner allowing the teaching teams to access these resources as they have the time and capacity to build their skills.

As a Professional Learning Community school, we will continue to build on our work to implement PLC's in order to ensure ALL students, no matter who they are or where they come from or what challenges they have, learn! We know it will be challenging to continue this collaborative work while we are distanced from one another, but we are committed to the process. In late September we will have a 4 hours professional learning day with a presenter from Solution Tree on PLC's. Our goals for this day are to calibrate everyone's definition of PLC's, refine what collaboration looks and sounds like, and use group work to determine next steps at the school level. This will also be used to determine content for future professional learning. Especially with distance learning, we need to be better at the PLC process to ensure we know which students have mastered the standards and which students have not yet. No matter the model of delivery the goal is the same, learning for ALL.

Staff Roles and Responsibilities

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

As an Independent Study program, Classical Academy offers a unique partnership with parents and credentialed teacher support on and off campus. Teacher roles and expectations are defined during virtual learning as the following:

- All teachers will be available via email and Schoology during regular school hours, Monday through Friday, with the goal of responding within 24 hours. Part-time teachers are expected to be available during their regular teaching time.
- Full-time teachers and part-time core teachers with regular face-to-face classes, will send a weekly email or post a video to check-in, give a weekly overview and/or encouragement to students - no more than 10 minutes if using video.
- Lesson plans for students will be posted no later than 4:00 on Friday, so students have access to a full week of lessons.
- Weekly in grades 7-12, per course, one digital assignment will be submitted to the teacher.
- Specialists - reading, literacy, math, writing, intervention - will set up weekly sessions for synchronous learning modeling the times and structure from when students were on campus.
- ES's, IS, Online teachers -
 - These teachers will continue to support families as usual.
- Teachers will regularly (virtually) check in with any family/students who are on an accountability plan/action alert.

Special Education Services

- IEP meetings will still be held via Google Hangout/Teleconference.
- SPED service providers will be communicating with students/families to schedule synchronous services.

Student/Parent/Teacher conferences

- Per the Master Agreement, conferences will be held virtually or in person depending on the current health guidelines every six weeks in grades TK-8. In grades 9-12 conferences will be held virtually or in person every 9 weeks.

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.]

During distance learning, we will meet the needs of pupils with unique needs just as we do in a regular school year. As an Independent Study program, we already have support for our English Learners, pupils with exceptional needs, foster and homeless youth incorporated into our Independent Study programming. As we continue with distance learning, we will increase our weekly contact with the families of our pupils with unique needs. We will increase the amount of time the students have access to the teacher, through live sessions, as well as parent support for the student's asynchronous learning time. We offer small group support and services for Special Education students during the regular school year and this will continue with a mix of synchronous and asynchronous instruction.

As plans are made for students to return to campus, these students will be some of the first groups of students we will bring back to campus for small group instruction and assessment to determine present levels.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] Chromebooks and Zoom licenses	\$37,998	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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.]

To help increase educator efficacy and enhance learning for all students we have continued our work as professional learning communities (PLC). Educators meet in grade-level teaching teams, school committees, and departments to ask three essential questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

These questions drive our decision making and services being provided for all students. Regardless of the method of instruction, distance learning or in person, measuring growth or a learning loss is assessed in a variety of ways including math readiness testing, reading foundational skills, formative and informative assessments. Through interventions educational specialists and teachers are able to provide support to students who have shown signs of learning loss or struggles in more traditional pacing. Using a response to intervention (RTI) multi-tiered approach, students are

identified, supported, and have ongoing assessment. Foundational classes are held to further support student progress and learning, as well as providing consistent progress monitoring.

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.]

As an independent study program, our regular curriculum includes assessments that are used to determine academic progress. The PLC process provides the format to identify students with learning loss. It also includes collaboration with grade level teachers to create next steps with the identified students. Those next steps identify the strategies to use, methods to measure progress, and a timeline for review of progress. Based on the formative assessment data, students who have significant gaps will be referred to the Response to Intervention teams for targeted summative assessments. The teacher & RTI team will determine next steps for those students and meet together in Safety Net meetings several times per year to discuss student needs. Students can also be referred any time throughout the year as assessments show a need. The Response to Intervention team will continue to monitor progress with regular updates to the teacher, student, and parent. The PLC process includes all students, including our low income, foster youth, homeless, English learners, and Special Education students. For English learners, small group instruction with the ELD Provider will occur at least once per week. The length of time will be determined by grade - Kindergarten through 2nd 20-30 minutes, 3rd - 6th grade 30-45 minutes, and 7th -12th grade 45-60 minutes. This will be combined with targeted independent work to complete each week. Their progress is measured weekly during their small group session. For Special Education students their IEP determines the frequency and types of services and supports, as well as the frequency of goal progress monitoring.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Teachers use essential standards and progress monitoring occurs weekly in the classroom through formative assessment (exit tickets, whiteboard responses, short quizzes, verbal explanations in small groups, and more). Teachers also assess several times per unit through summative assessments in the form of larger tests or assignments. Teachers meet weekly in PLC grade level collaboration groups to review data and plan instruction and intervention based on student achievement. First tier intervention takes place in the classroom one time per week in grades K-6 and three times per week in grades 7 and 8. Teachers also meet to plan and align standards-based instruction in vertical teams three or more times per year. Additionally, students are assessed using NWEA MAP testing two to three times per year and struggling students are brought to safety net meetings. Students are then connected to intervention services with literacy and/or math specialists through our Response to Intervention program. Specialists conduct assessments and provide services in small groups or one on one, reassessing every 6-12 weeks for progress. Teachers meet a minimum of every six weeks with students and parents to go over work, share progress and plan academic goals. We have adopted MTSS as a system to help us address the academic and SEL needs of ALL students.

At the high school level, every 3 weeks teachers review the targeted essential standards and conduct an audit of student progress towards achieving mastery. For core classes (English, History, Math, Science, Spanish) benchmarks are housed within the Summit Learning platform. Students who are disengaged or significantly struggling are identified via a school wide safety net. An additional method we measure effectiveness is via our Progress Reports issued at the end of the first quarter.

Using the above mentioned progress benchmarks, subject matter experts are identified and extra support and intervention is provided. Additionally, in some cases supplementing with an extra English or Math support class is helpful to assist in bridging the gap between deficit skills and where the student needs to be. Parent partnership is an integral component of our program and as such, there is a meeting with the teachers, student, parent and an administrator to discuss a success plan the student feels comfortable with. Parents are given strategies and tools to support student learning at home.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] RTI Specialists, including reading, math, and intervention specialists	\$565,692.28	[Y/N]

Mental Health and Social and Emotional Well-Being

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

Student’s social/emotional health is a priority. During distance learning the school’s social emotional counselor is sending weekly videos to all students. The focus of the videos will be around the monthly campaigns designated by The Classical Academies counseling team and will be geared to the grade levels of each campus. As an Independent Study program with students on campus and at home, we have a well established referral system which we will continue to use to support students in need. These students will meet with the counselor in a virtual one-on-one session. Each year, school counselors will provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers. The impact of social distancing and isolation will be additional topics to address with all.

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.]

As an Independent Study program we have policies and procedures in place for students who are not engaged with learning. Our procedure starts with an Accountability Plan which identifies the issues and creates a plan for what each person in the partnership, student, parent, and teacher will do to support the student as changes are made. The frequency of monitoring is established in the Plan, and is often a weekly check in. At the check ins progress is noted and changes to the Plan are made. If the student is consistently engaged the frequency of the check ins is reduced and eventually they move off the Accountability Plan. This process is successful for 98% of students.

If the student is still not engaging at the check ins, adjustments are made to the Plan and often the frequency of check in is increased to a daily check in. Determining the core issues of the challenges the student faces, determines the next steps. For some students, it could mean a referral to a Student Study Team (SST) meeting, additional foundational support, or office hours with an intervention specialist. The SST meeting consists of teachers, an administrator, the parent(s), and support personnel from the school. The student's academic, behavioral, and social-emotional progress is discussed and an action plan created and a follow up meeting is scheduled.

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.]

Under the State statute, AB 1871, we provide meals if an eligible student is at a school site or meeting space for an educational purpose for two or more hours. As a non-classroom based charter school, this is not applicable for us during distance learning. Once students return to school, we will again distribute meals.

Starting in March 2020 when schools closed we have consistently sent families information about local food distribution centers.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services] N/A	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services] N/A	[\$ 0.00]	[Y/N]

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
3.81%	\$491,053

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.]

Coastal Academy having 24.8% enrollment of unduplicated pupils, is expending funds on a schoolwide basis to include all unduplicated students. Both goals and actions are aimed toward increasing student academic achievement of all students and engaging parents and community partners through education, communication and collaboration to promote student social-emotional success.

As plans for the 2020-2021 school year were developed, services for homeless & foster youth, English learners, and socio-economic disadvantaged students were taken into account. It was determined the best course of action was to increase individual and small group support by counselors and specialists pushing into synchronous classes. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference. These students are also being served as needed through our PLC & RTI support.

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

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments. Students with an achievement gap are assigned supplemental learning tools and services with the math and/or reading specialists.

Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development.